

David Randall: Suggested Emendations, Social Studies TEKS, May 2026

General		
		The social studies TEKS use “impact” and variants (impacted, impacts, impacting) 109 times. All of these should be changed to equivalents such as <i>affects</i>, <i>effects</i>, and <i>consequences</i>. This would take much less than an hour to do and would improve the TEKS wonderfully.
		The social studies TEKS frequently use run-on sentences; these will be hard for teachers and other stakeholders to understand. More commas, and the substitution of <i>which</i> for <i>that</i>, would aid clarity throughout.
Grade 2		
2	(B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);	Emendations for clarity and accuracy. (B) identify the Clovis culture in North America as one of the first known American Indian cultures civilizations , and describe archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
2	(F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and	Emendation for clarity and grammar. (F) identify the Greek and Roman civilizations Greeks and Romans as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
2	(G) identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand contributions to trade, art, and agriculture	Mali is a medieval African civilization, in West Africa rather than the Nile Valley. Suggest this emendation:

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	and the tradition of oral history (H, G/Civ, Geo/C, E, S).	(G) identify the continent of Africa on a map, locate ancient and medieval African kingdoms, including Kush, Aksum, and Mali , Kush, and other Nile River Valley civilizations , and understand contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).
5	(B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);	Emendations for clarity and grammar. (B) explain that the Oneida and Tuscarora people peoples, members were part of the Iroquois Confederacy, who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);
Grade 4		
4	(G) identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and	Emendations for clarity and grammar. (G) identify examples of primary sources in the Americas , including glyph writing and quipus, which was were a knotted strings used for record keeping, in the Americas (H, Geo/C, S); and
7	(B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);	Emendation for clarity and grammar. (B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire, which completed the separation of that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);
7	(C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);	Emendation for word usage. (C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived strove to accumulate

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		wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);
7	(D) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);	Emendations for clarity and grammar. (D) explain that scientific innovations, including the caravel ship and the compass for navigation, made facilitated transatlantic exploration more accessible (H, Geo/C);
7	(F) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);	Emendation for clarity and accuracy. (F) explain that Columbus was attempting to test find a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was they were Asia (H, Geo/C);
7	(G) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);	Emendation for clarity and accuracy. G) describe why Columbus claiming of the land new-found American lands for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
7	(J) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer that identified that the lands Columbus explored were not Asia (H, Geo/C).	Emendations for clarity and grammar. (J) explain that the name "America" comes from Amerigo Vespucci, who was an Italian explorer that who identified that the lands Columbus explored were not Asia (H, Geo/C).
Grade 5		
1	(A) identify Martin Luther as the leader of the Protestant Reformation and King Henry VIII as the	Emendation for clarity and grammar.

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	leader of the protestant movement in England (H, G/Civ, Geo/C);	(A) identify Martin Luther as the leader of the Protestant Reformation and King Henry VIII as the leader of the protestant Protestant movement in England (H, G/Civ, Geo/C);
1	(F) explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and	Emendation for clarity and grammar. (F) explain the concept of separation of powers, Charles Montesquieu's idea that government power should be divided with and that different parts of government should checking each other, known as the separation of powers and describe how this idea influenced the government structures for the United States and Texas (H, G/Civ); and
5	(C) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);	Emendation for parallelism with 5(D) below. (C) explain the founding of Jamestown in 1607, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);
Grade 7		
2	(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);	Here the misuse of “impact” directly affects the content. Technically, the TEKS are directing the teacher and students to explain the <i>physical</i> impact of artillery, etc. – the actual meaning of the word “impact.” The intent is to signify “consequences”, but this instance highlights how the misuse of “impact” throughout affects the TEKS’ accuracy and lucidity.
High School World		

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History Studies		
4	(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);	Deletion of material covered below in 4(F) [“explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);”]; emendation for clarity. Since I have eliminated one redundant historical fact, I have substituted another, about the Spartans. (D) describe the role the Spartans played in the Persian War, including in the Battles of Thermopylae and Plataea and the spread of Greek civilization through the Hellenistic empire (H);
4	(F) explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);	Emendations for clarity. (F) explain how Alexander the Great's conquests spread Hellenistic Greek culture through the Hellenistic kingdoms, including language (H);
8	(G) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).	Emendation for clarity and grammar. (G) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).
9	(B) describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians' Crusades and The Reconquista (H);	Emendation for grammar. (B) describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians' Crusades and The the Reconquista (H);
9	(C) explain developments of Western civilization, including The Great Schism of 1054, Roman and	Emendation for grammar.

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	canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);	(B) explain developments of Western civilization, including The the Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);
9	(D) describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and	Emendation for clarity. (D) describe the economic and military effects of technological developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and
10	(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);	Emendations for grammar. (B) describe social developments, including the Babylonian Captivity of the Papacy and the Black Death, and military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);
11	Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:	This should be changed to provide full chronological coverage. The next coverage of India and China, below in 20 (B-C), starts in 1800. Currently the TEKS are missing the century from 1700 to 1800 for Chinese and Indian history. This is an easy fix to ensure continuity. Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000- 1700 1800 . The student is expected to:
12	(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);	Emendations for clarity and grammar. (A) identify characteristics in the development of the Renaissance through the arts, architecture, and The the

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		Gutenberg Press printing press , and explain how this they led to the expansion of knowledge (H, Geo/C);
12	(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	Emendations for grammar. Also, one substantive replacement :“the Peace of Augsburg” for “the Great Peasants’ War”. If the point is to learn about the weakening influence of the Catholic church, the Peace of Augsburg (bringing to a conclusion the preceding Schmalkaldic Wars) matters far more than the Great Peasants’ War. (E) describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church, including The the Great Peasants' War Peace of Augsburg, The the French Wars of Religion, and the Thirty Years War (H, G/Civ, Geo/C, E, S); and
12	(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).	Emendations for grammar and clarity. (F) identify Renaissance elements in art, using pictures, including The the Duomo, The the Mona Lisa, The the Pieta, and The the School of Athens using pictures (H, G/Civ, Geo/C, E, S).
14	(B) compare the rise of the Russian Empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and	Emendation for grammar. (B) compare the rise of the Russian Empire empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and
20	(A) explain 19th century developments in Latin America, including the Napoleonic invasion of	Emendation for grammar.

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	Spain and Independence of the Latin American republics (H, G/Civ, Geo/C, E);	(A) explain 19th century developments in Latin America, including the Napoleonic invasion of Spain and Independence independence of the Latin American republics (H, G/Civ, Geo/C, E);
20	(B) explain the height of British imperialism, including the Apogee of British Raj (H, G/Civ, Geo/C, E);	Emendation for grammar. (B) explain the height of British imperialism, including the Apogee of apogee of the British Raj (H, G/Civ, Geo/C, E);
20	(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).	Emendations for grammar and clarity. Note that “Spheres of Influence in Asia” (which I have emended to the plural) could be named to include China, Southeast Asia, and Iran. Of these, the Chinese Spheres were most important. But “Asia” ought to be fine. (E) describe European competition in the late 19th century, including during including the Scramble for Africa and Spheres of Influence in Asia (H, G/Civ, Geo/C, E, S).
21	(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);	Emendations for grammar and clarity. (B) identify key events on the western front Western Front and describe technological innovations, including trench warfare and improvements in battlefield trauma care during WWI (H, G/Civ, Geo/C, E, S);
22	(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);	Emendations for grammar and clarity. (A) describe the creation of the League of Nations at the close of WWI, analyze and explain analyze its ineffectiveness in addressing the encroachments of Italy, Germany, and Japan due to lack of

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		enforcement authority, and explain how its failures which contributed to World War II (WWII);
25	(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);	Emendations for grammar and clarity. (A) describe key events of the Cold War, including the Iron Curtain, the proxy wars, and the Arms Race, and the Space Race (H, G/Civ, Geo/C);
26	(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);	The TEKS should focus on the actual butchery of civilians by the North Koreans, rather than on “allegations of war crimes”. (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, North Korean massacres of civilians including Christians, allegations of war crimes, and signing of the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ) (H);

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High School World Geography Studies

I urge a substantial revision of World Geography Studies. However, I realize that the TEA and the SBOE may simply want a limited reduction in the number of standards, so that the current 164 hours (123 lessons) are no more than the desired 160 lessons (120 hours). Therefore, I will first suggest a limited number of deletions, focused on international relations material that is of at best tangential relevance to geography. Afterword, I will provide a suggested revision of the entire World Geography Studies course, in an alternate format that makes the suggested revision clear. This larger revision also should meet the desired 160 lessons (120 hours).

High School World Geography Studies: Suggestions for Limited Deletions

High School World Geography Studies		
8	(B) explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and	(B) 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
11	(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	(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
15	(B) explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and	(B) 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

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19	(B) explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and	(B) 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
35	(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).	(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).
39	(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).	(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).

