

MEMORANDUM

To: Dr. Shannon Trejo, Deputy Commissioner, School Programs
Content Advisors

From: Dr. Yolanda Chávez Leyva

Re: Public Comments Related to High School U.S. History

In reviewing the public comments submitted regarding the proposed revisions to the high school U.S. History TEKS, the most consistent concern centered on the scope of the course and its impact on teaching and learning.

Many high school educators expressed concern that expanding U.S. History to cover the full span of American history within a single academic year may make it difficult to balance breadth and depth. Commenters noted that history instruction involves more than content coverage. Students must also learn to analyze primary sources, evaluate evidence, consider multiple perspectives, and construct historical arguments. Several teachers worried that an expanded content load could reduce opportunities for this work and shift instruction toward coverage rather than historical inquiry.

Commenters also emphasized the importance of presenting a complete and accurate account of the American past. Some expressed concern that the experiences of African Americans, Mexican Americans, Indigenous peoples, women, and other groups could receive less attention within the revised framework. Others highlighted the importance of maintaining opportunities for students to engage directly with foundational documents and other primary sources central to the study of U.S. history.

As a historian and educator, I find many of the concerns raised by high school teachers persuasive. Throughout my career, I have observed that students develop a deeper understanding of history when they have time to work directly with historical evidence. In my own teaching, students may spend an entire class period analyzing a small set of primary sources or an oral history interview. These experiences help students evaluate evidence, recognize perspective, and develop informed interpretations of the past, but they require time.

The comments submitted by educators reinforce a broader concern also reflected in the Board's guidance regarding instructional feasibility and the need for standards that are coherent, manageable, and right-sized for the instructional time available. As we revise the TEKS, it is important to consider not only what historical content is included, but whether students and teachers will have sufficient time to engage meaningfully with that content.

I also support the Board's emphasis on historical accuracy. A rigorous U.S. History course should provide students with opportunities to examine multiple perspectives, engage directly with primary sources, and develop an understanding of the complexity of the American past. This includes studying both foundational documents and the experiences of the many communities whose stories contribute to our shared history.

As the Board considers revisions to the TEKS, I encourage continued attention to the balance between breadth and depth. A strong U.S. History course should be historically accurate, instructionally feasible, and focused on the essential knowledge and skills that enable students to think historically and engage thoughtfully as citizens.

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 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 United States as a nation that believes in freedom as a supreme value and that the 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

Commented [YL1]: This is an interpretation rather than a historical fact.

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

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) 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.
- (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);

Commented [YL2]: It's more accurate to write "United States" throughout.

- (B) identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland (Geo/C);
 - (C) compare 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
 - (D) explain the significance of 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).
- (3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:
- (A) analyze factors that contributed to the American Revolution, including 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 origins, meanings, and effects of the Declaration of Independence, including the idea that all people have rights and governments' power is limited to protect those rights (G/Civ);
 - (D) explain intellectual influences, including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy, on the American Revolution and the new American government (G/Civ);
 - (E) explain the role of John Locke, the Virginia Declaration of Rights, Thomas Paine's Common Sense, and the Black Robe Regiment as inspiration for the Declaration of Independence (G/Civ, S);
 - (F) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Treaty of Paris (1783) (H);
 - (G) explain reasons for the American victory, including the geographic advantage of fighting on their own land, foreign allied intervention, other British war obligations, the belief in Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and
 - (H) identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H).
- (4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:
- (A) explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Rebellion (G/Civ);
 - (B) describe how the Northwest Ordinance (1787) addressed slavery and established a process for the creation of new states (H, G/Civ);
 - (C) analyze the Constitutional Convention, 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 (G/Civ);
 - (E) explain debate over the ratification of the Constitution, including Federalist Papers 10 and 51 (G/Civ); and

Commented [YL3]: While everything in this standard is significant, it is just too much. How can we cut it down?

Commented [YL4]: Controversial—no historical evidence of this phrase prior to this century.

Commented [YL5]: Too many battles. Maybe: describe major turning points and outcomes of the Revolutionary War.

- (F) 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) describe key developments 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
- (B) explain the impact of the War of 1812 in confirming American independence (G/Civ).
- (6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:
- (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) describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man (H, G/Civ);
- (C) explain the causes and effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);
- (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 (H, G/Civ, Geo/C);
- (E) explain the religious influence of the Second Great Awakening on reform movements, including temperance, women's suffrage, and abolition (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 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) identify key developments 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

Commented [YL6]: Where's the US-Mexico War & the Treaty of Guadalupe Hidalgo?? Doubled the size of the US, incorporated 60,000-100,000 new people.

Commented [YL7]: And their relationship to each other. Think Lowell's textile mills—couldn't happen without the work of enslaved people.

- (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).
- (9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:
- (A) explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Grant v. Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch (H. G/Civ. Geo/C);
- (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);
- (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
- (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) analyze major effects of the 13th, 14th, and 15th 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) summarize how the end of Reconstruction and the lack of enforcement of the 14th and 15th 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 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 and early 20th centuries and describe responses, including the Hull House and the Chinese Exclusion Act (H. G/Civ. Geo/C);

Commented [YL8]: Again, too many battles.

