

RECOMMENDED CONTENT CORRECTIONS

General Statements		
- Public comment on the revised TEKS has identified historical inaccuracies or language that lends itself to a misinterpretation of key historical events. The following recommendations offer CORRECTIONS or clarification to address real or perceived historical inaccuracies or unnecessary ambiguity. - The organization of the columns is as follows: (1) Left column is the TEK citation; (2) the center column is the TEKS language; and (3) the right column is the proposed convention for corrections is red-strike through language for clarifications and blue for added language. An example is provided in Grade 2.		
Kindergarten		
Citation	TEKS Language	TEKS Recommended Correction/Clarification
		CORRECTION
		CORRECTION
		CORRECTION
Grade 1		
		CORRECTION
		CORRECTION
		CORRECTION
Grade 2		
EXAMPLE	EXAMPLE	EXAMPLE
2(F)	identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and	CORRECTION identify the Greek and Roman civilizations Greeks and Romans as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and

		CORRECTION
		CORRECTION
Grade 3		
		CORRECTION
		CORRECTION
Grade 4		
	<u>Describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian Culture, growth, and change. (H Geo/C, E)</u>	CORRECTION: <u>Describe the Cahokia and their as an urban centers, including its resident's mound-building practices, and extensive trade networks across the eastern United States, and their significance as a significant as part of the growth, and change of Mississippian Culture, (H Geo/C, E)</u>
		CORRECTION
		CORRECTION
Grade 5		
5 (E)	(E) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);	CORRECTION: (E) explain how the Wampanoag people, including Squanto and Massasoit , helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);
		CORRECTION
		CORRECTION
Grade 6		
1 (B)	<u>(B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);</u>	CORRECTION: (B) explain describe the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);
1 (C)	<u>(C) describe the causes of the Mexican War of Independence from Spain that led to an independent Mexico, including</u>	CORRECTION: (C) describe the causes of the Mexican War of Independence from Spain that led to an independent Mexico, including social

	<u>social inequality and economic crisis (H); and</u>	<u>inequality, economic crisis, and the French invasion of Spain that caused chaos in the Spanish Empire (H); and</u>
1 (D)	<u>(D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).</u>	CORRECTION: <u>(D) explain that Miguel Hidalgo's call for independence from Spain (the Grito de Dolores) inspired revolutionary efforts and is remembered today during Mexican Independence Day celebrations, and the role Texas played in the war, including the Battle of Medina in 1813, And the subsequent reprisals and depopulation of Tejas (H).</u>
2 (B)	<u>(B) explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);</u>	CORRECTION: <u>(B) explain how the Louisiana Purchase in 1803 expanded doubled the size of the United States and affected strengthened national security by giving the United States control of the Mississippi River, leading to and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);</u>
2 (G)	<u>(G) describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);</u>	CORRECTION: <u>(G) explain how key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans under Andrew Jackson's leadership and bombardment of Fort McHenry which led to the Star Spangled Banner, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);</u>
3 (C)	<u>(C) interpret maps to identify how natural resources in Texas, including timber, farmland, and fossil, fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).</u>	CORRECTION: <u>(C) interpret maps to identify how natural resources in Texas, including timber and farmland, and fossil, fuels influenced where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).</u>
4 (C)	<u>(C) describe how similarities, including federalism and popular sovereignty, between the Texas</u>	CORRECTION: <u>(C) describe how similarities, including federalism and the role of state</u>

	<u>Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);</u>	<u>governments and popular sovereignty, between the Texas-Mexican Constitution of 1824 and the United States Constitution that served as motivation for settlers to come to Texas (G/Civ);</u>
4 (D)	<u>(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);</u>	<u>(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas including recruiting settlers and distributing land grants (H);</u>
4 (F)	<u>(F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).</u>	<u>(F) identify that interactions between American Indians and settlers were, at times, peaceful and at other time violent including a trade and raid relationship with the Caddo and Comanche(H).</u>
5 (B)	<u>(B) explain how the term "Manifest Destiny " describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean (H, Geo/C);</u>	<u>(B) explain how the term " Manifest Destiny " describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean as part of the Democratic Party messaging in the election of 1845, and how it has changed and expanded in its scope in the 20th Century in an effort led by various historians. (H, Geo/C);</u>
5 (C)	<u>(C) describe how the presidency of Andrew Jackson shaped the nation, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and</u>	<u>(C) describe how the presidency of Andrew Jackson shaped the nation and expanded federal power during the nullification crisis and through the Indian Removal Act, and expanded suffrage, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and</u>
5 (D)	<u>(D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).</u>	<u>(D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas including competition over land and resources and creating the Indian Territory to the north of Texas. (H, G/Civ, Geo/C).</u>
6 (D)	<u>(D) describe key events of the Texas Revolution, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and</u>	<u>(D) explain how Antonio Lopez de Santa Anna's suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of B��xar increased tensions between Texian settlers and the Mexican government (H, G/Civ);</u>