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High School World Geography Studies: Suggestions for Substantial Revision

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 **medieval charts, Mercator projections, atlases, sextants, and land surveying tools** ~~reference maps, thematic maps, and map projections~~ (H, Geo/C);
 - B. ~~explain how~~ compare the different purposes and uses of reference maps, ~~and~~ thematic maps, and map projections ~~reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections~~ (H, Geo/C);
 - C. use **modern** 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 **locational, historical, political, and physical geography through** relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and
 - E. explain the **distinctive characteristics of the nine world regions of United States and Canada, including Texas; Latin America; Sub-Saharan Africa; Southwest Asia and North Africa; Central and South Asia; Southeast Asia and Oceania; East Asia; Russia and the Transcaucasian Republics; and Europe** ~~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. **demonstrate locational knowledge of each of the nine world regions, including major political features and major geographic features** (Geo/C);
 - B. **demonstrate political and military geography knowledge from 3000 BC to 2000 AD of the nine world regions, including major civilizations, empires, and historical developments** (H, Geo/C);
 - C. **demonstrate economic geography knowledge from 3000 BC to 2000 AD of the nine world regions, including economic development, natural resources, major communication and trade routes, and environmental modifications** (H, E, Geo/C);
 - D. **demonstrate civilizational geography knowledge from 3000 BC to 2000 AD of the nine world regions, including the spread of civilizations, religions, languages, technological innovations, intellectual and artistic traditions, and major architectural sites** (H, Geo/C);

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- ~~A.~~ E. interpret demographic data, including birth and death rates, **population pyramids**, fertility, life expectancy and population density patterns, to understand population characteristics **and predict future population trends in different countries** (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.~~ F. compare levels of development and standard of living in a variety of **major countries** ~~places~~ using Gross Domestic Product (GDP) and literacy rates (Geo/C, S); **and**
 - ~~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);~~
 - ~~H.~~ ~~compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);~~
 - ~~I.~~ G. describe how Earth–Sun relationships and elevation **affect** ~~impact~~ the spatial distribution of climates or biomes (Geo/C).; **and**
 - ~~H.~~ ~~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 **affect** ~~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 the political and military geography of the United States and Canada, including Texas. The student is expected to:**

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- A. describe and trace on a map the voyages of European exploration and the subsequent colonization, including Columbus, Coronado, Cartier, and Cabot (H, Geo/C);
 - B. describe and trace on a map the Spanish, French, Dutch, and English colonies in North America (H, Geo/C);
 - C. describe and trace on a map the westward expansion of the United States (H, Geo/C); and
 - D. trace the major campaigns and battles of the American Revolutionary War, the Mexican-American War, and the American Civil War (H, Geo/C).
4. 5. United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:
- A. describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and
 - B. analyze push and pull forces that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).
5. 6. 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.~~ A. ~~explain~~ Explain how places plan for, mitigate, and respond to natural hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and
 - ~~C.~~ B. 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).~~

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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); ~~and~~
 - C. explain the historical significance of major civilizational sites, including Cahokia, Mesa Verde, L'Anse aux Meadows, Williamsburg, Washington DC, and the Alamo (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); ~~and~~
 - ~~B. explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and~~
 - ~~C.~~ B. 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).
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);

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- B. 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 **and military** geography of Latin America. The student is expected to:
- A. **explain how geography affected key military events in Latin America including Cortes' conquest of the Aztec Empire, Bolivar's liberation of New Granada, Scott's conquest of Mexico City, and the Santiago de Cuba campaign (H, Geo/C)**
~~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. **explain the historical significance of major civilizational sites, including the Machu Picchu, Chichen Itza, Mexico City, the Basilica of our Lady of Guadalupe, and Christ the Redeemer statue**
~~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 **affect** ~~impact~~ weather conditions in Sub-Saharan Africa, including wet and dry seasonality (Geo/C); **and**
 - 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).~~

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14. Sub-Saharan Africa. The student understands the political and military geography of Sub-Saharan Africa. The student is expected to:
- A. identify major ancient empires, including Kush and Aksum (H, Geo/C);
 - B. identify major medieval empires, including Zimbabwe and the sub-Saharan empires of Ghana, Mali, and Songhay (H, Geo/C);
 - C. identify Portuguese maritime explorations, including Henry the Navigator, Bartolomeu Dias, and Vasco da Gama (H, Geo/C);
 - D. identify major early modern empires, including Kongo and the kingdoms of Oyo, Asante, and Dahomey (H, Geo/C); and
 - E. compare how political power is distributed in various Sub-Saharan countries (H, G/Civ).
- ~~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, Geo/C, G/Civ);~~
 - ~~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. explain the significance of notable geographical regions, including navigable waterways (Geo/C, E);
 - B. explain the significance of notable trade arteries, including medieval, trans-Saharan, Indian Ocean, and Triangular Trade (Geo/C, E, H);
 - C. explain the significance of tse-tse fly distribution, including the consequences of its effects on humans, horses, and cattle (Geo/C, E, H);
 - D. describe factors that influence the size and distribution of settlements, including industrial development, historical colonial infrastructure, and habitable land (H, Geo/C, G/Civ); and

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~~A.~~ E. analyze the shift from primary or secondary economic activities to tertiary or quaternary economic activities in Sub-Saharan Africa (H, E);

~~B.~~ —explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and

~~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. identify the spread of civilizations, including Egyptian (H, Geo/C);

B. explain how geography affected the spread of religions, including Coptic Christianity, Islam, and Western Christianity (H, Geo/C);

~~A.~~ C. explain cultural convergence in Sub-Saharan Africa, including religious syncretism and the Swahili language (H, Geo/C);

~~B.~~ D. explain the cultural divergence caused by colonial borders in Sub-Saharan Africa (H, Geo/C); and

~~C.~~ E. explain the historical significance of major civilizational sites, including Lalibela, Great Zimbabwe, Timbuktu, and the Yamoussoukro Basilica ~~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 ~~affect~~ ~~impact~~ weather conditions in Southwest Asia or North Africa, including extreme heat and haboobs (Geo/C); ~~and~~

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 ~~political and military~~ ~~population~~ geography of Southwest Asia and North Africa. The student is expected to:

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- A. describe **geographic** 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. identify major ethnic groups in Southwestern Asia and North Africa including Arabs, Persians, Berbers, Jews, Kurds, and Turks (Geo/C);
 - C. identify major empires, including Babylon, Egypt, Persian, Hellenistic, the Roman Empire, the Islamic Caliphates, the Crusader Kingdoms, the Ottoman Empire, and the British Empire (H, Geo/C);
 - D. explain the effects of physical geography on major military conflicts, including the early Muslim conquests, the first Crusades, and the African campaigns of World War II (H, Geo/C); and
 - E. compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).
 - ~~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:
- A. explain the historical geographical significance of notable trade arteries, including the Mediterranean, Indian Ocean, Silk Road, Trans-Saharan Trade Routes, and Suez Canal (H, Geo/C, E); and
 - ~~A. B.~~ B. 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).

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20. Southwest Asia and North Africa. The student understands the cultural geography of Southwest Asia and North Africa. The student is expected to:
- A. identify the spread of civilizations, including Mesopotamian, Egyptian, Levantine, Persian, and Greek (H, Geo/C);
 - B. explain how geography affected the spread of religions, including Zoroastrianism, Judaism, Christianity, Sh'ia Islam, and Sunni Islam (H, Geo/C);
 - ~~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. explain the historical significance of major civilizational sites, including Göbekli Tepe, Ur, the Pyramids, Troy, Jerusalem, Krak des Chevaliers, and Istanbul ~~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 ~~affect~~ **impact** weather conditions, including monsoons and cyclones (Geo/C); **and**
 - 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 **political and military** ~~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. identify major empires, including the Mauryan Empire, the Gupta Empire, the Delhi Sultanate, the Mughal Empire, and the British Raj (H, Geo/C);
 - C. explain the rise and decline of 19th and 20th century European control and influence (H, Geo/C); and

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D. explain the effects of physical geography on major military conflicts, including Muslim conquests, Mughal conquests, Portuguese maritime empire, and British conquests, the USSR invasion of Afghanistan, and the disputed territory of Kashmir (H, 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. explain the significance of notable trade arteries, including the Indian Ocean, Indus River, Ganges River, and the Central Asian-Indian horse trade (H, Geo/C);

~~A. B.~~ identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);

~~B. C.~~ analyze the implications of globalization, including outsourcing to Central or South Asia (E); ~~and~~

~~C. D.~~ 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. identify the spread of civilizations, including Indo-Aryan migrations, Persian, and Indic; ~~explain cultural convergence in Central and South Asia caused by war, including religious syncretism~~ (H, Geo/C);

B. explain the effects of geography on the spread of religions, including Sikhism, Hinduism, Buddhism, and Islam ~~explain the cultural divergence caused by the caste system and religious composition in Central and South Asia~~ (H, Geo/C); and

C. explain the historical significance of major civilizational sites, including Mohenjo-daro, Udayagiri Caves, Samarkand, the Taj Mahal, and Calcutta ~~analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples~~ (H, Geo/C).