Commented [YL9]: I suggest: Analyze both the achievements of Reconstruction and the resistance to Reconstruction, including African American political participation, Black Codes, sharecropping, and racial violence.

- (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) analyze the increasing role of the federal government in Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ. E, S); and
 - (H) describe 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), and 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) describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, and the Panama Canal (H. G/Civ. Geo/C. E);
 - (B) identify reasons for America's involvement in World War I, including imperialism, unrestricted submarine warfare, and Zimmermann Telegram (H. G/Civ. E); and
 - (C) explain America's 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. G/Civ. Geo/C. E).
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe domestic issues between 1918 and 1929, including prohibition, the 19th amendment, 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, 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);
 - (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);
 - (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
 - (F) 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).
 - (G) Deportations and repatriations of Mexican American US-born citizens and immigrants during the Depression.
- (14) World War II. The student understands World War II. The student is expected to:
- (A) identify the rise to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders (H. G/Civ);
 - (B) explain the United Kingdom's policy of appeasement under Prime Minister Neville Chamberlain and analyze the results of this policy (H);

Commented [YL10]: I suggest: explain the military, economic, and social contributions of the United States to the Allied victory in World War I. There are just too many lists.

Commented [YL11]: We need to add this.

- (C) describe key events of early World War II in Europe, including the partition of Poland, the Invasion of the West, the Battle of Britain, and the Battle of the Atlantic (H, Geo/C);
- (D) describe American neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
- (E) describe the contributions that the American homefront 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);
- (F) describe events and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, Tuskegee airmen, the Holocaust and survivors, and the Fall of the Nazis (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 explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, 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 in Eastern Europe, Asia, and Latin America (H, Geo/C);
- (D) explain key developments in the global fight against communism, including the Korean War, Cuban Missile Crisis, the Space Race, and the Vietnam War (H, G/Civ, Geo/C);
- (E) explain domestic anticommunism movements, including the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from communist governments and the overreach of McCarthyism, as a way to protect American values and freedoms (G/Civ);
- (F) explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX (H, G/Civ);
- (G) identify the significance of leaders in the Civil Rights movement, including 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);
- (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);
- (I) explain changes in American society in the 1960s and 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and
- (J) describe how Reagan's idea of "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);

- (16) The Modern Era. The student understands the modern era. The student is expected to:

Commented [YL12]: I suggest: describe major events of the early war in Europe

Commented [YL13]: It's more complicated than just the free enterprise system.

Commented [YL14]: I suggest this: explain domestic anticommunism during the Cold War, including the addition of "under God" to the Pledge of Allegiance, loyalty programs, and debates surrounding McCarthyism.

Commented [YL15]:

Commented [YL16]: We need to add the Chicano Movement as well.

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- (A) explain key events in the modern era, including the Gulf War, North American Free Trade Agreement (NAFTA), 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 the election of Barack Obama in 2008 as a demonstration of equality under Constitutional rights (H, G/Civ); and
- (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 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (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:

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 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) 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.

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- (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 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 Toecqueville'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, 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);

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- (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 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 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.
- (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 (H);
 - (B) describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);
 - (C) compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica (Geo/C); and
 - (D) define primary and secondary sources and geographic tools used by historians (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, biblical text, moral and ethical teachings, which influenced the development of Western civilizations, 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);
 - (C) describe the establishment of the Athenian empire as a result of the Persian War, including the battles of Marathon and Salamis (H);
 - (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);
 - (E) describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire (H);
 - (F) explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);
 - (G) describe important contributions of Greek civilizations, including philosophy, science, mathematics, government, the arts, architecture, and history, to Western civilizations and the United States (H, G/Civ, Geo/C, S); and
 - (H) contrast ancient Greek political systems, including Athens and Sparta (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:

Commented [YL17]: It's more complicated than this. It's not a straight line from ancient Hebrew to the United States. Also, what "moral and ethical teachings"? That's quite broad.

Commented [YL18]: I want to reiterate what I've said before. This is more of a Western Civ course than world history.

Commented [YL19]: The history of math is more complicated than this. Do we discuss the role of India and Islam in developing the math of today? Algebra and numerals for example.

Commented [YL20]: This section can be tightened. G, for example, covers A LOT—too much. H is very similar to B.

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- (A) describe the development of Roman Empire, including the 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) assess the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts, 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 Washington, 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 of Christianity, foundational beliefs from the Old and New Testaments, including the 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 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 political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, 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).

Commented [YL21]: Again, "morality" is very vague.

Commented [YL22]: Is this significant?

