Approved by the SBOE for first reading and filing authorization on April 10, 2026.
To be filed as proposed with the Texas Register on May 4, 2026; subject to technical edits by Texas Register editors.

Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

§113.1821. Social Studies, Grade 6, Adopted 2026. [Conforming, align with current TAC numbering]

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

(b) Introduction.

(1) In Grade 6, students study political, economic, and social change in the world, the United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.

(A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.

(B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.

(C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.

(D) Students examine the Reconstruction Era, including ~~the~~ African Americans' ~~acquiring~~ acquisition of citizenship, individual rights, and the long-term effects of the Civil War.

(E) Students examine ~~the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and~~ how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of the~~its~~ conclusion of the Civil War.

(F) Students ~~conclude the course by studying~~examine the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies.

(G) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.

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

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

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

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited

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

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

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

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

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

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

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

(D) Economics, coded with E; and

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

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

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

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

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

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

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

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

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

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

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

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

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

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

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

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

(c) Knowledge and skills.

(1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:

(A) explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);

(B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);

(C) describe the causes of the Mexican War of Independence from Spain, including social inequality and economic crisis, that led to an independent Mexico (H); and

(D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).

(2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:

(A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);

(B) explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);

(C) describe anti-slavery movements within colonial America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ);

(D) identify 1808 as the year that Congress and Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C);

(E) identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy (H, G/Civ);

(F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);

(G) describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);

(H) explain how limits on free trade during the War of 1812 affected the United States economy, including encouraging Americans to make more goods at home (E, S); and

(I) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).

(3) Texas Settlement - Geography. The student understands the geography of settling Texas. The student is expected to:

(A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C);

(B) locate major Texas cities on a map, including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco (Geo/C); and

(C) interpret maps to identify how natural resources and climate in Texas, including timber, farmland, and fossil fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).

(4) Texas Settlement - Motivations. The student understands the motivations of early American settlers in Texas. The student is expected to:

(A) describe how the Mexican government offered land grants to American settlers to increase population in Texas and helped defend the region from raids and conflicts with American Indian tribes (H, Geo/C);

(B) summarize how the Panic of 1819, including bank failures, job losses, and falling farm prices, contributed to migration to Texas (E);

(C) describe how similarities, including federalism and popular sovereignty, between the Texas Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);

(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);

(E) identify how the empresario system supported settlement in Texas (H); and

(F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).

(5) Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped Texas, including early settlement from 1825 to 1835. The student is expected to:

(A) identify how innovations, including steamboats which improved transportation and the cotton gin which increased production, influenced westward expansion (H, Geo/C, E);

(B) explain how the term "Manifest Destiny" describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean (H, Geo/C);

(C) describe how the presidency of Andrew Jackson shaped the nation, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and

(D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).

(6) Westward Expansion and Texas. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:

(A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government led by President Santa Anna (H, G/Civ);

(B) describe the contribution of William B. Travis, including how his command at the Alamo became a symbol of defending a just cause (H);

(C) explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);

(D) describe key events of the Texas Revolution, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and

(E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic (H).

(7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:

(A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);

(B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H);

(C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C);

(D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and

(E) compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C).

(8) Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:

(A) explain how slave labor contributed to sectionalism by shaping the Southern economy and increasing economic differences between the Northern and Southern states (H, E);

(B) explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);

(C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);

(D) identify how religious roots of the Second Great Awakening influenced the abolition movement by encouraging moral opposition to slavery and inspiring individuals to work for social reform (H, Geo/C);

(E) identify the roles of Frederick Douglass and Sojourner Truth and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);

(F) identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);

(G) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname (H, Geo/C);

(H) explain how major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the violence in Bleeding Kansas, and the Dred Scott decision (H, G/Civ, E);

(I) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);

(J) explain why Texas Governor Sam Houston was removed from office for his refusal to swear loyalty to the Confederacy (H, G/Civ);

(K) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);

(L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);

(M) describe the role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);

(N) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S); and

(O) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H).