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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 ~~affect~~ **impact** weather conditions, including tropical storms and cyclones (Geo/C); **and**
 - 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 (Geo/C, G/Civ, 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 political and military geography of Southeast Asia and Oceania. The student is expected to:
- A. identify major empires, including the Khmer Empire and French Indochina (H, Geo/C);
 - B. explain the effects of physical geography on major military conflicts, including Dutch conquests, the Pacific campaigns of World War II, and the Vietnam War (H, Geo/C);
 - C. analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); **and**
 - D. describe causes and effects of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).
- ~~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:

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- A. explain how topography influences the size and distribution of settlements and land use patterns, including terraced farming, in Southeast Asia or Oceania (Geo/C, E); and
 - ~~A. B.~~ 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. identify the effects of geography on the spread of civilizations, including Austronesian expansion and the Polynesian triangle ~~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. explain the historical significance of major civilizational sites, including Borobudur, Angkor Wat, ~~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 ~~affect~~ ~~impact~~ weather conditions, including typhoons and tsunamis (Geo/C); and
 - B. identify major landforms, including the Gobi Desert, the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); ~~and.~~
 - ~~C. —describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (Geo/C, G/Civ, E).~~

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30. East Asia. The student understands the political and military ~~population~~ geography of East Asia. The student is expected to:
- A. identify major empires, including the Chin Dynasty, the Mongol Empire, and the Empire of Japan (H, Geo/C);
 - B. explain the rise and decline of 19th and 20th century European and Japanese control and influence (H, Geo/C);
 - C. explain the effects of physical geography on major military conflicts, including the Mongol Conquests, Imjin War, Manchu conquests, Russo-Japanese War, World War II, and the disputes over territorial claims in the South China Sea (G/Civ, Geo/C); and
 - ~~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. D.~~ 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 to live in free countries (H, G/Civ, E);
 - ~~C. compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Div, 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. explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
 - ~~A. B.~~ identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E); and
 - ~~B. analyze the implications of globalization in East Asia, including supply chains (E); and~~
 - C. 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) ~~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:

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- A. identify the effects of geography on the spread of civilizations, including the Sinic ~~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 effects of geography on the spread of religions and philosophies, including Confucianism, Daoism, Buddhism, and Christianity (H, Geo/C);
 - ~~B~~C. 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
 - ~~E~~D. explain the historical significance of major civilizational sites, including the Great Wall of China, the Forbidden City, Potala Palace, Himeji Castle, Changdeokgung Palace, and Dunhuang Caves ~~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 Transcaucasian Republics. The student understands the physical geography ~~and human environment interaction~~ of Russia and the Transcaucasian 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 Transcaucasian Republics. The student understands the population geography of Russia and the Transcaucasian 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).

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35. Russia and the [Transcaucasian](#) Republics. The student understands the economic and political geography of Russia and the [Transcaucasian](#) 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 [Transcaucasian](#) Republics. The student understands the cultural geography of Russia and the [Transcaucasian](#) 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 [political and military population](#) geography of Europe. The student is expected to:
- A. [explain the effects of physical geography on major military conflicts, including Napoleonic Wars, World War I, and World War II \(H, Geo/C\);](#)
 - B. [evaluate how political power is distributed at various scales, including the structure of the United Kingdom, and the German Federal Republic \(Geo/C\); and](#)

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- C. 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).
- ~~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. 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);
- 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); and
- ~~A. D.~~ 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. identify the effects of geography on the spread of civilizations, including Celtic, Greek, Roman, and medieval Christian (H, Geo/C);
- B. explain the effects of geography on the spread of religions, including Judaism, Orthodoxy, Catholicism, Protestantism, and Islam (H, Geo/C); and

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- ~~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. explain the historical significance of major civilizational sites, including Stonehenge, the Acropolis, Pompeii, Chartres, St. Peter's Basilica, and Versailles ~~analyze visual sources of Europe to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).~~

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Government		
3	(D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).	(D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).
14	(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	(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
15	(F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S).	(F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S).
17	(C) describe the growth of the Texas state government (G/Civ, E).	(C) describe the growth of the Texas state government (G/Civ, E).
18	(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	(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
Kindergarten		
1	(G) identify artifacts, including arrowheads, pottery, and animal hides, traded by the Iroquois, Comanche, and Cherokee (H, Geo/C, S).	(G) identify artifacts, including arrowheads, pottery, and animal hides, traded by the Iroquois, Comanche, and Cherokee (H, Geo/C, S).
11	(A) define community as a group of people who live and work together (Geo/C, S);	(A) define community as a group of people who live and work together (Geo/C, S);
14	(C) explain why community helpers are important to the community (G/Civ, S);	(C) explain why community helpers are important to the community (G/Civ, S);

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Grade 1		
3	(E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, G/Civ, S).	(E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, G/Civ, S).
5	(C) explain the historical development and influences of "America the Beautiful" by Katherine Lee Bates (H, Geo/C, S); and	(C) explain the historical development and influences of "America the Beautiful" by Katherine Lee Bates (H, Geo/C, S); and
13	(E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).	(E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).
15	(F) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality (H, Geo/C, S).	(F) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality (H, Geo/C, S).
Grade 2		
2	(F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and	(F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
5	(B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);	(B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);

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5	(C) explain that Martha Washington helped injured American soldiers in the American Revolutionary War (H, G/Civ, Geo/C, S);	(C) explain that Martha Washington helped injured American soldiers in the American Revolutionary War (H, G/Civ, Geo/C, S);
9	(F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and	(F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and
11	(M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);	(M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);
Grade 3		
8	(D) identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);	They probably used boats more. (D) identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);
Grade 5		
1	(D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);	(D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);
2	(D) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);	(D) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);

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2	(E) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);	(E) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);
3	(B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);	(B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);
3	(G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);	(G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);
5	(F) describe the Plymouth Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);	(F) describe the Plymouth Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);
8	(B) describe the differing perspectives of Patriots and Loyalists and explain how these divisions affected colonial society (H, G/Civ, Geo/C);	(B) describe the differing perspectives of Patriots and Loyalists and explain how these divisions affected colonial society (H, G/Civ, Geo/C);
8	(D) explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);	(D) explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);
8	(F) describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" and her advocacy for women's rights (H, G/Civ);	(F) describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" and her advocacy for women's rights (H, G/Civ);
Grade 6		

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8	(L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);	(L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);
10	(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);	(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);
Grade 7		
1	(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);	(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);
3	(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);	(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);
3	(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);	(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);
3	(J) identify that the Great Depression worsened economic recovery (E);	(J) identify that the Great Depression worsened economic recovery (E);
7	(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).	(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).

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9	(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);	(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);
10	(E) describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (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);
11	(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);	(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);
Grade 8		
6	(L) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);	(L) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
7	(C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);	(C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);
9	(E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the 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);
13	(D) describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);	(D) 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);
13	(E) explain the purpose of the Texas Centennial Exposition in shaping state identity and culture by	(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);

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	uplifting peoples suffering during the Great Depression (H, Geo/C, E);	
14	(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	(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
15	(G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).	(G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).

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Executive Summary

The 2026 Social Studies Texas Essential Knowledge and Skills (TEKS) K-12 draft standards are good and solid. The Texas Education Agency (TEA) has done well as it crafted them and the State Board of Education (SBOE) can be confident it will do well if it approves them. Texans should be proud of the work their public servants have done. As Content Advisor, I endorse them.

Of course the draft Social Studies TEKS are the result of many compromises. The Content Advisors as a whole tried to achieve consensus on many contested issues, not least by sacrificing some of their individual preferences. The draft TEKS also incorporate the prior framing of the State Board of Education, the work of many Texans in Workgroups, and of course the drafting decisions of TEA staff. My endorsement of this compromise work parallels my continuing individual preference for further reforms—some of which are beyond TEA’s remit and would require action by the State Board of Education, the state legislature, and/or the Governor.

These individual comments list first what I take to be the achievements of the draft 2026 Social Studies TEKS. What the SBOE and the TEA have accomplished matters more than what more could be considered for later. These individual comments do then list what more might be done, to improve Texas’ Social Studies TEKS going forward. I hope these suggestions will be useful to Texas citizens and policymakers.

David Randall: 6/15/26 Comments, Draft 2026 Social Studies TEKS

Achievements

The TEA has done a great deal right as it drafted the 2026 Social Studies TEKS. They are generally good, but Texans should particularly note the following accomplishments:

Well-Crafted Introductions

The TEA has drafted good language for the introductions to the draft 2026 Social Studies TEKS, which generally use the same language in each individual draft TEKS. The introductions generally provide lucid, well-framed guidance, that provide no purchase for politicizing social studies instruction or requiring teachers to use counter-productive pedagogies. Particularly good areas of the introductions include:

Purpose: (Introduction)(2), which defines the purpose of social studies instruction: “The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws.”

Skills: (Introduction)(6), which briefly states: “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.” TEA has chosen the correct approach and the correct length for discussion of social studies skills—as something to be incorporated into social studies content, and not a distractingly lengthy subject matter of its own.