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- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
- (A) explain the contributions of the Byzantine Empire, 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) 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 (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 developments of Medieval Europe, including the rise of feudalism 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);
 - (C) explain developments of Western civilization, including The Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);
 - (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) analyze developments in medieval English legal history, including common law, Parliament, habeas corpus, and private property rights (H, G/Civ, 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) explain the decline of Byzantium in the 14th and 15th centuries, including the rise of the Ottoman Empire and Islamic slave trade and the capture of Constantinople in 1453 (H, G/Civ, Geo/C, E); and
 - (D) analyze the influence of the Magna Carta on Western civilization, including 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 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 the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and
 - (C) describe how the Mongol Conquest unified China (H, G/Civ, 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 this led to the expansion of knowledge (H, Geo/C);
 - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of 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, 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, The Pieta, 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 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 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 English Civil War, Glorious Revolution, and English Bill of Rights 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, human sacrifice and cannibalism rituals, and city-states; Incan road networks and centralized rule; and Taino village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and
- (B) analyze the impact of geography on Pre-Columbian civilizations (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 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 with native peoples, and mixing of cultures (H, G/Civ, Geo/C, E, S);
- (D) describe the causal reasons that led slavery to emerge as a global institution, from warfare, raids, and participation in regional slave trading networks within African societies to the Mediterranean in relation to the Barbary Pirates, and to the Americas, including the Atlantic Slave Trade (H, G/Civ, Geo/C, E); and
- (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) describe how the ideals of the Enlightenment were used to justify American Independence, the French Revolution, and Latin American independence movements (H, G/Civ, Geo/C, E, S);
- (B) explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV (H, G/Civ, Geo/C, E);
- (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 (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

Commented [YL23]: Very narrow focus on these civilizations compared to how other civilizations are treated. What about architecture? Technology? Agriculture? Trades?

Commented [YL24]: What "cannibalism rituals"? If we are referring to the Caribs (as was discussed in a previous discussion,) there is virtually no evidence of their cannibalism other than Columbus writing about it).

Commented [YL25]: "As practiced in the Americas by American Indians" is very imprecise and implies an equivalence between chattel slavery and the various forms of forced labor practiced by some tribes. I suggest "Describe forms of unfree labor in the Americas and explain how European colonial slavery developed into a hereditary, race-based system."

Commented [YL26]: I recommend focusing on the significance rather than the storming of the Bastille, etc. Also, it is Louis XVI not XIV. Suggested rewording: explain how the French Revolution challenged traditional political authority and influenced democratic and nationalist movements around the world.

Commented [YL27]: Let's make this a bit more complex: Analyze how the French Revolution both advanced and contradicted principles of liberty and natural rights, including the Reign of Terror and the rise of Napoleon.

Manifesto, including class struggle, the bourgeois and the proletariat, and the abolition of private property (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 political changes in 19th century England, including suffrage reform and 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) describe changing European culture in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (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) explain 19th century developments in Latin America, including the Napoleonic invasion of Spain and Independence of the Latin American republics (H, G/Civ, Geo/C, E);
- (B) explain the height of British imperialism, including the Apogee of British Raj (H, G/Civ, Geo/C, E);
- (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
- (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) 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 results of WWI, including the Treaty of Versailles, Sykes-Picot Agreement, changes in territory, and Remembrance days (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).

Commented [YL28]: Suggest this rewriting: compare the principles of communism and the principles of the American constitutional and free enterprise systems, including differing views of property rights, individual liberty, economic organization, and the role of government.

- (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);
 - (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 World War I led to the rise of the Nazi Party in Germany (H. G/Civ. Geo/C. E. S);
 - (C) compare the rise of authoritarianism and totalitarianism, including 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).
- (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 the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict (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 the specific 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) 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).
- (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 the Arms and Space Race (H. G/Civ. Geo/C);
 - (B) describe 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, North Atlantic Treaty Organization (NATO), and the European Union (H. G/Civ. Geo/C. E. S);
 - (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
 - (E) contrast the outcomes of the Soviet Cold War with the United States, including views on the dignity of the individual to the state (H. G/Civ. Geo/C. E. S).

Commented [YL29]: There's nothing in this standard about decolonization.

- (26) The Cold War, Decolonization, and Global Institutions. The student understands world events and developments from 1945-1991. The student is expected to:

Commented [YL30]: Same title as (25)

- (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 the course of the Korean Conflict, including the alliances of each side, the involvement of the United Nations and the United States to end the conflict, allegations of war crimes, and signing of the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ) (H);
- (D) explain the history of India and Pakistan, including the end of the British Raj and the Partition of India (H, G/Civ, Geo/C, E);
- (E) explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
- (F) explain communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and
- (G) explain the political developments in Africa, including the consequences of decolonization and the 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 in North Korea, including labor camps;
- (C) explain developments in China and Russia since 1991, including the Tiananmen Square Massacre, that contributed to their rivalry as a world power (H, G/Civ, Geo/C, E);
- (D) explain the rise of radical Islam, including 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 the impact of globalization since 1991, 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 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 political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.

- (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 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 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 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;

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(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 reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C);
 - (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 (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) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to 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);
 - (D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);

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- (E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);
 - (F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C);
 - (G) 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 impact weather conditions, including tornadoes and hurricanes (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

Commented [YL31]: Why are we only looking at US and Canada? Is this supposed to be a North American standard? If so, where's Mexico?