6 (E)	<u>(E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic (H).</u>	<u>(E): (E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic paused the conflict and allowed Texas to secure its independence. (H).</u>
7 (A)	<u>(A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);</u>	<u>(A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions <u>including disputing Texas' border and asking Congress for a declaration of war</u> contributed to the outbreak of the Mexican-American War (H, G/Civ);</u>
7 (D)	<u>(D) explain how the outcomes of the Mexican-American War, <u>including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and</u></u>	<u>(D) explain how the outcomes of the Mexican-American War <u>included Article 11 of the Treaty of Guadalupe Hidalgo which required the US to control Indian populations leading to the establishment of frontier forts to protect travel routes to California and respond to border raids and conflicts in Texas and the West (H, Geo/C)</u></u>
8 (A)	<u>(A) explain how slave labor contributed to sectionalism by <u>shaping the Southern economy and increasing economic differences between the Northern and Southern states (H, E);</u></u>	<u>(A) explain how slave labor contributed to the national economy by <u>shaping Southern agriculture and Northern factories and produced nearly 10% of the nation's exports—similar to the level of petroleum exports today. (H, E);</u></u>
8 (B)	<u>(B) explain how the Missouri Compromise and Nat Turner's Rebellion <u>heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);</u></u>	<u>(B) explain how the Missouri Compromise <u>heightened political conflict and Nat Turner's Rebellion raised the fear of a slave insurrection, heightening sectional tensions and deepening disagreements over slavery in the United States (H, G/Civ);</u></u>
8 (C)	<u>(C) explain the central role of the <u>expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);</u></u>	<u>(C) <u>explain how opponents of slavery sought to bring about its collapse by using the power of the Federal government to limit its expansion by regulating it out of existence in the territories and on ocean transportation, fueling sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);</u></u>

8 (H)	<u>(H) explain how major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the Dred Scott decision, and violence in Bleeding Kansas (H, G/Civ, E);</u>	<u>(H) explain how popular sovereignty increased disagreements between the North and South and helped lead to the Civil War, as did the Compromise of 1850 and its impact on Texas, the Kansas-Nebraska Act, the violence in Bleeding Kansas, and the Dred Scott decision; (H, G/Civ, E);</u>
8 (I)	<u>(I) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);</u>	<u>(I) explain how political events fueled growing sectional disagreements over slavery including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, leading to the outbreak of the Civil War (H, G/Civ);</u>
8 (K)	<u>(K) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);</u>	<u>(K) describe the significance of major Civil War battles in leading to Union victory, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);</u>
8 (M)	<u>(M) describe the role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);</u>	<u>(M) describe the economic role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);</u>
8 (N)	<u>(N) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S); and</u>	<u>(N) identify how Abraham Lincoln's Emancipation Proclamation, Gettysburg Address, and Second Inaugural Address connected the Civil War to the nation's founding ideals of freedom, equality, and national unity (H, S)</u>
8 (O)	<u>(O) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H).</u>	<u>(O) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War including national mourning and changes to Reconstruction plans(H).</u>
9 (J)	<u>(J) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of</u>	<u>(J) explain how the Compromise of 1877 led to the end of Reconstruction and the loss- decline</u>

	<u>African American political representation and rights (H, G/Civ).</u>	<u>of African American political representation and rights in Texas and elsewhere. (H, G/Civ).</u>
10 (A)	<u>(A) describe how immigrants entered the United States and Texas through Ellis Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);</u>	<u>(A) describe how immigrants entered the United States and Texas through Ellis Island, and Angel Island, Galveston, and El Paso, and faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas and elsewhere. (H, G/Civ, Geo/C);</u>
10 (C)	<u>(C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);</u>	<u>(C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America and into Latin America, the Caribbean, and the Pacific. (H);</u>
10 (F)	<u>(F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s (H, Geo/C, E);</u>	<u>(F) explain how new technologies, including electricity, Bessemer steel production, and improved transportation, changed manufacturing, communication, and daily life and contributed to economic growth in the United States during the late 1800s (H, Geo/C, E);</u>
10 (M)	<u>(M) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);</u>	<u>(M) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service which brought improvements in weather forecasting (H, Geo/C);</u>
11 (E)	<u>(E) identify why cultural traditions are reflected in Mexican American communities in Texas, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos (H, Geo/C).</u>	<u>(E) identify cultural traditions are reflected in Mexican American communities in Texas, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, that reflect that express their cultural heritage. (H, Geo/C).</u>
Grade 7		
1 (A)	<u>(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);</u>	CORRECTION <u>(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, Jane Yelvington McCallum, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);</u>