Statutory Requirements: (Introduction)(7), which states: “Student expectations embed relevant statutory requirements.” It is very important that Texas’ statutory requirements are also explicitly incorporated into the 2026 Social Studies TEKS, to make clear that legislative intent applies in all social studies classes. It is a particularly important accomplishment that TEA has incorporated the following statutory expectations into the 2026 Social Studies TEKS:

- (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)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
- (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (H) TEC, §28.0022--Certain instructional requirements and prohibitions;

Content Knowledge Framework

The draft 2026 Social Studies TEKS adopts a content knowledge framework, which emphasizes detailed specification of content knowledge to be learned. This framework is far superior to a “skills-based” or “inquiry-based” framework, which provide a vague outline of content knowledge and a too-detailed specification of skills. These latter frameworks lead in practice to a distortion of classroom practice to scant teaching essential content knowledge, without which skills and inquiry are useless. A content knowledge framework with rigorous, grade-appropriate expectations ensures that students actually learn—and, although standards formed on that framework appear longer than skills-based frameworks, they take up no more classroom time. The TEA has adopted a rigorous, grade-appropriate content knowledge framework without abandoning a commitment to skills instruction, as is evident from a host of carefully chosen instruction verbs (*describe, explain, etc.*) throughout the draft 2026 Social Studies TEKS. These draft TEKS have been improved throughout by their intelligent, undoctrinaire adoption of a content knowledge framework.

Language

Too many state social studies standards use politicized language, language that requires specific and counterproductive pedagogies, and language that prompts politicized instruction. The draft 2026 Social Studies TEKS generally avoid all these faults. The TEA also has been particularly expert in its coverage of religious history. We cannot understand America’s and Texas’ history if we cannot understand the history of Western faith—but of course it is a delicate task to provide instruction in that material that is appropriate for public schools. TEA’s careful language admirably succeeds at informing without proselytizing. The TEA’s thoughtful prose facilitates focused, depoliticized social studies instruction in Texas public school classrooms.

K-2 Foundation

The draft K-2 Social Studies TEKS reject the failed educational progression of learning about the locality first, then Texas, then America—a progression that makes it all too easy for students never to learn about their state and nation properly. The draft K-2 Social Studies TEKS include grade-appropriate *stories* of Texas, American, and Western history that provide an excellent foundation for later, more advanced instruction in these topics, as well as detailed and extensive instruction in state and national patriotic symbols and heroes. These stories focus on the foundational, core knowledge that will teach the youngest Texans to know and to love their state and their country.

Grade 3-8 Texas History

The draft Grade 3-8 Social Studies TEKS include substantial, dedicated coverage of Texas history. This coverage includes a chronological sequence in Grades 3-7 that provides Texas students solid instruction in the narrative of Texas history. A Grade 8 Texas history capstone reinforces instruction in Texas history by recapitulating the Grade 3-7 sequence with the greater detail appropriate for Grade 8 students. I am not a Texan, nor a specialist in Texan history, but the TEA seems to my amateur judgment to have provided a sequence of Texas history that is depoliticized, substantial, and comprehensive.

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Grade 3-8 Instruction in United States History and Western Civilization

The draft Grade 3-8 Social Studies TEKS include substantial, dedicated chronological coverage of United States history and Western civilization. Classroom time limits mean that these sequences cannot be as detailed as the Texas history sequence, but they provide core instruction. Texas' coverage of Western civilization is particularly good: it includes substantial coverage of those aspects of Western civilization that inspired America's and Texas' Founding Fathers, including ancient Israel, Greece, Rome, and Christianity; medieval Europe; the Renaissance; and England's history of liberty.

United States History Studies

The previous Social Studies TEKS assigned United States History to 1877 to Grade 8 and therefore focused United States History Studies on United States History since 1877. The SBOE's charge to the TEA removed Grade 8 United States History to 1877; TEA therefore decided to remake United States History Studies so that it provided coverage of *all* American history. TEA has met this challenge successfully. It has selected the important elements of American history and ensured that Texas students will get rigorous, grade-appropriate instruction in these foundations. The draft United States History Studies ensures that social studies teachers will be able to teach the entire outline of American history in the course of one school year.

United States Government

The TEA has reoriented the draft United States Government TEKS to include a substantial focus on the historical roots and founding documents of our republic. This is precisely what a United States Government class should teach, so that students learn the ideals that inspired our Founders. The course also includes substantial coverage of the nuts-and-bolts of our federal government, as well as of Texas state and local government. The course, as a whole, provides balanced coverage of the different aspects of United States Government.

World History Studies

The TEA has provided an excellent draft world history course that includes both the narrative of Western civilization and substantial coverage of other civilizations, especially the great world civilizations of India and China. The course very substantially improves on the previous TEKS, especially by its detailed coverage of ancient, medieval, and early modern (1500-1800) Western history. Texas students previously will have studied these topics only in Grades 3-5; it is essential that they receive a more rigorous, grade-appropriate recapitulation of this subject matter in high school. The TEA has selected the important elements of World history, focusing on the vital narrative of Western civilization and its ideals and institutions of liberty, republican self-government, and civic virtue, and ensured that social studies teachers will be able to teach the entire 5,000 year outline in the course of one school year.

World Geography Studies

The TEA has improved on the previous World Geography Studies. World geography courses too frequently scant actual geographical instruction—locational and historical geography—and substitute a medley of miscellaneous social studies about the contemporary world, mixed with radical activism for causes such as environmentalism and open borders. This is a mistake: effective geography instruction requires repeated sequences of locational and historical geography, while the social-studies-and-activism approach leaves students ignorant of the actual map of the world while they proceed with “geographical analysis.” The revised draft World Geography Studies TEKS reorients the course toward locational geography by providing a framework of geographic regions to be studied. It also includes elements of historical geography.

Foundations of Economics

The TEA has reoriented Foundations of Economics to include excellent new topics in the history of economic thought, decision and game theory, national statistics and economic measurement, and public choice theory, integrated with general instruction to provide students that will allow them to appreciate the benefits of the free-enterprise system. The TEA has drafted a very good draft high school economics course.

Psychology

The TEA has reoriented Psychology to include excellent new topics in the religious and philosophical backgrounds to psychology, the biological basis of psychology, and the replication crisis. The TEA’s draft revision of Psychology substantially improves it.

Sociology

The TEA has reoriented Sociology to include excellent new topics in its historical background and major historical theories. It also has largely depoliticized Sociology instruction. The TEA’s draft revision of Sociology substantially improves it.

Future Work

While the TEA has done a very good job, more can be done. Partly this is a way of saying that not all of my individual preferences were adopted, and I would like to put some of them on the public record. Partly this is a way of saying that some improvement of the Social Studies TEKS practically can not be achieved within the time constraints of this revision round, and some require policy changes by the TEA, the State Board of Education, and/or the Texas Legislature and Governor. I urge all these stakeholders to consider these recommendations.

I have written earlier comments during the drafting process, which are publicly available on the TEA website. Some of those comments go into greater detail about my preferences as regards aspects of the Social Studies TEKS. Interested readers should look at those other comments. These comments provide a shorter summary of my recommendations regarding Social Studies TEKS. My earlier comments were not made with the final draft 2026 Social Studies TEKS; wherever my earlier comments and these comments conflict, the reader should take these comments as my considered judgment.

My comments are generally informed by my work for the Civics Alliance (<https://civicsalliance.org>) on social studies, especially *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards* (<https://civicsalliance.org/american-birthright/>) and *History of Communism Model State Standards* (<https://civicsalliance.org/history-of-communism/>). The TEA, Texas policymakers, and Texas citizens should take these two works generally to inform my recommendations.

Content Knowledge Expectations

The TEA should aspire to provide more intensive content knowledge expectations, as rigorous as those in *American Birthright*. These are practicable and grade-appropriate. I understand, however, that the TEA may first want to see how the content knowledge frameworks it has incorporated for the 2026 Social Studies TEKS work in the classroom. I urge the TEA and Texas policymakers, once they are sure that the content knowledge framework can work, and once they have gauged how these new-modeled standards translate into classroom time requirements, to increase substantially the amount of detailed content knowledge expectations in their next revision of the Social Studies TEKS.

Reading Expectations

The TEA should incorporate concrete and assessable reading expectations into the Social Studies TEKS. Concrete, assessable reading expectations will allow parents and the TEA to hold teachers and school districts accountable for yearly and measurable accomplishments in improving students' reading of primary and secondary sources. These expectations should state the number of pages of primary and secondary sources that students are expected to be able to read and use to inform their academic writing by the end of each grade. These reading expectations should build toward a Grade 12 expectation of reading intellectually sophisticated 200-page history books. These expectations will prepare Texas students for undergraduate courses in history and the social sciences. These reading expectations should be aligned with the English Language Arts and Reading (ELAR) TEKS, and with the TEA's range of ELAR materials, regulations, and expectations.

