

State Board of Education
THE STATE *of* TEXAS

Committee of the Full Board

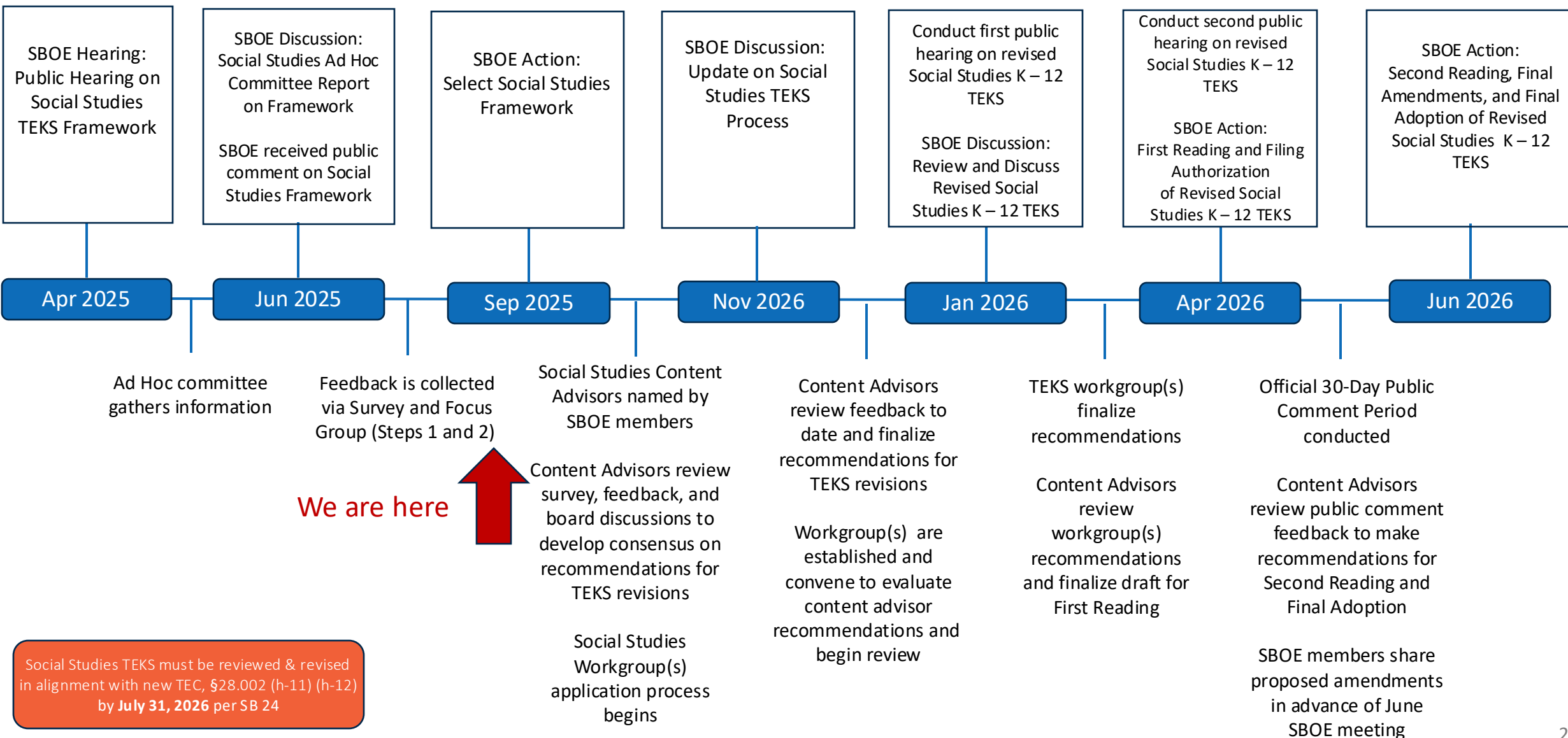
Work Session

September 8, 2025 (updated)

Timeline and Process



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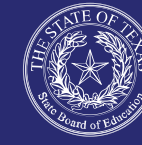
Recent Progress