2 (C)	<u>(C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);</u>	CORRECTION (C) explain the impact of aircraft , artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);
3 (K)	<u>(K) describe the role of Texan Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);</u>	CORRECTION: (K) describe the role of Texas Congressman Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);
5 (H)	<u>(H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);</u>	(H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas pioneered by Benito Mussolini in Italy to appeal to German anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);
7 (A)	<u>(A) describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);</u>	(A) describe the early Axis invasions, including Japan's invasion of China and European colonies in the Pacific , and the German and Soviet invasions of Poland and France (H);
8 (D)	identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and	identify the role of United States military bases, including Fort Camp Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and
Grade 8		
1 (A)	<u>(A) identify regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and</u>	CORRECTION: <u>GET THIS IN ALIGNMENT WITH 3rd GRADE and its division of regions in the state. The idea that Texarkana is part of the Coastal Plains (which is what we teach currently) is absolutely ludicrous, and indicative of what a bad set of standards we have currently.</u>
4 (B)	<u>(B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C).</u>	CORRECTION: <u>Correction: Substitute assimilation instead of control. Indians were invited to settle at the missions—a voluntary act—and not coerced or “controlled.” In exchange, they had to follow some rules—like in any society. If they didn’t like the rules, they would usually run off and resume their previous wilderness lifestyle.</u> Should read: <u>(B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and</u>

		<u>control</u> <u>assimilation</u> of American Indian populations (H, Geo/C).
5 (A)	<u>(A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);</u>	CORRECTION: This should really be (F) if we care about chronological order.
5 (C)	<u>(C) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the death toll at the Battle of Medina (H);</u>	CORRECTION: <u>(C) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the death toll at the Battle of Medina and subsequent reprisals in Tejas, killing or driving away half of its population, leaving it vulnerable to American Indian raids, and its population impoverished.(H);</u>
5 (F)	<u>(F) describe the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).</u>	REWORDED: <u>(F) describe the role of empresarios recruiting immigrants to Texas from the United States, Ireland, elsewhere in Mexico, including Stephen F. Austin, Green DeWitt, Martín de León, and James Hewetson (H, Geo/C, E).</u>
6 (B)		<u>(B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion and explain how the Mier y Terán Report led to the Law of April 6, 1830, limiting American immigration.(H, G/Civ); (H, G/Civ, Geo/C);</u>
6 (C)		<u>(B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion and explain how the Mier y Terán Report led to the Law of April 6, 1830, limiting American immigration.(H, G/Civ); (H, G/Civ, Geo/C);</u>
6 (D)		<u>(D) Describe the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);</u>
6 (D)	<u>(D) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);</u>	CORRECTION: Make this 6 (E) based on corrections above.

6 (E)	<u>(E) compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);</u>	CORRECTION: Make this 6 (F) based on corrections above.
6 (F)	<u>(F) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);</u>	CORRECTION: Make this 6 (G) based on corrections above.
6 (I)	<u>(I) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);</u>	CORRECTION: This now becomes 6 (H) based on cuts and corrections.
6 (K)	<u>(K) compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);</u>	CORRECTION: This now becomes 6 (I) based on cuts and corrections.
6 (L)	<u>(L) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);</u>	CORRECTION: This now becomes 6 (J) based on cuts and corrections.
6 (M)	<u>(M) explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution (H); and</u>	CORRECTION: This now becomes 6 (K) based on cuts and corrections. <u>(M) explain how the Battle of San Jacinto and the Treaties of Velasco brought about a cease-fire in the Texas Revolution but did not guarantee Texas independence (H);</u>
6 (N)	<u>(N) compare the structure of the Constitution of the Republic of Texas with the U.S. Constitution, including the Bill of Rights (H, G/Civ, S).</u>	CORRECTION: This now becomes 6 (L) based on cuts and corrections.
8 (G)	<u>(G) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union (H, G/Civ, S);</u>	<u>(G) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union, the popular vote held by the people of Texas to ratify the secession ordinance. (H, G/Civ, S);</u>
8 (I)	<u>(I) explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ).</u>	<u>(I) explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ).</u>