Writing Expectations

The TEA should incorporate concrete and assessable writing expectations into the Social Studies TEKS. Concrete, assessable writing expectations will allow parents and the TEA to hold teachers and school districts accountable for yearly and measurable accomplishments in improving students' reading of primary and secondary sources. These expectations should state the number of pages of academic writing that students are expected to be able to write by the end of each grade. These writing expectations should build toward a Grade 12 expectation of writing intellectually and stylistically sophisticated 5-page history papers. These expectations will prepare Texas students for undergraduate courses in history and the social sciences. These writing expectations should be aligned with the English Language Arts and Reading (ELAR) TEKS, and with the TEA's range of ELAR materials, regulations, and expectations.

The TEA might consider the material in **Appendix 1: Writing Expectations** to inform a Grade 3-12 sequence of writing expectations.

Disciplinary Definitions

Many flaws in social studies instruction proceed from flawed definitions of social studies as a whole and of the disciplines within social studies. Radicalizing national bodies such as the National Council for the Social Studies unfortunately provide definitions that replace content knowledge with insubstantial and opaque "inquiry"; replace social studies pedagogy with identity politics ideologies such as Critical Race Theory that embed commitments to discriminatory ideologies and political activism in social studies instruction (forbidden by TEC §28.0022); and insert ideologically extreme activism pedagogies such as Action Civics. The TEA should ensure that each of its Social Studies TEKS incorporate Texas' own disciplinary definitions, to ensure that Texas social studies instruction is effective and follows statutory requirements.

The TEA might consider the material in **Appendix 2: Disciplinary Definitions** to inform its own disciplinary definitions.

Some education reformers also have suggested that to use the term "Social Studies" at all inherently politicizes classroom instruction, since the term was used by John Dewey and other Progressive educators to orient students toward the Progressive socio-political mission. These reformers suggest replacing "Social Studies" with "History," which would encompass Geography, Civics, and Economics without the Deweyan corollaries. Such a reform, however, would require thoroughgoing change to Texas statutes and regulations, which extensively use the phrase "Social Studies". I urge the TEA and Texas policymakers also to consider this change—but for the longer term. Revising the definitions of social studies and its disciplines should be the priority.

Politicized Language

The TEA and Texas policymakers should be vigilant to ensure that future Social Studies TEKS do not incorporate fashionable, politicized language. The 2026 Social Studies TEKS largely avoid such language—although they do follow contemporary radical fashion by substituting "enslaved" for "slave". This is clumsy, evanescent jargon which obscures the historical distinction between those actually enslaved and those born in slavery. I urge the TEA to remove this politicized blemish during the next revision of the Social Studies TEKS—and to take care that no new examples of politicized jargon mar the Social Studies TEKS.

Language Errors

The TEA and Texas policymakers also should be vigilant to ensure that future Social Studies TEKS do not use *impact* to mean *affect*, *effect*, or *consequence*. This is the most frequent language error in the Social Studies TEKS, and it creates an unfortunate impression on readers.

Primary Sources

The TEA should develop a recommended series of social studies readings, parallel to its Bluebonnet Learning. These readings should focus on primary sources, above all the documents of liberty of Western civilization, the United States, and Texas. They also should include a selection of secondary sources, so as to introduce Texas students to reading history articles and books. The TEA and Texas policymakers could use *American Birthright's* Primary Source Appendix (<https://civicsalliance.org/wp-content/uploads/2023/11/American-Birthright-Primary-Source-Appendix.pdf>) to inform a recommended series of social studies reading.

I also suggest that TEA integrate these primary source readings with Memorization Expectations, integrated throughout the Grades K-12 Social Studies TEKS. Memorization is an extraordinarily useful pedagogical tool; students will best learn the documents of liberty if they memorize them.

Grades K-8: Spiraling

The SBOE decided to have one chronological progression in Grades 3-7, followed by a recapitulating Texas capstone in Grade 8. The logic for a Texas history recapitulation is the same as for the history of America and the West: all of them ought to be recapitulated in middle school, at a greater level of detail. The earliest history of the West, in particular ought to be repeated in middle school: in the current framework, Texas students in Grades 3-8 only learn about the ancient world in Grade 3 and the medieval world in Grade 4. I urge the SBOE to consider for the next revision of the Social Studies TEKS a spiraling framework for Grades 3-8, with the history of the West, America, and Texas taught one time in Grades 3-5 and a second time in Grades 6-8.

Grades 3-8: Western Civilization and America

The draft 2026 Social Studies TEKS followed SBOE guidelines that assigned coverage proportion each year to Texas, the United States, and the World. The proportions assigned to the United States and the World were sometimes small enough to render it challenging to teach the basic narrative of Western civilization and American history. While I emphatically support the SBOE's decision to provide discrete, generous coverage to Texas history, I also wish that there could be a limited recalibration of subject matters proportions in Grades 3-8, to provide more generous coverage of the history of America and the West. Again, the TEA should maintain substantial amounts of discrete coverage of Texas' history, and certainly never melt that coverage into general American history. But Texas' history of liberty is rooted in America and the West, and Texas students also should have enough time to learn that history in Grades 3-8. I urge the SBOE to consider this change for the next revision of the Social Studies TEKS.

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Grades 3-4: Western Civilization and Pre-Columbian America

The drafts of Grades 3-4 spend far more classroom time on Pre-Columbian America than they do on Western Civilization. Dr. Robert Koons has tabulated these numbers:

Grade 3		
Subject	Lessons	Hours
Pre-Columbian America	46	23
Ancient Israel	11	5.5
Ancient Christianity	8	6

Grade 4		
Subject	Lessons	Hours
Pre-Columbian America	45	22.5
European Middle Ages	25	12.5
Renaissance	14	7

Ancient Israel, Ancient Christianity, the European Middle Ages, and the Renaissance have exerted far greater influence on contemporary American and Texan ideals, institutions, and daily life than has Pre-Columbian America. I urge the SBOE to consider recalibrating the Grades 3-4 proportions for these topics in future revisions to provide sufficient coverage for Ancient Israel, Ancient Christianity, the European Middle Ages, and the Renaissance.

United States Government

The 2026 Social Studies TEKS assigns one semester to Grade 9-12 United States Government. This aligns with statutory language. Yet Texas students would benefit from a full year in United States Government—not least to include a properly substantial unit on Texas state and local government. I urge Texas policymakers to consider passing a law that would increase the length of required Grade 9-12 United States Government from one semester to one year.

United States History

The draft 2026 United States History TEKS necessarily has to focus tightly on core subject matter, since it now includes coverage of the entire 400+ years of American history. Yet I urge the TEA in its next revision to include substantially greater coverage of three areas of American history:

- Colonial History: American history instruction ought to include substantial coverage of our nation's first century and a half, the political, religious, military, social, and cultural history of colonial America between the first settlements and the lead up to the American Revolution. These first 150 years formed the American nation. Time constraints inevitably mean that this time period must be foreshortened—but it should not be eliminated. I urge the TEA to include a substantial unit on the history of colonial America in the next revision of the Social Studies TEKS.
- Religious History: The history of American faith is central to the history of America, from the Puritans to Reverend Martin Luther King, Jr. The draft 2026 United States History TEKS abbreviates this rich history—partly by eliminating colonial history, partly by thinning coverage elsewhere, and partly by severely abbreviating it in the standards after the Second Great Awakening. While time commitments make this choice understandable, I nevertheless believe that TEA can increase coverage of American religious history. I urge the TEA to include an explicit thematic commitment to religious history in the next revision of the Social Studies TEKS.
- Cultural History: America's common cultural history catalogues what binds Americans together as a nation—Jonathan Edwards' sermons and John James Audubon's illustrations of America's birds, sacred harp music and Scott Joplin, the novels of Herman Melville and Willa Cather, radio and Hollywood, detective fiction and comic books. America's cultural history also brings the joyful past into the classroom and prevents history class from devolving into a depressing series of political conflicts and social miseries. Cultural history—the West's, America's, and Texas'—ought to be part of United States History, and indeed, broadly integrated throughout the Social Studies TEKS. The draft 2026 United States History TEKS abbreviates this rich history. While time commitments make the choice understandable, I nevertheless believe that TEA can increase coverage of American cultural history. I urge the TEA to include an explicit thematic commitment to cultural history in the next revision of the Social Studies TEKS. (See **Appendix 3: American Cultural History** for material that could be used to inform a revision of United States History to strengthen coverage of American cultural history.)

I also urge the SBOE and the TEA to consider more systematic revision of the United States History TEKS to focus on American history up to 1877. That shorter chronological focus would allow for deeper coverage of America's Foundings, from Mayflower and Jamestown to the War of Independence and the Constitutional Convention to the Civil War and the Reconstruction Amendments. High school students who wished to proceed to a detailed study of American history since 1877 could take an AP United States History course or the equivalent. I certainly understand why the SBOE and the TEA would want to make sure that all Texas high school students learn the entire narrative of American history. But I urge them to consider this alternative.