(9) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:

(A) define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);

(B) explain how newly freed African Americans gained citizenship, individual rights, and started to participate in the free enterprise system (G/Civ, E);

(C) identify the 13th amendment, which formally abolished slavery in the United States (G/Civ);

(D) identify that 14th amendment, which gave citizenship to formerly enslaved people born or naturalized in the U.S. (G/Civ);

(E) identify the 15th amendment, which gave Black men the right to vote in the United States (G/Civ);

(F) explain why Juneteenth is an important symbol of the end of slavery during Reconstruction (H);

(G) explain the shift from slavery to participation in the free enterprise system, including sharecropping, the desire for land ownership, and the start of the Texas Freedom Colonies (E);

(H) explain that the Freedmen's Bureau helped formerly enslaved people transition to freedom while Black Codes limited African Americans' economic and political participation (G/Civ, E);

(I) explain how acts of violence, including intimidation by groups like the Ku Klux Klan, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and

(J) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights (H, G/Civ).

(10) The Gilded Age in America and Texas. The student understands interactions and influences between America and other regions of the world in the late 1800s and early 1900s. The student is expected to:

(A) describe how immigrants entered the United States and Texas through Ellis Island, Angel Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);

(B) explain how the explosion of the USS Maine and the use of yellow journalism increased public support for American overseas expansion and contributed to the outbreak of the Spanish-American War (H, Geo/C);

(C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);

(D) identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans, and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);

(E) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);

(F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s, including the contributions of Alexander Graham Bell and Thomas Edison (H, Geo/C, E);

(G) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas (H, E);

(H) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);

(I) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);

(J) identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, including Galveston, Houston, and El Paso (H, Geo/C);

(K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);

(L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);

(M) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, and fascist ideas ideas of a strong dictator, limited rights, and extreme nationalism, with American constitutional principles of individual rights and limited government (H, G/Civ, E); ~~and~~

(N) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E); and~~.~~

~~(L)~~

~~(M)~~(O) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C).~~:~~

~~(N)(A) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and~~

~~(O)(A) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E).~~

(11) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:

(A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry (H, Geo/C);

(B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);

(C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E);

(D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and

(E) identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican American communities in Texas (H, Geo/C).

§113.22. Social Studies, Grade 7, Adopted 2026.

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

(b) Introduction.

(1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.

(A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.

(B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.

(C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its allies responded through diplomacy, economic policy, military strength, and international cooperation.

(D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.

(E) Students ~~conclude the course by examining~~examine contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.

(F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.

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

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

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

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

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to

Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

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

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

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

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

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

(D) Economics, coded with E; and

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

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

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

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

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

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

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

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

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

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

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

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

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

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

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

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

(c) Knowledge and skills.

(1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:

(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);

(B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);

(C) analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);

(D) analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E);

(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);

(F) identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and

(G) explain how Henry Ford used the assembly line in the production of the Model T and how this concept impacted division of labor and economies of scale (H, E).

(2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:

(A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);

(B) explain that unrestricted submarine warfare and the Zimmermann Telegram contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H, G/Civ);

(C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);

(D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);

(E) explain the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);

(F) explain the Selective Service Act and its role in mobilizing soldiers and shaping the World War I homefront (H, G/Civ); and

(G) identify that the American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H).

(3) 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:

(A) identify domestic challenges for the United States following World War I, including renewed labor unrest and fears of communism after the Russian Bolshevik Revolution and the Palmer Raids (H, E);

(B) identify domestic challenges for the United States following World War I ~~related to racial violence and intolerance,~~ including the the Tulsa Race Riots and intolerance of ~~resurgence of~~ blacks, Jews, Catholics, and immigrants by the Ku Klux Klan ~~and the Tulsa Race Massacre~~ (H);

(C) identify domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime (H, G/Civ);

(D) describe American economic developments during the 1920s, including the Great Migration, increased consumer spending, growing prosperity, and the expansion of the stock market (H, E);

(E) describe cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture, and professional sports (H, Geo/C);

(F) describe African American cultural developments during the 1920s, including the Harlem Renaissance, jazz and blues music, and the contributions of Texas blues musician Blind Lemon Jefferson (H, Geo/C);

(G) describe life during the Great Depression, including bank runs, widespread unemployment, mass deportations, and the growth of Hoovervilles (H, E);

(H) explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);

(I) describe the role of President Franklin D. Roosevelt during the Great Depression, including fireside chats and radio to communicate with the public (H, G/Civ);

(J) identify that the Great Depression worsened economic recovery (E);

(K) describe the role of Texan Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);

(L) explain the geographic patterns and processes of the Dust Bowl, including drought, high winds, and over-farming (H, Geo/C); and

(M) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).