- (B) analyze push 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) 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 hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and
- (C) explain how places plan for, mitigate, and respond to natural 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 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) explain cultural convergence and divergence caused by migration, trade, innovations, and diffusion (Geo/C, E); and
- (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, including control of territory and resources (Geo/C);
- (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
- (C) explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ).
- (9) Latin America. The student understands the physical geography and human environment interaction of Latin America. The student is expected to:
- (A) identify major landforms, including the Andes Mountains and the Amazon River Basin (Geo/C);
- (B) analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, and the use of natural resources (Geo/C, E); and
- (C) describe how places in Latin America plan for, mitigate, and respond to natural hazards, including flooding and earthquakes (H, G/Civ, E).

- (B)
- (10) Latin America. The student understands the population geography of Latin America. The student is expected to:
- (A) describe how government policies influence the size and distribution of settlements in Latin America (G/Civ. Geo/C);
describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ. Geo/C);
 - (C) explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America (H. Geo/C); and
 - (D) analyze push and pull forces that affect human migration patterns, including economic and safety conditions (G/Civ. E).
- (11) Latin America. The student understands the political geography of Latin America. The student is expected to:
- (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, Cuba, and the United States (G/Civ).
- (12) Latin America. The student understands the cultural geography of Latin America. The student is expected to:
- (A) explain cultural convergence caused by innovations, including communication technology (Geo/C. E);
 - (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 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, and the Great Rift Valley (Geo/C);
 - (C) 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 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, historical colonial infrastructure, and habitable land (H. G/Civ. Geo/C);

Commented [YL32]: This is a language, not a community.

Commented [YL33]: Let me recommend: including Incan architecture, Mesoamerican ceremonial centers, colonial cities, and contemporary urban settlements. Favelas (modern day) certain jump out as not fitting with pre-contact cultures.

- (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, 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 the shift from primary or secondary economic activities to tertiary or quaternary economic activities in Sub-Saharan Africa (H, E);
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
 - (C) compare how political power is distributed 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 religious syncretism and the Swahili language (H, Geo/C);
 - (B) explain the cultural divergence caused by colonial borders in Sub-Saharan Africa (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including 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 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) 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 features, including water availability, historical trade routes, and religious significance, that influence the size and distribution of settlements in Southwest Asia or North Africa (H, G/Civ, Geo/C);
 - (B) analyze push or pull forces that affect human migration patterns, including economic opportunity, 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:

- (B)
- (A) classify economic activities of Southwest Asia and North Africa as identify the primary, secondary, tertiary, or quaternary, including oil extraction, tourism, and technology (E);
- (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
- (C) compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and 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 cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language (H, Geo/C);
 - (B) explain the cultural divergence caused by trade, including religion (H, Geo/C); and

- (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 (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 impact weather conditions, including monsoons and cyclones (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 or South Asia plan for, mitigate, and respond to natural hazards, including earthquakes and monsoons (G/Civ, 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 the size and distribution of settlements in Central 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 or pull forces that affect human migration patterns in Central or South Asia, including conflict, weather, and economic opportunity (E, G/Civ).
- (23) Central and South Asia. The student understands the economic and political geography of Central and South Asia. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);
 - (B) analyze the implications of globalization, including outsourcing to Central or South Asia (E);
 - (C) explain the spatial organization of countries in Central or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C); and
 - (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 caused by war, including religious syncretism (H, Geo/C);
 - (B) explain the cultural divergence 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 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) 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 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 caused by innovations, including maritime technologies and navigational techniques (H, Geo/C);
 - (B) explain the cultural divergence in Southeast Asia or Oceania 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 impact weather conditions, including typhoons and tsunamis (Geo/C);
 - (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 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 or 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);

- (C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Civ, E); and
- (D) 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) identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E);
 - (B) analyze the implications of globalization in East Asia, including supply chains (E); and
 - (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 caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
 - (B) explain the cultural divergence 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) 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 or 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, (H, G/Civ, E); 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) analyze the benefits and consequences of human-environment interactions in case studies, including commercial agriculture, the polder system, hydroelectric dams, and acid rain (E, Geo/C).
- (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 patterns of human settlement, including the Channel Tunnel and high-speed rail networks (H, Geo/C); and
 - (C) analyze push or 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:
 - (A) identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E); 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 caused by migration and trade, including 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).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.

- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.
- (c) Introduction.
- (1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
- (B) Government and Civics, coded with G/Civ;
- (C) Geography and Culture, coded with Geo/C;
- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social

studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:

- (A) analyze economic data, including graphs, charts, and statistical models, to identify patterns, draw conclusions, and make evidence-based predictions about economic trends (E, S);
 - (B) construct and defend an evidence-based economic argument and use reasoning to connect evidence to the claim (E, S);
 - (C) engage in civil discourse about economics topics, including those with multiple perspectives (G/Civ, E, S); and
 - (D) evaluate the reliability, bias, and perspective of economic sources to determine their validity in supporting an economic argument (E, S).
- (6) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) History of Economic Thought. The student understands economics. The student is expected to:
 - (A) define economics (E); and
 - (B) identify the relationship between virtue, including trust, courage, and justice, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S).
- (2) History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).