Proposed Elective: American Cultural History

The SBOE and the TEA may judge that time constraints make it impossible to include any substantial amount of American cultural history in United States History. If that is the case, I would urge them to consider creating an elective course in American Cultural History, along the lines of of **Appendix 3: American Cultural History**. This elective would make it possible for interested school districts and teachers to present this material, and for interested students to learn it. Providing an elective also would allow for dedicated professional development in American cultural history that could enrich how K-12 social studies teachers present their regular sequences of American history.

World Geography

World Geography, despite significant improvement, retains too much of its old, counterproductive structure. Traditional World Geography abandons the essential review of locational geography (where countries and major physical features are) that high school students need to reinforce what all too frequently is very superficial and quickly forgotten geography instruction in Grades K-8. Traditional World Geography instead substitutes “geography skills”—miscellaneous social studies instruction framed to facilitate environmental activism and open borders activism. World Geography ought instead to focus on locational geography and historical geography. Locational geography will provide essential review of the geography of the different regions of the world. Historical geography will both prepare for and complement instruction in World History.

The TEA might consider the material in **Appendix 4: World Geography Outline** to inform to inform a more thoroughgoing revision of World Geography.

The revision process for the 2026 Social Studies TEKS has made it clear how firmly attached many social studies teachers are to the existing focus of World Geography. The real but limited reform to World Geography in the draft 2026 World Geography Standards bears witness to that reluctance. Yet a systematically revised structure would provide much better geography education for Texas students. The SBOE and the TEA may want to accommodate teachers’ preferences by making reform of World Geography take place over several Social Studies TEKS revision cycles. But I do urge them to engage in the long-run, systematic reform needed to get Texas World Geography to approximate the material in **Appendix 4: World Geography Outline**. I also would urge Texas policymakers to consider whether to require this sort of reform of World Geography by statute.

Western Civilization

Texas students ought to learn the coherent narrative of Western civilization’s ideals and institutions of liberty, republican self-government, and civic virtue—the history the Founders knew as they created America. The draft World History framework provides an abbreviated version of this framework, but mixed in with coverage of other world civilizations, especially India and China. I urge Texas policymakers to revise Texas statutes to replace all mentions of World History with Western Civilization. This reform will ensure that all Texas students will receive full, focused, and discrete instruction in the history of Western civilization.

Should Texas transform its World History course to a Western Civilization course, it might further consider whether it might define the chronology of the course to cover *ca.* 3000 BC to *ca.* 1450 AD. That change would frame the Western Civilization course to work in complement with the College Board’s AP European History course, which covers the years *ca.* 1450 AD to the present.

Proposed Elective: World History

Texas students also ought to have the opportunity to learn World History, after they have learned the essential history of Western civilization. I urge the SBOE and the TEA to consider creating an elective course in World History, that would provide fuller coverage of the history of the world beyond the West. This World History course should focus on the following six components:

1. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of China from 3000 BC to 2000 AD;
2. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of Japan from 3000 BC to 2000 AD;
3. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of India from 3000 BC to 2000 AD;
4. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of the Islamic world from 3000 BC to 2000 AD;
5. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of Sub-Saharan Africa from 3000 BC to 2000 AD; and
6. the distinctive characteristics of the basic political, religious, and intellectual historical narrative of Latin America from 3000 BC to 2000 AD.

American Birthright's Grade 10: World History standard could inform this World History TEKS.

This elective would make it possible for interested school districts and teachers to present this material, and for interested students to learn it. Providing an elective also would allow for dedicated professional development in World History.

The SBOE and the TEA might also consider a shorter version of this course, ending *ca.* 1200 AD, since the AP World History course begins *ca.* 1200AD. The SBOE and the TEA might also consider a version of this elective called Asian History that focused on China, Japan, India, and the Islamic world, with coverage elsewhere for history of Sub-Saharan Africa and Latin America. (See below, *Proposed Elective Revision: Ethnic Studies: Mexican American Studies* and *Proposed Elective Revision: Ethnic Studies: African American Studies*.)

Proposed Elective Revision: Ethnic Studies: Mexican American Studies

The “Ethnic Studies” disciplines generally incorporate a commitment to discriminatory ideologies and political activism that Texas has prohibited in TEC §28.0022. The SBOE and the TEA should consider transforming its Ethnic Studies TEKS into history courses, so as to ensure that these TEKS conform with Texas statute.

I urge the SBOE and the TEA to transform Ethnic Studies: Mexican American Studies into a course on the history and culture of Central and South America, emphasizing the history and cultural contributions of Mexico and Mexican Americans. The course would survey Central and South American history from the Mesoamerican and Andean civilizations to the 21st century. This course could draw upon material from *American Birthright* (Grade 10 World History, pp. 102-20).

The SBOE and the TEA might consider the material in **Appendix 5: Central and South American History Outline** to inform a more thoroughgoing revision of Ethnic Studies: Mexican American Studies.

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Proposed Elective Revision: Ethnic Studies: African American Studies

The “Ethnic Studies” disciplines generally incorporate a commitment to discriminatory ideologies and political activism that Texas has prohibited in TEC §28.0022. The Ethnic Studies TEKS therefore should be transformed in substance from “studies” courses into history courses, so as to ensure that these TEKS conform with Texas statute.

African American Studies should be transformed into a course on the history and culture of African and African Americans. The course would develop an understanding of the African historical roots of African American culture by surveying African and African American history from the roots of African civilization to the 21st century. This course could draw upon material from *American Birthright* (Grade 10 World History, pp. 102-20).

The SBOE and the TEA might consider the material in **Appendix 6: African and African American History Outline** to inform a more thoroughgoing revision of Ethnic Studies: African American Studies.

Proposed Elective Revision: Ethnic Studies: American Indian/Native Studies

The “Ethnic Studies” disciplines generally incorporate a commitment to discriminatory ideologies and political activism that Texas has prohibited in TEC §28.0022. The Ethnic Studies TEKS therefore should be transformed in substance from “studies” courses into history courses, so as to ensure that these TEKS conform with Texas statute.

American Indian/Native Studies (<https://tea.texas.gov/academics/learning-support-and-programs/innovative-courses/ethnic-studies-ains-2025-2026.pdf>), as it now appears to stand, clearly includes politicized material that departs from disinterested historical study. For example:

- “This course is designed to assist students in understanding issues and events from American Indian/Native perspectives”.
- “The student understands the sacred interdependence between Earth and the American Indian/Native people who live there.”
- “analyze the practice of land acknowledgement statements as a way to honor ancestral Indigenous people and their local Native land histories, recall Tribal sovereignty, and recognize the continued presence of contemporary American Indian/Native peoples.”
- “Sources should reflect American Indian/Native voices.”

American Indian/Native Studies should be transformed into a course on the history and culture of American Indians. The course would survey American Indian history and culture, particularly in the United States, from the American Indian settlement of the Americas to the 21st century.

A strategic revision of the entire course is in order—but this really requires a new, dedicated committee. Members of the Content Advisors in the current committee who possess relevant expertise, such as Dr. Donald S. Frazier, might form a subcommittee to provide preliminary recommendations for the structure of a revised course of American Indian/Native Studies.

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Proposed Elective: Twentieth-Century Totalitarianism

TEC §28.002(h-11) requires instruction in Understanding of Communist Regimes and Ideologies. TEC §29.9082 requires instruction in the history of the Holocaust, for Holocaust Remembrance Week. World History, even if revised to be Western Civilization, will not allow time for proper coverage of these twin 20th-century totalitarianisms. I urge the SBOE and TEA to consider adding an elective high school course on *Twentieth-Century Totalitarianism*. This elective would make it possible for interested school districts and teachers to present this material, and for interested students to learn it. Providing an elective also would allow for dedicated professional development, which teachers could apply to instruction in World History or Western Civilization.

Models for this elective include Oklahoma's 20th Century Totalitarianism Standards (<https://oklahoma.gov/content/dam/ok/en/osde/documents/services/standards-learning/social-studies/Final%202025%20SS%20OAS.pdf>, pp. 154-63); Florida's History of Communism Standards (<https://www.fl DOE.org/file/20885/7-3.pdf>, pp. 123-52); Florida's Holocaust Education Standards (<https://www.fl DOE.org/file/20885/7-3.pdf>, pp. 153-60); and the Civics Alliance's *Model History of Communism Standards* (<https://civicsalliance.org/history-of-communism/>). Oklahoma's 20th Century Totalitarianism course probably provides the best existing model to inform a similar course in Texas.

Subchapter D: Other Social Studies Courses

Texas Administrative Code, Title 19, Part 2, Chapter 113, Subchapter D (<https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch113d.pdf>) assigns credit to all College Board and International Baccalaureate classes. This allows for the possibility that Texas will authorize instruction in classes that violate Texas statutory requirements. More than one fifth of all Texas public school students take College Board or International Baccalaureate examinations (<https://tea.texas.gov/reports-and-data/school-performance/accountability-research/ap-tx-and-us-2020-21.pdf>), so the various Texas statutory requirements and prohibitions must apply to College Board and International Baccalaureate classes if they are to be effective. I urge Texas policymakers to consider revising each of these statutes to include (Introduction)(7), "Student expectations embed relevant statutory requirements," *et seq.* Wherever they conflict, Texas legislative intent ought to supersede the policies of the College Board and its peers.