(4) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:

(A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC), and how these programs reflected Progressive ideas about government responsibility, conservation, and reform (H, G/Civ, E);

(B) describe the Social Security Act and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long term assistance, on Americans and Texans during the Great Depression (H, G/Civ); and

(C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).

(5) Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:

(A) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ended Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);

(B) identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);

(C) explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);

(D) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);

(E) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);

(F) identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);

(G) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);

(H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);

(I) explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ); and

(J) describe how fears of communist revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E).

(6) Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).

(7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:

(A) describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);

(B) explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);

(C) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);

(D) identify how World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);

(E) analyze the causes and effects of the internment of Japanese Americans during World War II (H, S);

(F) identify major World War II innovations, including code-breaking technology, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);

(G) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);

(H) describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);

(I) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);

(J) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);

(K) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);

(L) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);

(M) identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);

(N) explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);

(O) explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and

(P) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ).

(8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:

(A) identify the contributions of Texans Earl Rudder, Audie Murphy and Chester Nimitz during World War II (H);

(B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World War II as examples of the American Arsenal of Democracy (H, E);

(C) identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Baytown, Port Arthur and Corpus Christi, the Big Inch and Little Big Inch pipelines, and the petrochemical industry along the Houston Ship Channel, as examples of the American Arsenal of Democracy (H, E);

(D) identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and

(E) explain the detention of German prisoners of war, including civilian-administered camps in Hearne and Mexia (H, G/Civ).

(9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:

(A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);

(B) describe the development of nuclear weapons as a deterrent during the Cold War (H);

(C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall (H, G/Civ, E);

(D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);

(E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including containment and the Korean War (H, G/Civ, E);

(F) explain how modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);

(G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);

(H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);

(I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States and Cuba relations (H, G/Civ, E);

(J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E); and

(K) describe the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation (H, G/Civ).

(10) Civil Rights Movement. The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:

(A) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by ~~Claudette Colvin and~~ Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ);

(B) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);

(C) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);

(D) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);

(E) describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (H, G/Civ);

(F) explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and

(G) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).

(11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:

(A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);

(B) contrast ~~explain~~ the ~~impact of~~ Great Society programs ~~on American society, including efforts to reduce poverty, expand educational opportunities, and improve health care~~ during the 1960s with the founding fathers' system of limited government (H, G/Civ);

(C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);

(D) describe the cultural revolution of the 1960s and early 1970s, including changes in ~~music, youth culture, social values, and attitudes toward authority~~women's rights (H, Geo/C);

(E) explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);

(F) identify the Vietnam War as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);

(G) explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and

(H) describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including changes in civic participation and public opinion resulting from the release of the Pentagon Papers (H, G/Civ, Geo/C).

(12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:

(A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and

(B) describe causes of a decrease in public trust in government, including the War Powers Act and the Watergate scandal (H, G/Civ).

(13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:

(A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and

(B) describe the influence of United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).

(14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:

(A) analyze Ronald Reagan's presidential leadership, including economic recovery after the oil crisis and relations between the United States and the Soviet Union to bring down the Berlin Wall (H, G/Civ, E);

(B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);

(C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and

(D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).

(15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:

(A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);

(B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and

(C) explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ).

(16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama. The student is expected to:

(A) explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

(B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);

(C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ);

(D) explain the causes and effects of the 2008 economic crisis (E, S); and

(E) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).

(17) Contemporary America and Texas. The student understands important innovations and their effects on society during the computer and technological revolution of the 2000s and 2010s. The student is expected to:

(A) describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and

(B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).

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

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

(b) Introduction.

(1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the history of Texas from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

(A) Students explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.

(B) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nation-building influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.

(C) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.

(D) Students ~~conclude the course by examining~~examine contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.

(E) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.

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

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

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

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

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

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

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

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

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

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

(D) Economics, coded with E; and

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

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

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups ~~whose voices are less represented in traditional historical accounts~~with different viewpoints (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

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

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

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

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

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

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

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

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

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

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

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

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

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

(c) Knowledge and skills.

(1) The Days Before Contact. The student understands the geography of Texas. The student is expected to:

(A) identify Texas regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and

(B) identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).

(2) The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).