- (B)
- (3) History of Economic Thought. The student understands classical economics. The student is expected to:
- (A) describe classical economics (E);
~~explain the principles of free enterprise described in "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S);~~
- (C) summarize the economic theories of Alexis de Tocqueville by using excerpts from "Democracy in America" (H, G/Civ, E, S); and
- (D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).
- (4) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:
- (A) explain how Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society (H, G/Civ, E, S);
- (B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and
- (C) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).
- (5) History of Economic Thought. The student understands neoclassical economics. The student is expected to:
- (A) describe neoclassical economics (E); and
- (B) explain the basic ideas of neoclassical economics and how economists, including Friedrich Hayek and Milton Friedman, emphasized individual choice, market competition, and limited government intervention in the economy (H, E).
- (6) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).
- (7) Scarcity and Opportunity Cost (Micro). The student understands the role of capital in the production of goods and services. The student is expected to:
- (A) explain the four factors of production, including land, labor, capital, and entrepreneurs (E);
- (B) explain types of capital, including physical capital and human capital (E);
- (C) explain how the types of capital can produce goods and services (E, S); (D) define types of goods as durable, non-durable, consumer, and capital (E); and (E) define services (E).
- (8) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:

- (C)
- (A) define economic opportunity (E); and
- (B) explain scarcity in terms of opportunity cost (E).
- (9) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:
 - (A) determine the choices that involve opportunity cost and tradeoffs (E, S);
 - (B) model the choices that involve opportunity cost and tradeoffs (E, S);
~~describe the Jevons, Menger, and Walras conception of marginal analysis (E);~~
 - (D) analyze how geographic relationships lead to the choices made by societies when confronted by the condition of scarcity, using maps and graphs (Geo/C, E, S);
 - (E) determine ways societies answer the fundamental economic question of what to produce (G/Civ, E, S);
 - (F) determine ways societies answer the fundamental economic question of how to produce (G/Civ, E, S); and
 - (G) determine ways societies answer the fundamental economic question of for whom to produce (G/Civ, E, S).
- (10) Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:
 - (A) define interest rates (E); and
 - (B) explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).
- (11) Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:
 - (A) explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E);
 - (B) identify the factors that shift the production possibilities curve (E, S); and
 - (C) create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).
- (12) Supply, Demand and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:
 - (A) define the laws of supply and demand (E);
 - (B) identify the determinants of supply and demand (E);
 - (C) graph supply and demand to illustrate movement along the curve (G/Civ, E, S); and (D)
analyze economic data using supply and demand graphs (G/Civ, E, S).
- (13) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law by Jean-Baptiste Say (E).
- (14) Supply, Demand and Markets (Micro). The student understands the role of buyers and sellers. The student is expected to:
 - (A) explain the role of buyers and sellers in markets (E);

- (D)
 - (B) define equilibrium price and identify determinants of change to equilibrium price (E, S); and
 - (C) explain the circular flow model (E).
- (15) Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:
- (A) explain how scarcity influences supply, demand, and market prices (E);
 - (B) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and
 - (C) explain how price elasticity reflects how consumers and producers respond to changes in price (E).

- (16) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in a market economy (G/Civ, E).
- (17) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:
- (A) describe economic institutions in market economies (G/Civ, E);
 - (B) describe monopoly (E);
 - (C) describe oligopoly (E);
 - (D) describe pure competition (E);
 - (E) describe market process (E);
 - (F) describe competition (E); and
 - (G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).
- (18) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:
- (A) define the theory of the firm (E); and
 - (B) define and apply the law of diminishing returns (E).
- (19) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:
- (A) describe how firms make decisions using game theory (E, S);
 - (B) describe short-run, one-off game (E); (C) describe Prisoner's Dilemma game (E); and
 - (D) describe long-run games (E).
- (20) Microeconomics of Public Policy (Micro). The student understands public goods and services. The student is expected to:
- (A) identify public goods and services (E); and
 - (B) evaluate how and why individuals make choices regarding their use of public goods and services (G/Civ, E, S).
- (21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).
- (22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of government wage and price controls on individuals and firms (G/Civ, E, S).
- (23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain the moral hazard problem in public policy (G/Civ, E).
- (24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic factors contribute to natural monopolies (Geo/C, E, S).
- (25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:
- (A) define examples of sales tax (G/Civ, E);