Proposed Electives: Dual Credit Courses

Texas statutes (Texas Education Code - EDUC § 51.301-302) require that students in state universities pass four courses in Texas Government, Texas History, United States Government, and/or United States History. Texas also has enacted an extensive dual-credit system, but it has provided no TEKS for how to teach these courses in high school classrooms. I urge the SBOE and TEA to consider authorizing four new Social Studies TEKS: Dual Credit Texas Government, Dual Credit Texas History, Dual Credit United States Government, and Dual Credit United States History. These standards, which could govern dual credit courses in high school, would provide a clear connection between Texas' social studies requirements in K-12 and higher education, and ensure that Texas students can receive a rigorous, content-rich, unpoliticized education in these four courses when they are taught in high schools.

Appendix 1: Writing Expectations

Grade 3: The student demonstrates the ability to write about a historical figure or event studied in class using the narrative mode and informative mode, each 1 paragraph in length.

Grade 4: The student demonstrates the ability to write about a historical figure or event studied in class using the narrative mode and informative mode, each 2-3 paragraphs in length.

Grade 5: The student demonstrates the ability to write about a historical figure or event studied in class using the narrative mode and informative mode, each 3-4 paragraphs in length.

Grade 6: 1. The student demonstrates the ability to write over the course of one class period about a historical figure or event studied in class using the narrative mode and informative mode, citing class notes, each 4-5 paragraphs in length. AND: 2. The student demonstrates the ability to write over the course of one class period about a historical figure or event studied in class using the persuasive mode, citing class notes, 1 paragraph in length.

Grade 7: The student demonstrates the ability to write over the course of one class period about a historical figure or event studied in class using the persuasive mode, citing class notes, 2-3 paragraphs in length.

Grade 8: The student demonstrates the ability to write over the course of one class period about a historical figure or event studied in class using the persuasive mode, citing class notes, 4-5 paragraphs in length.

Grades 9-10: The student demonstrates the ability to write over the course of 1-2 class periods a typed paper of 500-750 words on a topic studied in class citing class notes and using the persuasive mode.

Grade 11-12: The student demonstrates the ability to write over the course of 2-3 class periods a typed paper of 1,000-1,250 words on a topic studied in class citing class notes and primary sources and using the persuasive mode.

Appendix 2: Disciplinary Definitions

Social Studies: Social studies are the disciplines that study the history and nature of mankind, above all history, political theory, economics, and geography, and which teach the student about the ideals and institutions of liberty, civic virtue, and republican self-government. The primary purpose of American social studies is to educate students to become self-reliant citizens who respect the dignity and the rights of their fellow Americans, who love their country, and who cherish their liberties and their laws.

History: Understanding of the distinctive histories of the world's enduring faiths and nations, significant historical individuals, political, military, religious, social, and cultural events and developments, relationships between the past, the present, and the future, multiple historical interpretations and ideas, how scientific discovery and technological innovation have improved the welfare of humanity, exemplary masterpieces in literature and the fine arts, the distinctive common cultures of the free peoples of the United States and Texas, characterized by the habits of liberty and the pursuit of happiness, these cultures' roots in the Western heritage, and how the evolution of the ideals and institutions of liberty and republican self-government in different times and places has contributed to the formation of modern American ideals.

Government: Understanding of how governments function, provide order, and allocate resources, how individuals and groups achieve their goals through political systems, the interdependence of liberty, law, and civic virtue, and the Western heritage of republican self-government to preserve natural liberty, and of how the American and Texas republican governments have institutionalized the practice of liberty and continue to work to preserve and expand the principles and practices of liberty.

Economics, with emphasis on the free enterprise system and its benefits: Understanding of the ideals, institutions, and benefits of economic freedom and how people's activities give rise to economic systems that manifest private and public choices of how to produce, distribute, and consume goods and services, which will prepare students to make informed economic decisions.

Geography: Understanding of maps and ability to locate the natural and physical contours of Texas, the United States, and the world, including knowledge of physical geography, regional geography, demographic analysis, and the role of geography in civilization formation.

Civics: Understanding of the rarity of free government in human history and of the slow development and application of the ideals and institutions of religious, political, and intellectual liberty, particularly those embodied in republican self-government, and of why liberty should be cherished, how it can be preserved, what natural rights cannot be abridged by government, and why government exists to preserve those natural rights; understanding of the ideals, duties, and benefits of citizenship in the United States and other polities, and of how American and Texan individual citizens have worked to preserve and expand individual liberty, which will prepare students to preserve our federal republic through an understanding of the principles of liberty and equal opportunity, and of civic virtues and habits; and understanding of the primary sources that document and provide enduring articulations of the evolution of the ideals and institutions of liberty and republican self-government, and of the words, original intent, and significance of the great documents of liberty, especially those that illuminate the history of liberty and republican self-government in the United States and Texas, including, as referenced in the Texas Education Code (TEC), §28.002(h), the entirety of the Declaration of Independence, the entirety of the United States Constitution, the Federalist Papers, including the entirety of Essays 10 and 51, excerpts from

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Alexis de Tocqueville's *Democracy in America*, the transcript of the first Lincoln-Douglas debate, the writings of the founding fathers of the United States, the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and the entirety of Martin Luther King Jr.'s speech "I Have a Dream".

Social Studies Skills: Understanding of how historians interpret and write about the past, which will prepare students by the time they graduate from high school to identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence, explain primary sources in their own words, explain how to analyze sources for frame of reference, historical context, and point of view to interpret historical events, and analyze primary and secondary sources to determine frame of reference, historical context, and point of view.

Appendix 3: American Cultural History

American Cultural History provides standards for an interdisciplinary Grade 9-12 elective (social studies and English Language Arts) focused on America's cultural history. United States History course standards tend to remove America's cultural history because of time constraints, while ELA courses, even when they provide a narrative history of American literature, rarely include other genres of American culture. As a result, K-12 students learn too little of the common culture that unites Americans. With American history reduced to a dour catalogue of social and political problems, they also learn too little of the cheerful aspects of our country's history. *American Cultural History* fills this gap by providing an elective high school survey of America's cultural history.

American Cultural History focuses on five continuing strands: *American ideals and cultural institutions*, *American religion*, *American scientific and technological culture*, *American arts and letters*, and *American popular culture*. Knowledge of these five strands will provide students core knowledge of America's culture and its history. Students who take *American Cultural History* will know the outline of their nation's cultural history and be prepared for a broad range of college courses on American history, American science, American religion, and American arts and letters.

(1) Colonial and Revolutionary America. The student understands American culture in colonial and revolutionary America. The student is expected to:

- (A) describe American ideals and cultural institutions, including broad literacy, colleges, English liberty and law, common sense philosophy, and the American Enlightenment (Jonathan Edwards, Samuel Johnson).
- (B) describe American religion, including English background, Reformed and covenantal theology, Bible reading, Bunyan's *Pilgrim's Progress*, First Great Awakening (George Whitefield, John Wesley), denominational diversity, and the American Revolution.
- (C) describe American scientific and technological culture, including John Bartram, Benjamin Franklin, and David Rittenhouse.
- (D) describe American arts and letters, including English models, captivity narratives, John Singleton Copley, Anne Bradstreet, and Phillis Wheatley.
- (E) Describe American popular culture, including English models, frontier culture, and European, African, and American Indian influences.

(2) New Nation. The student understands American culture in the New Nation. The student is expected to:

- (A) describe American ideals and cultural institutions, including American nationalism, museums, and state-supported universities
- (B) describe American religion, including the Second Great Awakening, camp meetings, and the African Methodist Episcopal Church.
- (C) describe American scientific and technological culture, including the Lewis and Clark expedition, Robert Fulton, Benjamin Rush, and Eli Whitney.
- (D) describe American arts and letters, including William Bartram, Gilbert Stuart,

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Jeffersonian architecture, James Fenimore Cooper, and William Irving,

(E) Describe American popular culture, including Noah Webster, shape singing, and public speaking.

(3) Antebellum America. The student understands American culture in Antebellum America. The student is expected to:

(A) describe American ideals and cultural institutions, including Transcendentalism, Horace Mann, McGuffey Readers, public schools, proliferation of colleges, and Alexis de Tocqueville's *Democracy in America*.

(B) describe American religion, including Charles Grandison Finney, reform movements (temperance, abolition, women's rights), Mormonism, and African American Christianity.

(C) describe American scientific and technological culture, including anesthesia, the telegraph, railroads, agricultural technology (plows, reapers), and the Smithsonian Institution.

(D) describe American arts and letters, including the Hudson River School, John James Audubon, Stephen Foster, Nathaniel Hawthorne, Ralph Waldo Emerson, Henry Wadsworth Longfellow, Herman Melville, and Edgar Allan Poe.