9 (A)	<u>(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense (H);</u>	<u>(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense and how Confederate conscription affected Texas and forced many men who were not supporters of secession or the Confederacy into the army. (H);</u>
9 (B)	<u>(B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, and the battles of Galveston and Sabine Pass (H, Geo/C);</u>	<u>(B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, the Battle of Galveston, the Teche Campaign, the Battle of Sabine Pass, The Red River Campaign (H, Geo/C);</u>
9 (C)	<u>(C) explain the goals of Union occupation in Texas to control the transportation of goods, including cotton in coastal South Texas, and the Red River Campaign (H);</u>	<u>(C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast. (H);</u>
9 (D)	<u>(D) explain causes of frontier violence in Texas during the Civil War, including Elm Creek and Dove Creek conflicts (H);</u>	<u>(D) explain causes of how reduced protection led to frontier violence instability in Texas during the Civil War, including Elm Creek and Dove Creek conflicts (H);</u>
9 (E)	<u>(E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war (H);</u>	<u>(E) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as an example of internal conflict and political repression over loyalty and dissent during the Civil War (H);</u>
9 (G)	<u>(G) identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);</u>	<u>(G) identify the roles of Unionists in Texas during and after the Civil War. ,including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);</u>
9 (L)	<u>(L) explain how Reconstruction ended in Texas (H);</u>	<u>(L) explain how Reconstruction ended in Texas, including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H)</u>
11 (C)	<u>(C) identify cattle drives and ranching operations that contributed to economic growth in Texas, including the Espuela, King, and XIT ranches (H, E);</u>	<u>(C) identify explain how cattle drives and were used by ranching operations that to contributed to economic growth in Texas, including the Espuela, King, and XIT ranches (H, E);</u>
11 (D)	<u>(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas (H, E);</u>	<u>(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas at the King, Espuela, and XIT Ranchs (H, E);</u>
11 (E)	<u>(E) explain the role of James "Jim" Hogg and the creation of the Texas Railroad Commission in regulating</u>	<u>(E) explain the role of James "Jim" Hogg and the creation and strengthening of the Texas Railroad Commission in regulating business and protecting farmers (H, G/Civ, E);</u>

	<u>business and protecting farmers (H, G/Civ, E);</u>	
12 (E)	<u>(E) explain how the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, and describe the United States military response in the Pershing Expedition (H); and</u>	<u>(E) explain how the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, and describe the United States military response in the Pershing Expedition (H); and</u>
12 (F)	<u>(F) explain Texas's role in World War I, including the significance of the Zimmerman Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E).</u>	<u>(F) explain Texas's role in World War I, including the significance of the Zimmerman Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory and identify Edward M House's role in shaping Wilson's Fourteen Points and Treaty of Versailles. (H, E).</u>
13 (D)	<u>(D) describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);</u>	<u>(D) describe the role of Annie Webb Blanton in women's suffrage which led to expanded voting rights in the 19th Amendment and her being the first woman elected to statewide office. (H, G/Civ, Geo/C); NOTE: Jane Yelvington McCallum is in 6th Grade.</u>
13 (G)	<u>(G) identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);</u>	<u>(G) identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);</u>
13 (J)	<u>(J) describe the Bracero Program and explain how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C);</u>	<u>(J) describe the Bracero Program and explain how it addressed wartime labor needs, and reshaped agriculture and migration patterns by the use of agricultural workers in Texas and the United States. (H, Geo/C);</u>
14 (A)	<u>(A) explain how early labor and civil rights activism in Texas contributed to demands for equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);</u>	<u>(A) explain how early labor and civil rights activism in Texas contributed to demands for equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum during the Felix Longoria episode (H, Geo/C, E);</u>
14 (D)	<u>(D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer, and how resistance to Brown v. Board of Education led to the Mansfield school incident (G/Civ);</u>	<u>(D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer in leading freedom rides, and how resistance to Brown v. Board of Education led to the Mansfield school incident (G/Civ);</u>
15 (B)	<u>(B) describe how the Cold War and the Space Race led to economic</u>	<u>(B) describe how the Cold War and the led to the Space Race <u>resulting in economic development in</u></u>

	<u>development in Texas, including National Aeronautics and Space Administration (NASA), Johnson Space Center, and the moon landing (H, G/Civ);</u>	<u>Texas, including National Aeronautics and Space Administration (NASA), Johnson Space Center, and identify Texas's role in the moon landing (H, G/Civ);</u>
World Geography Studies		
		CORRECTION
		CORRECTION
		CORRECTION
World History Studies		
		CORRECTION
		CORRECTION
		CORRECTION
Foundations of Economics		
		CORRECTION
		CORRECTION
		CORRECTION
United States History		
		CORRECTION
		CORRECTION
United States Government		
		CORRECTION
		CORRECTION
		CORRECTION
		CORRECTION
Personal Financial Literacy (PFL)		
Psychology		

		CORRECTION
		CORRECTION
		CORRECTION
Sociology		
		CORRECTION
		CORRECTION
		CORRECTION
		CORRECTION
		CORRECTION
		CORRECTION

RECOMMENDED CONTENT DELETIONS

General Statements		
- A consistent concern with the public comment on the Social Studies TEKS is the volume of content that exists within select grades. The volume of content has been raised by the SBOE, the content advisors, and Workgroups A and B. TEA provided the content advisors with a pacing document that analyzes each grade or course in relation to whether instructional time exceeds the available time for instruction, marginally exceeds, or is in parity. A legend is included below to visualize those grades that have been flagged as exceeding instructional available time (color coded red), at risk for exceeding available time (color coded as amber), or the instructional time required aligns with the instructional time available (color coded in green). - The organization of the columns is as follows: (1) Left column is paragraph and sub paragraph; (2) center column is the knowledge and skill statement or student expectation; and (3) is the suggested deletion with the actual language and a red strikethrough.		
LEGEND		
 The estimated instructional time exceeds the available instructional time.		
 The estimated instructional marginally exceeds the available instructional time.		
 The estimated instructional time is aligned with the available instructional time.		
Kindergarten		
SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.		
CITATION	TEKS Language	TEKS Deletion with RED Strikethrough
EXAMPLE	EXAMPLE	EXAMPLE
11(A)	define community as a group of people who live and work together (Geo/C, S);	DELETE define community as a group of people who live and work together (Geo/C, S);
		DELETE