- Ad Hoc Committee on Social Studies framework options
- Framework survey & focus group



Social Studies Ad Hoc Committee

SBOE Report – Committee Timeline



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April 10, 2025

Public Hearing on
Recommendations
for a TEKS
Framework for
Social Studies

June 18, 2025

Social Studies Ad
Hoc Committee
Meeting to Discuss
Current Framework
and Components

June 23, 2025

Social Studies Ad
Hoc Committee
Meeting to Discuss
Research and
Framework Options

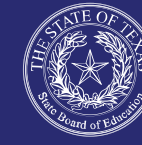
June 25, 2025

Social Studies Ad
Hoc Committee
Meeting to Review
and Approve Report

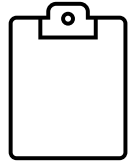
June 26, 2025

SBOE Committee of
the Full Board to
Receive an Update
from the Committee
and Discuss
Recommendations

Stakeholder Surveys and Focus Group



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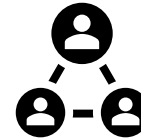


Stakeholder Survey

Survey Window: August 18 – 25, 2025

Distribution via the TEA Social Studies
Newsletter

Number of Respondents: 491



ESC Content Expert Focus Group

August 25, 2025

10:00am – 12:30pm

Number of Participants: 22

All 20 ESCs had representation in-person at the focus group.

Participants had the opportunity to discuss the Social Studies Framework and its components presented to the SBOE in June 2025.

Participants provided individual feedback after discussion.

Social Studies TEKS Review and Revision Survey

The State Board of Education (SBOE) has begun the revision process for the Social Studies Texas Essential Knowledge and Skills (TEKS) in kindergarten – grade 12. The Social Studies TEKS Review and Revision Survey seeks input from stakeholders on key topics, strand titles, course sequencing/layering, and effective practices. The survey is linked below and will remain [open through Monday, August 25](https://tea.co1.qualtrics.com/jfe/form/SV_bmCYv7aXXbGUPZQ).

Social Studies TEKS Review and Revision Survey:

https://tea.co1.qualtrics.com/jfe/form/SV_bmCYv7aXXbGUPZQ.

Addressing the Challenge



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Many recognize a significant problem in lack of knowledge of our history



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US college students can't name Father of the Constitution, have shocking gaps in civic knowledge: survey

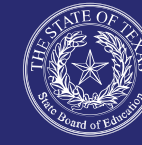
Nation's Report Card shows kids don't know US history. As a teacher, I'm not surprised.

I start every school year by sharing with my students James Madison's challenge that "a people who mean to be their own governors must arm themselves with the power which knowledge gives."