(3) The Age of Contact. The student understands the Age of Contact. The student is expected to:

(A) describe the experiences of Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); and

(B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).

(4) Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:

(A) explain the significance of René-Robert Cavelier, Sieur de La Salle, and how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and

(B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C).

(5) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:

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

(B) explain how Enlightenment ideas, including natural rights, popular sovereignty, and republicanism, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);

(C) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the death toll at the Battle of Medina (H);

(D) describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);

(E) explain how the Mexican Constitution of 1824 shaped governance and the State Colonization Law of 1825 shaped settlement in Texas (H, G/Civ); and

(F) describe the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).

(6) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

(A) explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);

(B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

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

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

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

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

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

(H) analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ, S);

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

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

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

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

(M) explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution (H); and

(N) compare the structure and amendment process of the Constitution of the Republic of Texas with the U.S. Constitution, including the Bill of Rights (H, G/Civ, S).

(7) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:

(A) explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);

(B) explain the conflicts between the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays (H);

(C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);

(D) describe Mexican military efforts to reclaim Texas and how these invasions threatened the security of the Republic of Texas (H);

(E) explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);

(F) compare the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico (H, G/Civ);

(G) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

(H) explain arguments regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

(I) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ);

(J) locate on a map the area of Texas that was ceded to the United States in 1850 (H, G/Civ); and

(K) explain the conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).

(8) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

(A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, from U.S. and Mexican perspectives and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its citizens (H, Geo/C);

(B) explain the role of the United States Army in Texas during early statehood, including forts built for border defense (H, G/Civ, Geo/C);

(C) explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);

(D) explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);

(E) describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);

(F) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E);

(G) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union (H, G/Civ, S);

(H) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ); and

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

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

(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense (H);

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

(C) explain the goals of Union occupation in Texas to control the transportation of goods, including cotton in coastal South Texas, and the Red River Campaign (H);

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

(E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war (H);

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

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

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

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

(J) identify African American political leaders who were elected during Reconstruction, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines (H, G/Civ);

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

(L) explain how Reconstruction ended in Texas (H);

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

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

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

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

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

(C) explain how the systematic elimination of the bison (buffalo) by hunters in west Texas was used as a strategy to displace the American Indians from their lands and force them onto reservations (H, G/Civ, Geo/C).

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

(A) describe how cotton production and the expansion of agriculture supported early industrial growth in Texas (H, Geo/C);

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

(C) identify cattle drives and ranching operations, including the Espuela, King, and XIT ranches, that contributed to economic growth in Texas (H, E);

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

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

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

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

(H) identify immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(I) explain how the increased number of military bases and home-front industrial mobilization transformed Texas communities during World War II (H, Geo/C, E);

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

(K) identify on a map World War II prisoner-of-war camps in Texas, including Hearne (H, Geo/C, S); and

(L) contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E).

(14) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:

(A) explain how early labor and civil rights activism in Texas contributed to demands for equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);

(B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter, which expanded equal rights (H, G/Civ, S);

(C) explain how Mexican Americans used court cases, including Delgado v. Bastrop ISD, to gain civil rights (H, G/Civ, S);

(D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer, and how resistance to Brown v. Board of Education led to the Mansfield school incident (G/Civ);

(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, and population increases (H, E);

(F) explain how popular culture shaped Texas's image, including tourism growth, Disney's interest in Texas, and John Wayne's The Alamo (Geo/C, E); and

(G) describe physical changes in Texas during the postwar period, including the construction of reservoirs, highways, and airports (H, Geo/C).

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

(A) identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ);

(B) describe how the Cold War and the Space Race led to economic development in Texas, including National Aeronautics and Space Administration (NASA), Johnson Space Center, and the moon landing (H, G/Civ);

(C) explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);

(D) identify societal changes in Texas during the 1960s, including the Astrodome, the Tower of the Americas, and the growth of professional sports and music scenes (Geo/C);

(E) explain how the Vietnam War affected Texas, including Vietnamese immigration to Texas to flee communism (H, Geo/C, E);

(F) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and

(G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).

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

(A) explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);

(B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);

(C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);

(D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);

(E) ~~contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ)~~ identify Michael DeBakey and Denton Cooley as cardiac surgeons who worked in the Texas Medical Center and as leaders in science and technology; and

(F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S).