		DELETE
Grade 1		
SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.		
		DELETE
		DELETE
		DELETE
Grade 2		
SBOE Adopted K-8 Framework Guiding Parameter: Stories of America, and Texas: Foundational People, Events, Places, Ideas, and Traditions.		
		DELETE
		DELETE
		DELETE
Grade 3		
SBOE Adopted K-8 Framework Guiding Parameter: Prehistory to 500 (World 50%; US 25%; TX 25%)		
		DELETE
		DELETE
Grade 4		
SBOE Adopted K-8 Framework Guiding Parameter: 500 -1500 (World 30%; US 50%; TX 20%)		
		DELETE
		DELETE
		DELETE
Grade 5		

SBOE Adopted K-8 Framework Guiding Parameter: 1500 – 1800 (World 15%; US 60%; TX 25%)		
2 (E)	(E) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);	DELETE Just combine it with 2 (D) to read: identify Francisco Pizarro as a Spanish conquistador who conquered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);
4 (C)	(C) explain how changes among Christians following the Protestant Reformation influenced events in England, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and	DELETE Nice to know, not essential. Also seems out of place.
4 (D0)	compare absolute monarchy based on divine right and unlimited government, etc.	DELETE Nice to know, not essential. Also seems out of place.
5 (M)	describe early reform movements in the American colonies, including the beginnings etc.	DELETE Doesn't seem to fit. And, may be overstating the Quaker case at that point in time.
7 (A)	identify mercantilism as an economic system that limited colonial trade and production to benefit Great Britain, which increased discontent among colonists (H, G/Civ, Geo/C, E);	DELETE: Mercantilism is first discussed in 4B, so this could be a classroom discussion: "remember back when we talked about mercantilism? Well it is up and running in the British Colonies, but Americans were really good smugglers and got around it. When the British cracked down, the colonists got mad."
8 (F)	describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" and her advocacy for women's rights (H, G/Civ);	DELETE: Nice to know, but may not be "essential" to know.
9 (H)	(H) explain checks and balances among the three branches of government (G/Civ);	DELETE: Combine with 9 (F)
Grade 6		
SBOE Adopted K-8 Framework Guiding Parameter: 1800 – 1900 (World 5%; US 15%; TX 80%)		
4 (E)	<u>(E) identify how the empresario system supported settlement in Texas (H); and</u>	DELETE: Redundant to 4 (D)

8 (L)	<u>(L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);</u>	DELETE: Covered in depth in 8th Grade and can be mentioned in 8 (M)
9 (B)	<u>(B) explain how newly freed African Americans gained citizenship, individual rights, and started to participate in the free enterprise system (G/Civ, E);</u>	DELETE: Redundant, captured in other standards.
9 (F)	<u>(F) explain why Juneteenth is an important symbol of the end of slavery during Reconstruction (H);</u>	DELETE: Covered in greater depth in Grade 8
Grade 7		
SBOE Adopted K-8 Framework Guiding Parameter: 1900 – 2000 (World 20%; US 40%; TX 40%)		
2 (D)	<u>(D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);</u>	DELETE: Nice to know, but not “essential” knowledge.
5 (B)	(B) identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);	DELETE: The discussion of the Russian Civil War after the Bolshevik Revolution could be folded in with 5 (A)
16 (D)	(D) explain the causes and effects of the 2008 economic crisis (E, S); and	DELETE: Jury is still out on that one. Nice to know, not “essential.”
Grade 8		
SBOE Adopted K-8 Framework Guiding Parameter: Texas and US Capstone (US 20%; TX 80%)		
6 (G)	<u>(G) identify that the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);</u>	DELETE: This should be included in 6 (F) especially since there were more than one letter, and each in turn should be considered in 6 (F).
6 (H)	<u>(H) analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and how</u>	DELETE

	<u>poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ. S):</u>	
6 (J)	<u>(J) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo.C):</u>	DELETE
7 (J)	<u>(J) locate on a map the area of Texas that was ceded to the United States in 1850 (H, G/Civ); and</u>	DELETE: It is included, and therefore redundant to 8 (D)
10 (B)	<u>(B) identify African Americans that helped to shape the Texas frontier, including Buffalo Soldiers and Britt Johnson (H, Geo/C); and</u>	DELETE: It should be included and explicit in 10 (A)
11 (H)	<u>(H) identify immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).</u>	DELETE: CUT or REWORK THIS: Not a significant story since the vast majority of immigration to Texas during this period came from the United States.
13 (L)	<u>(L) contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E).</u>	DELETE: Not relevant to this class.
14 (E)	<u>(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, and population increases (H, E):</u>	DELETE: Redundant to SE's elsewhere.
World Geography Studies		
		DELETE
		DELETE
		DELETE
World History Studies		
		DELETE