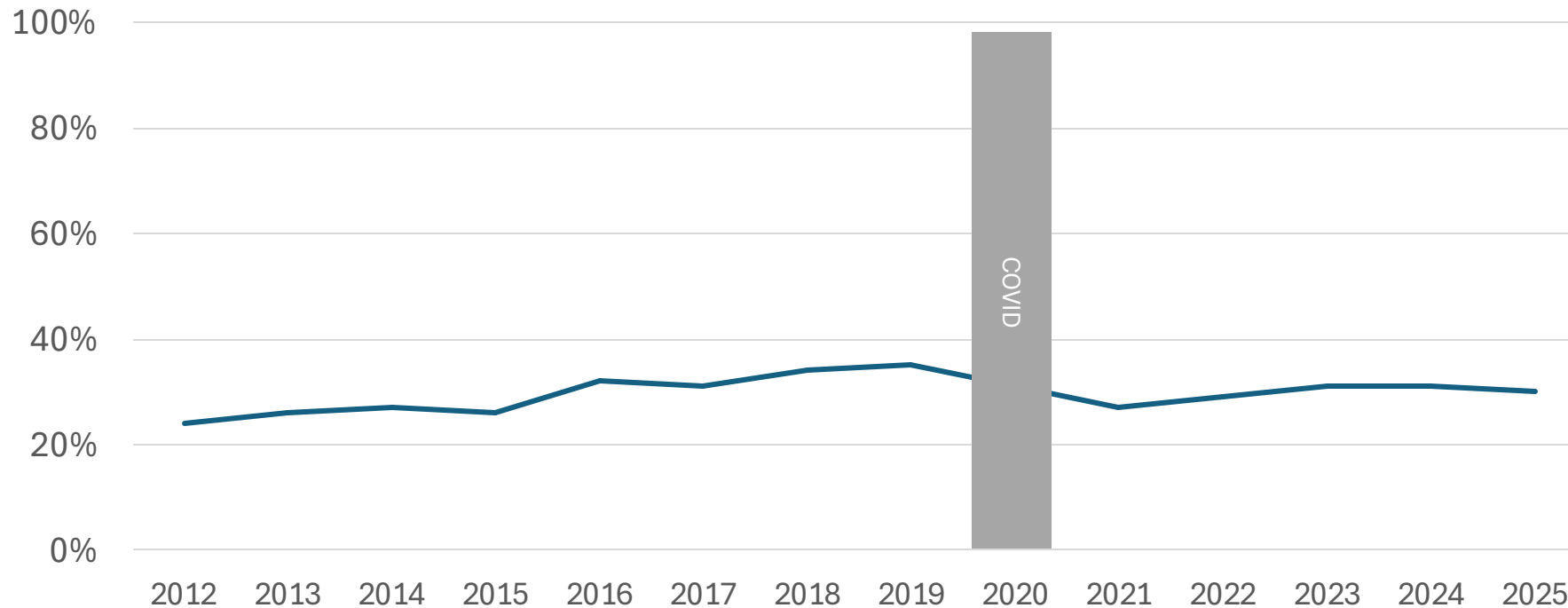
- “There were thirteen original states. Name three.” (Only 28% of survey respondents could.)
- “What is one thing Benjamin Franklin is famous for?” (Only 24% answered correctly; 37% suggested he invented the light bulb.)
- “Before he was President, Eisenhower was a general. What war was he in?” (Twelve percent said the Civil War; 6% the Vietnam War.)

Student Proficiency in US History is Low in Texas



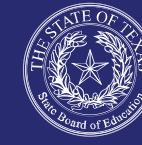
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8th Grade Social Studies STAAR, Percent Meeting Grade Level



Only 30% of TX 8th graders are proficient in the SBOE's social studies standards.

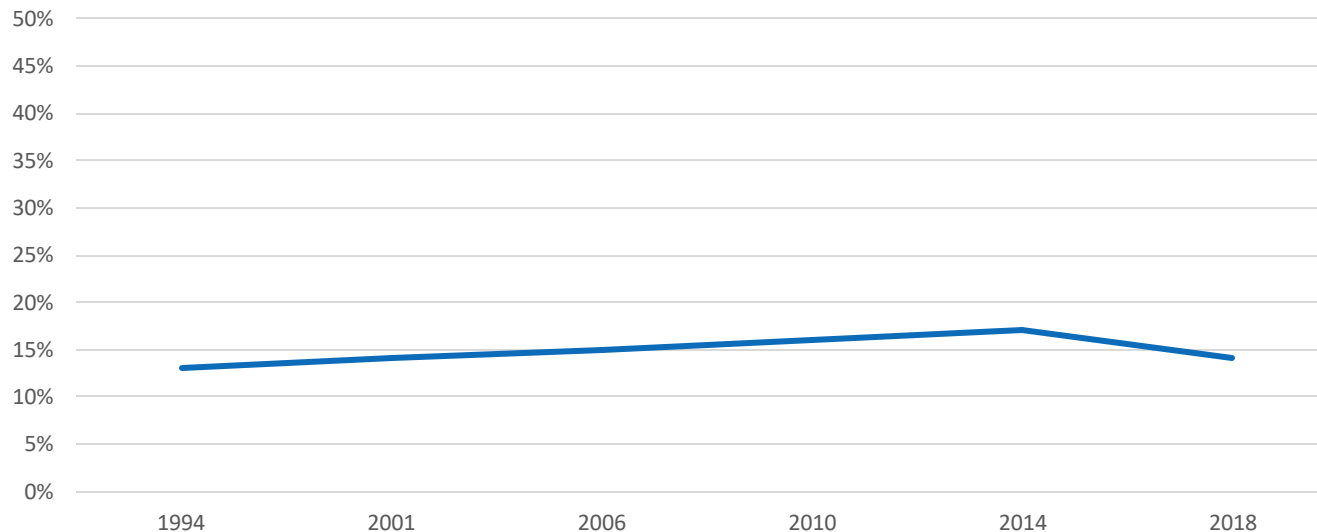
Student Proficiency in US History is Low in the US