(E) Describe American popular culture, including the Hutchinson Family Singers, urban entertainment, and the Shakespeare Riots.

(4) Civil War and Gilded Age. The student understands American culture in the Civil War and Gilded Age. The student is expected to:

(A) describe American ideals and cultural institutions, including self-improvement, wilderness preservation, Pragmatism (Charles Peirce, William James), the Tuskegee Institute, and W.E.B. DuBois.

(B) describe American religion, including mass evangelism, Social Gospel, Muscular Christianity, foreign missions, the Holiness Movement (Pentecostalism), and the growth of Catholicism and Judaism.

(C) describe American scientific and technological culture, including paleontology, the Geological Survey, Josiah Willard Gibbs, Menlo Park, Luther Burbank, the Wright Brothers, urban infrastructure (steel, elevators, electricity), and the assembly line.

(D) describe American arts and letters, including Frederick Law Olmstead, Mark Twain, Stephen Crane, Emily Dickinson, Sidney Lanier, John Philip Sousa, Scott Joplin, Louis Sullivan, Winslow Homer, Western landscape paintings, and the Ashcan School.

(E) Describe American popular culture, including dime novels, circuses, Chautauquas, amusement parks, professional sports teams, Boy Scouts and Girl Scouts, Tin Pan Alley, ragtime, jazz music, and music recording.

(5) World War I and Interwar America. The student understands American culture in World War I and Interwar America. The student is expected to:

(A) describe American ideals and cultural institutions, including Modernism, American Regionalism, Social Realism, critical realism, and foundation philanthropy.

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- (B) describe American religion, including the Fundamentalist-Modernist Schism, African American churches, and the Catholic Worker Movement.
 - (C) describe American scientific and technological culture, including industrial research, Edwin Armstrong, George Washington Carver, Lowell Observatory and Clyde Tombaugh, Charles Lindbergh, and Hoover Dam.
 - (D) describe American arts and letters, including Willa Cather, William Faulkner, Robert Frost, George Gershwin, George Santayana, Frank Lloyd Wright, the Lost Generation, the Harlem Renaissance, Jacob Lawrence, and the Works Progress Administration.
 - (E) Describe American popular culture, including country music, blues, Broadway musicals, radio, Hollywood, pulp fiction, and comic books.
- (6) World War II and Postwar America. The student understands American culture in World War II and Postwar America. The student is expected to:**
- (A) describe America's patriotic culture during World War II, including *Captain America*, *Boogie Woogie Bugle Boy*, *Saboteur*, *Appalachian Spring*, and Norman Rockwell's "Four Freedoms" paintings.
 - (B) describe American ideals and cultural institutions, including mass higher education, Elementary and Secondary Education Act, Higher Education Act, the cult of youth, counter-cultures, Rawlsian liberalism, and analytic philosophy.
 - (C) describe American religion, including evangelical revival and fundamentalism, liberal Protestantism, Catholic Reform (Vatican II), Thomas Merton, and secularization (public schools, higher education).
 - (D) describe American scientific and technological culture, including the Manhattan Project, Vannevar Bush, the Triple Helix research model, Defense Advanced Research Projects Agency (DARPA), computers, information theory, rockets, and genetics.
 - (E) describe American arts and letters, including George Balanchine, Martha Graham, Jackson Pollock, Elizabeth Bishop, Robert Hayden, Ralph Ellison, Cormac McCarthy, John Ford, Wendell Berry, Miles Davis, and Stephen Sondheim.
 - (F) Describe American popular culture, including rock and roll, speculative fiction, television, computer games, internet, and social media.

Appendix 4: World Geography Outline

World Geography should instruct students in, at a minimum,

1. the historical development of geographic tools, including medieval charts, Mercator projections, atlases, sextants, land surveying tools, computers, and satellites;
2. the different purposes and uses of reference maps, thematic maps, and map projections;
3. the distinctive characteristics of the geography of the following regions:
 - A. United States and Canada;
 - B. Latin America;
 - C. Sub-Saharan Africa;
 - D. Southwest Asia and North Africa;
 - E. Central and South Asia;
 - F. Southeast Asia and Oceania;
 - G. East Asia;
 - H. Russia and the Transcaucasian Republics; and
 - I. Europe;
4. locational knowledge of each of the nine regions mentioned in (3), including major political features, major geographic features, and major climatic characteristics;
5. political and military geography knowledge from 3000 BC to 2000 AD of each of the nine regions mentioned in (3), including major civilizations, empires, and historical developments and the effects of physical geography on their historical dynamics;
6. economic geography knowledge from 3000 BC to 2000 AD of each of the nine regions mentioned in (3), including the history of economic development, natural resources, major historical communication and trade routes, environmental modifications, and contemporary economic and demographic characteristics; and
7. civilizational geography knowledge from 3000 BC to 2000 AD of each of the nine regions mentioned in (3), including the historical spread of civilizations, religions, languages, technological innovations, intellectual and artistic traditions, and major architectural sites and the effects of physical geography on these historical dynamics.

Appendix 5: Central and South American History Outline

1. History and Civilizations of Pre-Columbian Central and South America. Geography, time and place of big empires, society, culture, focus on Aztec Empire.
2. Colonial Spanish Latin America. Spanish conquests, economy, society, culture, Catholic faith, individuals like Juan Diego (Virgin of Guadalupe) and Bartolomé de las Casas.
3. Latin American Wars of Independence. Geography, chronology, intellectual background, political and military narrative, Latin American leaders (Louverture, Bolivar), Mexican leaders (Hidalgo, Iturbide).
4. Latin American History, from Independence to 1914. British free trade empire, growing American investment and influence, Spanish American War, Panama Canal, notable individuals and events (Lei Áurea, the great Brazilian freeing of slaves).
5. Mexican History, from Independence to 1940: Texan secession, Mexican American War, French Invasion, Porfiriato, oil, Mexican Revolution, notable individuals (Santa Anna, Benito Juárez, Lázaro Cárdenas).
6. Latin America History since 1914. Nationalists, Communists, notable individuals (Perons, Castro), different forms of foreign intervention (Cold War, OAS, Falklands War, etc.), economic modernization, mass emigration, religion (Protestantization, Pope Francis), particular history of Mexico (NAFTA, democratization, drug cartels).
7. Hispanic American History in the United States. Overview (pre-US settlement, Cubans, Puerto Ricans, Mexican immigration), focus on post-1900 Mexican immigration, Mexican American civil rights movements, Mexican American contributions to economy and science.
8. Central and South American Culture. Pre-Columbian (Machu Picchu), colonial (Puebla Cathedral), post-independence (Borges), Mexican (Rivera, Fahlo), Hispanic American (Anaya, Selena).

Appendix 6: African and African American History Outline

1. Ancient African History and Civilization. Geography, chronology, religion, culture, society, economy, notable states (Egypt, Kush, Ethiopia, Kongo), notable events (Bantu migrations).
2. Medieval African History and Civilization. Geography, chronology, religion, culture, society, economy, notable states (Ghana, Mali, Songhay), notable individuals (Mansa Musa), slave trades (Saharan, East African-Islamic).
3. Early Modern Africa: West African slaver kingdoms (Asante), trans-Atlantic slave trade, British suppression of trans-Atlantic slave trade.
4. Colonial Africa. South Africa (Dutch, Zulus, Boer War, Apartheid), European conquests and colonies, independent Liberia, early African nationalism (Négritude).
5. Modern Africa. Nationalist movements, independence, democracies and dictatorships, wars, economy and society, end of apartheid in South Africa.
6. African American History in Colonial North America. Comparison of different serf and slave regimes, comparative trans-Atlantic slavery throughout the Americas, economic, social, legal, and religious history of colonial North American slavery, first abolition movements (Quakers, John Woolman).
7. African American History, 1776-1860. Partial emancipations of the American Revolutionary era, African American contribution to the Revolution, cotton-fueled resurgence of slavery in the South, African American Christianity, international abolitionism, American abolitionism (Garrison, Douglass, Truth, Stowe).
8. African American History, 1860-1918. Civil War and Emancipation, Reconstruction, Jim Crow and its opposition, African American Christianity, Great Migration, African American participation in World War I.
9. African American History, 1918-1965. Economy and society (migrations north and west, increasing postwar prosperity), African American religion (MLK Sr, Nation of Islam), early civil rights struggle to 1954 (Garvey, Randolph, Marshall), African American participation in World War II, Civil Rights Movement, with notable individuals (King, Freedom Riders, Johnson).
10. African American History since 1965. Religion, economy, society, notable individuals (Barbara Jordan, Colin Powell, Barack Obama).
11. African and African American Culture. Ancient African (Great Zimbabwe, Benin Bronzes), modern African (Soyinka, Kente, Makeba), colonial African American (Phyllis Wheatley, antebellum African American (Frederick Douglass), 1865-1918 African American (Dunbar, Joplin), 1918-1970 African American (Ailey, Ellison, Hurston), 1970-present African American (Spike Lee, Toni Morrison), African American contributions to science and technology (Benjamin Banneker, Mae Jemison).