- (B) define income tax (G/Civ, E);
 - (C) define property tax (G/Civ, E);
 - (D) define excise tax (G/Civ, E); and
 - (E) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).
- (26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).
- (27) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:
- (A) describe the basic functions of money (E);
 - (B) describe the attributes of money (E);
 - (C) compare commodity money, representative money, and fiat money (E, S); and
 - (D) determine the relationship between commodity, representative, and fiat monies and opportunity cost (E).
- (28) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to describe the purpose of the Federal Reserve System in setting monetary policy (G/Civ, E).
- (29) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:
- (A) define price stability (E); and
 - (B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E).
- (30) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:
- (A) define full employment (E); and
 - (B) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E).
- (31) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:
- (A) define money supply (E);
 - (B) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S); and
 - (C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).
- (32) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:
- (A) explain major revenue and expenditure categories (E); and (B) explain the government's role in taxation (G/Civ, E).
- (33) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:

- (A) explain budget deficits and surpluses (G/Civ, E);
 - (B) distinguish between budget deficit and debt (G/Civ, E, S);
 - (C) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); and
 - (D) analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S).
- (34) Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:
- (A) analyze Keynesian economics using primary and secondary sources (H, E, S); and (B)
 - describe supply-side economics (E).
- (35) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:
- (A) identify the components of Gross Domestic Product (GDP) (E, S);
 - (B) identify the determinants of aggregate supply and aggregate demand (E);
 - (C) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);
 - (D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);
 - (E) identify the types of unemployment as structural, frictional, cyclical (E);
 - (F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);
 - (G) describe inflation and its causes (E);
 - (H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and
 - (I) explain imprecision in economic measurement (E).
- (36) National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).
- (37) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:
- (A) label the business cycle model (E, S);
 - (B) explain the factors in productivity increase (E);
 - (C) explain the factors in worker earnings (E);
 - (D) explain technological advances (E);
 - (E) explain entrepreneurship, entrepreneurial ventures and their effects (E);
 - (F) determine the relationship between calculated risk and the economy (E, S);
 - (G) determine the relationship between creative destruction and the economy (E, S);
 - (H) determine the relationship between centralized capital spending and the economy (G/Civ, E, S); and

- (I) determine the relationship between productivity and the economy (E, S).
- (38) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:
 - (A) define public choice theory (G/Civ, E);
 - (B) apply economic principles to analyze government decision-making (G/Civ, E, S); and (C)
describe how government officials act as rational actors (G/Civ, E).
- (39) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:
 - (A) explain the concept of comparative advantage in trade (G/Civ, E, S);
 - (B) explain the advantages and consequences of trade (E, S);
 - (C) determine the effect of trade barriers on trade (G/Civ, E);
 - (D) define the balance of trade (E);
 - (E) evaluate labor productivity trends on trade (E, S); and
 - (F) evaluate the role of exchange rates on trade using economic data (E, S).
- (40) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:
 - (A) evaluate the role of voluntary exchange in free enterprise (E); and
 - (B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S).
- (41) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:
 - (A) define the competitive nature of free enterprise (E);
 - (B) describe the effects of intellectual property protections (G/Civ, E, S);
 - (C) define consumer sovereignty (E);
 - (D) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);
 - (E) evaluate the costs of government policies (G/Civ, E);
 - (F) compare central planning to the free enterprise system (G/Civ, E);
 - (G) compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);
 - (H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical economic transformations (H, Geo/C, E, S); and
 - (I) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.

(c) Introduction.

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

- (C) interpret psychological research and evaluate the extent to which research findings can be generalized across populations (S); and
- (D) analyze how cultural, historical, and social context influences the development and interpretation of psychological theories and research findings (H, Geo/C, S).

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

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

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

(d) Knowledge and skills.

(1) Origins of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:

- (A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);

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

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

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science

by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.

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

- (C) explain how historical, cultural, political, and economic factors interact to influence social institutions, group behavior, and individual identity across diverse communities (H, G/Civ, Geo/C, S).

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

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

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

(d) Knowledge and skills.

- (1) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:

- (A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);
- (B) explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber (H);

- (C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);
 - (D) explain ways cultural concepts in society are studied (Geo/C, S); and
 - (E) explain how key aspects of deviant behavior regulate conduct in society, including formal violations of official, codified laws and norms, and informal minor violations of unwritten social rules or customs (H, G/Civ, Geo/C).
- (2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:
- (A) identify scientific steps social scientists use (S);
 - (B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);
 - (C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm (G/Civ, Geo/C); and (D) evaluate sociological research and value neutrality (S).
- (3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:
- (A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions, including Robert Merton (G/Civ, Geo/C, E);
 - (B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);
 - (C) explain rational choice theory and how it affects human behavior, including consumer buying habits, the rational choice of committing a crime, and voting behavior (G/Civ, Geo/C, E);
 - (D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and
 - (E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).
- (4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:
- (A) differentiate between types of societies, including pre-industrial, industrial, and postindustrial societies (H, G/Civ, Geo/C, E, S); and
 - (B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).
- (5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:
- (A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);
 - (B) explain the development of self through role theory and the social construction of reality (Geo/C, S);
 - (C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);