		DELETE
		DELETE
Foundations of Economics		
		DELETE
		DELETE
		DELETE
United States History		
		DELETE
		DELETE
United States Government		
		DELETE
		DELETE
		DELETE
		DELETE
Personal Financial Literacy (PFL)		
Psychology		
		DELETE
		DELETE
		DELETE
Sociology		
		DELETE
		DELETE
		DELETE
		DELETE
		DELETE

		DELETE

§113.23. Social Studies, Grade 8, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study ~~the major ideas of western civilization as manifest in~~ the history of Texas ~~from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity~~. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.
 - (A) Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.
 - ~~(A)~~(B) Students ~~explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They~~ examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.
 - ~~(B)~~(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nationbuilding influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.
 - ~~(C)~~(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.
 - ~~(D)~~(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.
 - ~~(E)~~(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.
 - (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 referenced 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) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) 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.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. 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.
- (6) 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) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

- (B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) 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.

- (8) 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.
- (9) 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.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) The Influence of American Founding Documents and Principles. The student identifies key ideas developed over time in western civilization to better understand the choices made first by the founders of the United States and then by the founders of Texas. The student is expected to:
- (A) identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);
 - (B) identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);
 - (C) identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);
 - (D) identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);
 - (E) identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and
 - (F) explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the

Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

- ~~(1)~~ The Days Before Contact. The student understands the geography of Texas. The student is expected to:
- ~~(A)~~ identify Texas regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and
 - ~~(B)~~ identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).
- ~~(2)~~ The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).
- ~~(3)~~(2) The Age of Contact. Contact and Colonization. The student understands the Age of Contact and how European competition shaped early Texas. The student is expected to:
- ~~(A)~~ describe the experiences of Spaniard Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); and
 - ~~(B)~~ explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).
- ~~(4)~~ Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:
- ~~(A)~~(B) explain the significance of RenéRobert Cavelier, Sieur de La Salle, and how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and
 - ~~(B)~~(C) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C); identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged treatment of American Indian converts with equality under the Spanish mission system in Texas which sometimes worked in tension with other imperial goals (H, G/Civ);
- ~~(5)~~(3) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:

- (A) ~~compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);~~
- (A) identify how the French invasion of Spain and the ideas of the American Revolution encouraged the early leaders of the Mexican War for Independence (H);
- (B) ~~explain Enlightenment ideas including natural rights, popular sovereignty, and republicanism rooted in ancient Rome, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);~~
- (B) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the depopulation of Texas that came from Spanish campaigns (H); and
- (C) ~~explain how ideas of limited government and the success of the American Revolution influenced the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Miguel Hidalgo and the Grito de Dolores and the death toll at the Battle of Medina (H);~~
- (D) ~~describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);~~
- (E)(C) explain how the federalist Mexican Constitution of 1824 limited government similarly to the U.S. Constitution shaped governance and how the State Colonization Law of 1825 based on federalism shaped encouraged settlement to revitalize in Texas (H, G/Civ); and
- (F)(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martín de León, and James Hewetson and describe the role empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).
- (6)(4) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:
 - (A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);
 - (B) explain identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the

Mier y Terán Report, the Law of April 6, 1830, ~~the Turtle Bayou Resolutions~~, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

~~(C)~~ explain how the Mier y Terán Report led to the Law of April 6, 1830, which limited Texian rights (H, G/Civ);

~~(D)~~(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);

~~(E)~~ compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

~~(F)~~(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);

~~(G)~~(E) identify ~~that~~ and recite the Travis Letter ~~exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence~~ (H, S);

~~(H)~~(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);

~~(K)~~ compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);

~~(L)~~(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);

~~(M)~~(H) explain how the Battle of San Jacinto and the Treaties of Velasco established the Republic of Texas but did not guarantee safety from further attacks ~~ended the Texas Revolution~~ (H); and

(I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

~~(N)~~(J) compare the ~~primary~~ structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including ~~three branches of government~~ and the Bill of Rights (H, G/Civ, S); and

~~(O)~~(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo,C);

(L) compare the ~~Enlightenment~~ ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);

- (M) contrast the American Revolution's foundation in Enlightenment principles and self government with the Mexican-American independence movements, which were driven by opposition to colonial restrictions and social inequalities rather than a shared political philosophy (H, G/Civ);
- ~~(N)~~ analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and explain how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ, S);
- ~~(7)~~(5) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
- ~~(A)~~ explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);
- ~~(C)~~ explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);
- ~~(D)~~(A) describe Mexican military efforts to reclaim Texas, and how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H);
- (B) explain identify that the conflicts between Texans the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays contributed to concerns that Texans could not live safely with American Indians (H);
- (C) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
- ~~(E)~~ explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);
- ~~(F)~~(D) compare contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including their views on annexation, American Indians, and Mexico, and identify similarities to debates between empire and republic in the time of Rome (H, G/Civ);
- ~~(G)~~ explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
- ~~(H)~~(E) explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

- ~~(H)~~(F) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and
 - ~~(J)~~ locate on a map the area of Texas that was ceded to the United States in the Compromise of 1850 (H, G/Civ); and
 - ~~(K)~~(G) identify that a condition of annexation allowed Texas to retain control of most of its public land providing state autonomy in the management of those resources without federal approval, unlike other states ~~explain the conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).~~
- ~~(8)~~(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:
- (A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, from U.S. and Mexican perspectives and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its citizens (H, Geo/C);
 - (B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier for border defense (H, G/Civ, Geo/C);
 - ~~(C) — explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);~~
 - ~~(D) — explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);~~
 - ~~(E) — describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);~~
 - ~~(F)~~(C) explain how sectional tensions developed in Texas and the United States before the Civil War, including debates over the expansion of slavery into new territories and the Compromise of 1850, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and
 - ~~(G) — explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including expansion of slavery into new territories, states' rights in deciding slavery, and loyalty to the Union (H, G/Civ, S);~~
 - ~~(H)~~(D) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ). and

~~(I)~~ explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ);

~~(9)~~(7) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:

(A) (A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense and how Confederate conscription affected Texas and forced many men who were not supporters of secession or the Confederacy into the army. (H);

(B) (B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, the Battle of Galveston, the Teche Campaign, the Battle of Sabine Pass, The Red River Campaign (H, Geo/C);

(C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast. (H);

~~(D)~~ explain causes of frontier violence, including Elm Creek and Dove Creek conflicts, in Texas during the Civil War (H);

~~(E)~~(D) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);

~~(F)~~ identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);

~~(G)~~ identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);

~~(H)~~(E) explain identify the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);

~~(I)~~(F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of the policies (H, G/Civ);

~~(J)~~(G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas during Reconstruction including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines during Reconstruction (H, G/Civ);

~~(K)~~ explain the role of African American institutions during Reconstruction, including Texas Freedom Colonies and the Freedmen's Bureau (H, G/Civ, Geo/C);

~~(L)~~(H) explain how Reconstruction ended in Texas including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);

~~(M)~~(I) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and

~~(N)~~(J) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S); and

(K) identify the effect of the Civil War and the “equal protection” language of the 14th amendment as expanding the power the federal government, including the idea that “these United States” became “the United States” (H, G/Civ).

~~(10)~~(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:

(A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);

(B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and

(C) describe how the American Indian practice of nomadic bison (buffalo) hunting conflicted with the ability for Americans and Texans to own private land and explain how the systematic elimination of the bison (buffalo) by hunters in west Texas was used as a strategy to force American Indian defeat ~~displace the American Indians from their lands and force them onto reservations~~ (H, G/Civ, Geo/C).

~~(11)~~(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:

(A) describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported ~~early~~ industrial growth in Texas (H, Geo/C);

(B) describe how tenant farming and sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);

(C) identify that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets ~~and ranching operations, including the Espuela, King, and XIT ranches, that contributed to economic growth in Texas~~ (H, E);

(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas,

including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits (H, Geo/C, E);

(E) ~~(E)~~ explain identify the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);

~~(F)(F)~~ identify that the belief in free enterprise in Texas ~~the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas,~~ including the Great Southwest Railroad Strike, ~~the Thurber Strike,~~ and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor (H, E);

~~(G)(G)~~ describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

~~(H)(H)~~ identify how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).

~~(12)~~(10) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:

(A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);

(B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);

~~(C)(C)~~ explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);

~~(D)(D)~~ explain how the Galveston Hurricane of 1900 accelerated the development of the Houston Ship Channel and how oil production and transportation connected Texas to global markets through the channel (H, E);

~~(E)(E)~~ explain how ~~the actions of Francisco "Pancho" Villa during~~ the Mexican Revolution increased ~~border tensions and violence affecting Texas, including~~ cross border raid violence, including by Francisco "Pancho" Villa, and describe the United States military response in the Pershing Expedition (H); and

~~(F)(F)~~ explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and

~~(G)~~ describe the role of Annie Webb Blanton ~~Jane Yelvington McCallum~~ in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);

~~(13)~~(11) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:

~~(A)~~ describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecuting of the Ku Klux Klan and ~~opposing~~ opposition to the Ferguson political machine, ~~that led~~ and how these efforts led to transparency in government (H, Geo/C);