- (D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);
 - (E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and
 - (F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).
- (6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:
- (A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);
 - (B) describe subcultures and what makes subcultures unique (Geo/C);
 - (C) explain how groups serve emotional and expressive needs (Geo/C);
 - (D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and
 - (E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).
- (7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:
- (A) analyze the meaning of Lord Acton's quote that "Power tends to corrupt; absolute power corrupts absolutely" with George Washington's voluntary relinquishment of power by declining a third term (H, G/Civ);
 - (B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and
 - (C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).
- (8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:
- (A) analyze the characteristics of social capital as a resource in society (G/Civ, Geo/C, E, S);
 - (B) analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (Geo/C, E, S);
 - (C) evaluate Robert Putnam's view on the importance of civic engagement and social capital in democratic life, including voter turnout, social trust, political engagement, and community well-being (H, G/Civ, Geo/C);
 - (D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); and
 - (E) explain W.E.B. Du Bois' contributions to the study of social stratification (H, Geo/C, E, S).

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

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

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(c) Introduction.

(1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.

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

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
 - (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);
 - (D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);
 - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);

- (F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S); and
 - (G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (S).
- (2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view (S);
 - (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments (H, S);
 - (C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (H, S);
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S);
 - (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (F) identify bias in written, oral, and visual material (S);
 - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author (S); and
 - (H) use appropriate mathematical skills to interpret social studies information, including maps and graphs (Geo/C, S).
- (3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English (S);
 - (B) use social studies terminology correctly (S);

- (C) use appropriate oral communication techniques (S);
- (D) construct a thesis that is supported by evidence (S);
- (E) recognize and evaluate counter arguments (S);
- (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic (S);
- (G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S); and
- (H) use computer software to create written, graphic, or visual products from collected data (S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

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

(C) incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:

- (A) select a social studies issue, topic, or area of interest (S);
- (B) write a rationale and preliminary ideas for research methods (S);
develop a literature review (S); and
- (D) develop a thesis (S).

(2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:

- (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);
- (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
- (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques, including questionnaires, interviews, and library research (S);
- (D) use current technology, including library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews, to collect information about the selected topic (S);
- (E) use information from sources that take into account multiple perspectives (S);
- (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments (S);
- (G) develop and use criteria for the evaluation of qualitative and/or quantitative information (S);
- (H) describe the results of the research process (S);
- (I) generate logical conclusions from research results (S);
- (J) justify a conclusion with supporting evidence (S);
- (K) make predictions as to future actions and/or outcomes based on conclusions of research (S); and
- (L) develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

- (A) interpret the historiography of the research topic (S);

- (C)
- (B) apply key social science concepts, including time, chronology, causality, change, conflict, and complexity, to explain, analyze, and show connections among patterns of historical change and continuity (S);
- (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures (S);
- (D) relate important events, recurring dilemmas, and persistent issues to topic (S); and (E)
employ empathy, skepticism, and critical judgment to analysis of topic (S).
- (4) Social studies skills. If doing quantitative research, the student is expected to:
 - (A) apply the scientific method in a research project (S);
 - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas (S);
determine the most efficient research approach (S);
 - (D) utilize basic statistical approaches and tools in the analysis of aggregate information (S);
 - (E) define and compute statistical information using various statistical approaches, including means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis (S);
 - (F) analyze information using a spreadsheet or statistical analysis information software (S);
 - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences (S);
 - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding (S); and
 - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data (S).
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
 - (A) apply the conventions of usage and mechanics of written English (S);
 - (B) present a thesis and conclusion (S);
 - (C) use appropriate social science terminology (S);
 - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate (S);
 - (E) construct visuals, including statistical compilations, charts, graphs, tables, timelines, and maps, to convey appropriate data (S);
 - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software (S);
 - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation (S); and
 - (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).

- (C)
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
 - (A) select a social studies issue, topic, or area of interest (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) describe the results of the research process (S); and
 - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research (S).

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

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

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

- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.002--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
- (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);

- (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
- (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and (F) reflect on personal learning experiences of the study (S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (c) Introduction.
 - (1) In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
- (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
- (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
- (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
- (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);

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

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

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

encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

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

(d) Knowledge and skills.

- (1) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (H).

- (2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ. Geo/C, E); and

Commented [YL35]: Put in chronological order.

(B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma II, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ. Geo/C).

- (3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ. Geo/C, E).

- (4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ. Geo/C, E); and

(B) identify the contributions of significant individuals from the civil rights era, including Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenawuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Rov" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, Maria L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ. Geo/C, E).

- (5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act, and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and

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

Commented [YL36]: There's not much about voting rights in this standard.

Commented [YL37]: Several of the example cases are about educational equality/ ending segregation. Not directly related to political power.

Antonio ISD v. Rodriguez, and Plyler v. Doe (G/Civ); and

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

Commented [YL38]: Not Mexican American.

- (B) analyze diverse points of view related to contemporary Mexican American issues (S);
- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S).

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

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

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.

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

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

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

(d) Knowledge and skills.

- (1) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:
 - (A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);
 - (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, including educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and
 - (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).
- (2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
 - (A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);
 - (C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).
- (3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
 - (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).
- (4) The student understands African American life from the Civil War through World War I. The student is expected to:

- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);
 - (B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);
 - (C) compare the opportunities and challenges faced by African Americans from postReconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);
 - (D) explain the circumstances surrounding increased violence and extremism, including the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);
 - (E) explain the impact of the convict leasing system on African Americans, including the Sugar Land 95 (H, G/Civ, Geo/C, E);
 - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);
 - (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);
 - (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century, including the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);
 - (I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and
 - (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).
- (5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);
 - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);
 - (C) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);
 - (E) describe the impact of racism during World War II (H, G/Civ, Geo/C);
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of

- A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);
- (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods, sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and
- (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).
- (6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
- (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);
- (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience, including John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and
- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, including the evolving role of education in the African American community (H, G/Civ, Geo/C, E).
- (7) The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history (H, G/Civ, Geo/C, E);
- (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South (Geo/C, E);
- (C) explain the westward movement and the Great Migration and summarize their impact on African Americans (H, Geo/C, E); and
- (D) analyze how environmental changes impacted African American communities, including land use, settlement patterns, and urban development (Geo/C, E).
- (8) The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world (H, Geo/C, E);
- (B) explain how sharecropping and redlining limited economic opportunities for African Americans (G/Civ, E);
- (C) explain how economic conditions and racism contributed to the Great Migration (Geo/C, E);
- (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late 19th century to today (G/Civ, E);
- (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans, including skin color, wealth, and educational background (G/Civ, Geo/C, E);

- (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues (E);
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today (Geo/C, E); and
 - (H) examine the contributions of African American and Black American Business entrepreneurship, including Black Wall Street, black inventors, and the black experience in business, and the economic contributions of individuals, including Madame C. J. Walker and Maggie L. Walker (Geo/C, E).
- (9) The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights (G/Civ);
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 (G/Civ, Geo/C);
 - (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 (G/Civ);
 - (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s (G/Civ);
 - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day, including the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition (G/Civ, Geo/C, E); and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present (G/Civ).
- (10) The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights, including the Freedom Riders and the Memphis Sanitation Workers Strike (G/Civ, E);
 - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality, including fair housing, equal opportunity, affirmative action, and voting rights (G/Civ, Geo/C, E); and
 - (C) identify the contributions of African American leaders at local, state, and national levels of government (G/Civ).
- (11) The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery (H, G/Civ, Geo/C);
 - (B) analyze how regional differences influenced political perspectives of African American communities (G/Civ, Geo/C);
 - (C) analyze the significance and associations of identity nomenclature relevant to African

Americans, including Negro and Black (H, Geo/C);

(D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism (G/Civ); and

(E) identify and describe the diversity of peoples of African ancestry, including Afro-Latinos, Afro-Caribbeans, and recent African immigrants (Geo/C).

(12) The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:

(A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans (Geo/C);

(B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture (Geo/C); and

(C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences (Geo/C).

(13) The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:

(A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture (Geo/C);

(B) describe the influence of enslavement on African American culture (Geo/C);

(C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley (Geo/C);

(D) explain the origins and characteristics of different musical genres and traditions of African Americans (Geo/C); and

(E) describe the expanding influence of African American music through the work of performers, including the Fisk Jubilee Singers (Geo/C).

(14) The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:

(A) describe the development and influence of blues, ragtime, jazz, and hip-hop music, including the achievements of composers Scott Joplin and James Reese Europe (Geo/C);

(B) describe how various African American expressions of dance forms, including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers, including the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland, have contributed to the shared identity of various groups (Geo/C);

(C) explain the lasting impact of the Harlem Renaissance on American culture and society, including the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee (Geo/C);

(D) describe the reactions to and the influence of selected works by African American authors, including "The Souls of Black Folk" by W.E.B. Du Bois, "Native Son" by Richard Wright, "Their Eyes Were Watching God" by Zora Neale Hurston, "Beloved" by Toni Morrison, and "Eyes on the Prize" by Henry Hampton (Geo/C);

- (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans, including Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey (Geo/C);
 - (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance (Geo/C); and
 - (G) analyze the impact of popular culture on African Americans during significant eras (Geo/C).
- (15) The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws (G/Civ, Geo/C);
 - (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (H, G/Civ, Geo/C); and
 - (C) describe contemporary issues in education for African American students, including the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities (G/Civ, Geo/C).
- (16) The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:
- (A) identify examples of how advances made by African civilizations in areas, including astronomy, mathematics, architecture, and engineering, have contributed to science and technology in the United States (Geo/C);
 - (B) identify examples of how industrialization was influenced by African Americans over time (H, Geo/C); and
 - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H, Geo/C).
- (17) The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources, including maps, graphs, speeches, political cartoons, and artifacts, to acquire information to answer historical questions (S);
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (S);
 - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);

- (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and
 - (E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).
- (18) The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (S); and
 - (B) use social studies terminology correctly (S).
- (19) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information, including thematic maps, graphs, and charts (S); and
 - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).
- (20) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S).