~~(B)~~ explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);

~~(C)~~ ~~explain how~~ identify federal government responses to economic hardship caused by the Dust Bowl expanded during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);

~~(D)~~ ~~describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);~~

~~(D)~~ identify effects of expanded federal involvement in the agriculture economy in Texas, including reducing the risk of financial collapse for many landowning farmers, reduced income for some tenant farmers and sharecroppers, stabilized prices for agricultural goods, and higher prices for consumers (H, G/Civ, E);

~~(E)~~ ~~explain the purpose of the Texas Centennial Exposition in shaping state identity and culture by uplifting peoples suffering during the Great Depression (H, Geo/C, E);~~

~~(E)~~(E) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);

~~(G)~~ ~~identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);~~

~~(H)~~(F) describe the military contributions of Doris Miller and Audie Murphy and explain why they are considered to be American heroes (H);

~~(H)~~(G) explain how expanded oil consumption and new oil pipelines, the increased number of military bases, and homefront industrial mobilization expanded economic opportunities in ~~transformed~~ Texas communities during World War II (H, Geo/C, E);

~~(J)~~ describe the Bracero Program and explain how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C);

- ~~(K)~~ identify on a map World War II prisoner-of-war camps in Texas, including Hearne (H, Geo/C, S); and
- ~~(L)~~ (H) contrast the treatment and conditions of prisoners of detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E); and
- (I) explain how World War II mobilization ended the Great Depression through increased industrial production, employment, and federal spending, and compare this outcome with the more limited economic recovery under New Deal policies (H, E, G/Civ);
- ~~(14)~~ (12) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:
- (A) explain how early labor and civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under the law, equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);
- (B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter, which expanded equal rights protection under the law (H, G/Civ, S);
- (C) explain how Mexican Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law gain civil rights (H, G/Civ, S);
- (D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer, and how resistance to Brown v. Board of Education led to the Mansfield school incident (G/Civ);
- (E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and population increases (H, E); and
- (F) identify the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as major pieces of Great Society legislation during Lyndon B Johnson's presidency focused on expanding equal protection of the law (H, G/Civ).
- ~~(F) explain how popular culture shaped Texas's image, including tourism growth, Disney's interest in Texas, and John Wayne's The Alamo (Geo/C, E); and~~
- ~~(G) describe physical changes in Texas during the postwar period, including the construction of reservoirs, highways, and airports (H, Geo/C).~~

(13) Communism and Other Totalitarian Regimes. The student understands the impacts of communism and the role Texas played in combating communism. The student is expected to:

- (A) contrast a communist government's absence of checks and balances and preservation of individual property rights with the decisions made by the founders of America and Texas and the idea of government's role to preserve natural rights (H, G/Civ, E); and
- (B) identify socialism as an economic system based on government ownership of property described to be a transitional phase away from private property rights and the free market toward a fully communist system of government (G/Civ).
- ~~(B)~~(C) describe how the Space Race during the Cold War and the Space Race led to economic development in Texas, including the Johnson Space Center, that resulted in the the moon landing (H, G/Civ);
- (D) identify the effect of Mao and the Chinese Communist Party on China, including widespread deaths from the Great Leap Forward and the Cultural Revolution, and the formation of a republican government in Taiwan (H, G/Civ);
- ~~(E)~~(E) explain how the Vietnam War affected Texas, including Vietnamese immigration to Texas to flee communism (H, Geo/C, E);

~~(15) Texas in the 1950s and Civil Rights Era. The student understands how Texas leaders and national events of the 1960s reshaped government, civil rights, culture, and politics in Texas. The student is expected to:~~

(14) Texas in the 1960s and 1970s. The student understands how Texas leaders and national events of the 1960s and 1970s reshaped government, economics, culture, and politics in Texas. The student is expected to:

- ~~(A) identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ);~~ identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);
- ~~(C)~~(B) explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);
- ~~(D) identify societal changes in Texas during the 1960s, including the Astrodome, the Tower of the Americas, and the growth of professional sports and music scenes (Geo/C);~~
- ~~(E)~~(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and

- (D) explain how events in the Middle East including the Yom Kippur War resulted in the oil embargo the led to growth in the Texas economy (H, E); and
- (E) explain modern criticism of War on Poverty programs, including continued cost escalation, unintended negative effects on the family, limited policy success, and concentration of power at the federal level at the expense of local and state decision-making (H, G/Civ, E, S).
- (G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).

~~(16) Contemporary Texas. The student understands how energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends. The student is expected to:~~

- ~~(A) explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);~~
- ~~(B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);~~
- ~~(C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);~~
- ~~(D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);~~
- ~~(E) contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ); and~~
- ~~(F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S).~~

(15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:

- (A) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ)
- (B) explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);
- (C) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;

(D) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life including art and the writings of Fred Gipson and Larry McMurtry;

(F) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).