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The National Assessment of Educational Proficiency (NAEP) assesses 8th graders periodically on their knowledge of US History.

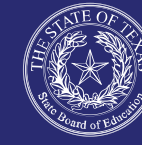
8th Grade Proficiency in US History over time



Only 15% of US 8th graders are proficient in US History.

Historical knowledge before high school must be more firmly established.

<https://www.nationsreportcard.gov/ushistory/results/achievement/>



National Assessment of Educational Progress (NAEP) results reveal a decline in eighth graders' proficiency in U.S. history and civics, with scores dropping to levels seen in the 1990s. Contributing factors include **weak state standards**, inadequate instructional materials, insufficient teacher preparation, limited instructional time, and a lack of accountability in social studies education. *(Finn, 2023)*

Best practices for social studies standards frameworks:

Practice 1: K-2 History

K - 2 social studies instruction should focus on historical figures through personal stories and biographies, sequencing past events using timelines, and exploring places and artifacts of the past (i.e. buildings, art, and tools). This reinforces research based findings that show the **study of history for the youngest students is a learning rather than developmental process.** *(Fardi, 2022)*

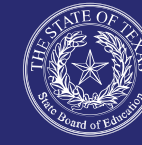
Practice 2: Layered Topics

Building students' understanding by starting with broader contexts and progressively focusing on more specific histories produces **layered knowledge over time.** This aligns with spiral curriculum theory and cumulative learning that enhance long term retention of content. *(Lee, 2012)*

Practice 3: Chronological

Consistent exposure to **chronological narratives** aids elementary students in their understanding of historical concepts and grasping relationships between events. *(Sole, 2019)*

And Standards Must Reflect Statutory Requirements



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Topic	Code	Grades
Curriculum Requirements: Social Studies	TEC §28.002(a)(1)(D)	Kinder - 12 th
Curriculum Requirements: Religious Literature impact on history	TEC §28.002(a)(2)(G)	Kinder - 12th
Teaching Requirement in Adopting Instructional materials: Informed American Patriotism, Texas History, and the Free Enterprise System	TEC §28.002(h)	Kinder - 12th
TEKS Adoption Requirement in the Foundation Curriculum: Knowledge of Civics	TEC §28.002(h-1)(1), (2), (3)	Kinder - 12th
TEKS Adoption Requirement: Founding Documents / Primary Sources of the United States	TEC §28.002(h-1)(4)	Kinder - 12th
TEKS Adoption Requirement in the Social Studies Curriculum: Knowledge of Civics	TEC §28.002(h-2)(1)(2)(3), (h-3)	Kinder – 12th
TEKS Adoption Requirement in the Social Studies Curriculum: Understanding of Communist Regimes and Ideologies	TEC §28.002(h-11), (h-12)	4th - 12th
Teaching Requirements: SB3 certain instructional requirements and prohibitions	§28.0022	Kinder - 12th
Celebrate Freedom Week	§29.907	Kinder - 12th
Texas Military Heroes Day	§29.9071	Kinder - 12th
Holocaust Remembrance Week	§29.9072	Kinder - 12th

Developing Standards

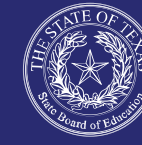


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Certain components must be identified and written:

1. Major organizing themes repeated across grade-levels: **Strands**
2. Grade-level course overall topical focus: **Course Sequence**
3. **Key topics** within each course (to inform knowledge & skills categories)
4. **Primary sources** to be read for key topics
5. Specific **student expectations** and **knowledge & skills categories**



Certain components must be identified and written:

1. Major organizing themes repeated across grade-levels: **Strands**
2. Grade-level course overall topical focus: **Course Sequence**
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4. Primary sources to be read for key topics
5. Specific student expectations and knowledge & skills categories

Today's Focus

Framework Options Overview

- Strands
- Course Sequence



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1. Current Strands Option A
2. Proposal Option B
3. Proposal Option C
4. Proposal Option D
5. Proposal Option E

Current Strands Option A



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History

Geography

Government

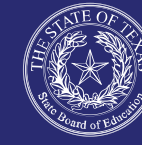
Economics

Citizenship

Culture

Science,
Technology,
and Society

Social Studies
Skills



Survey Results

- 340/391 or 87% of respondents indicate that it is important for the Social Studies TEKS to have clearly defined strands to organize content across grade levels.
- The majority of respondents indicated that the following strand titles should be "**combined**" with other titles rather than stand alone titles.
 - Social Studies Skills
 - Culture
 - Western Civilization
 - Religion
 - Technology
 - Patriotism
 - Innovation
- The majority of respondents indicated that the following strand titles should be "**stand alone**" rather than combined with other titles.
 - Government
 - Economics
 - Geography
 - Texas History
 - United States History
 - World History

Focus Group Results

- 95% of 22 participants agreed that it is very important that the Social Studies TEKS in grades Kinder – 12th include clearly defined strands to organize content across grade levels.
- 100% of 22 participants agreed that there should be between 5 and 7 strand titles. 5 participants preferred to have less than 5 strand titles.

Open ended feedback from the participants included organization and usability of strands as well as suggestions for improvement:

- **Organize the standards by units/eras and then embed the strands** within to make them more usable and understandable for teachers.
- **Reduce the number of strands** to make the breadth of content more manageable.
- **Strategically layering and using chronological order** would be ideal.
- Have a **cross-reference on the TEKS that tie back to the strands** to help teachers make those vital connections to create a story and human experience as opposed to random facts.
- The strands are helpful when organizing concepts, but they make things seem disconnected for newer teachers who are trying to plan instruction. They may not realize that an event under history also includes content under economics and geography. Changes need to encompass the idea that **strands are connected conceptually and chronologically**.
- If the TEKS were redesigned it would be more effective to **integrate skills within each strand** so that, for example, students are practicing timelines while learning history or interpreting maps while studying geography.

Strands Proposal B



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Texas, United States, and World History

- Key people, events, places, and ideas

Government and Civics

- Understanding of, ability to, and appreciation of civics and the U.S. form of government

Economics

- Emphasis on free enterprise system and its benefits

Geography

- Places, features, and skills

Culture and Religion

- Art, architecture, writings, traditions, and literature

Technology and Innovation

- Key inventions, technology and their impact

Required content in statute including ***informed American patriotism***, the ***harmful effects of Communist Ideology***, and the use of specific Primary Sources may be integrated into multiple strands as appropriate.

Strands Proposal C



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History (World,
United States, and
Texas)

Geography and
Culture

Government and
Civics

Economics

Social Studies Skills
(based on
disciplinary thinking
skills)

Strands Proposal D



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Patriotism

World History

Science &
Technology

Western
Civilization

Culture / Old
Testament &
New Testament

Founding
Documents

Economic
Freedom

Freedom vs
Tyranny

Strands Proposal E



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Civics and Government
(including State and
National symbols and
rites)

Founding Documents
(including Primary source
study of the documents
of liberty)

History (including Texas,
U.S., and Western
Civilization)

Geography (including
Texas, U.S., and world
physical and political map
knowledge)

Economics (including
Emphasis on the free
enterprise systems and
its benefits)

Writing Expectations
(including College ready
preparation for
analysis and
interpretation)

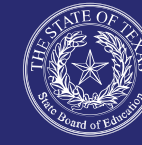
Different Course Sequence Proposals



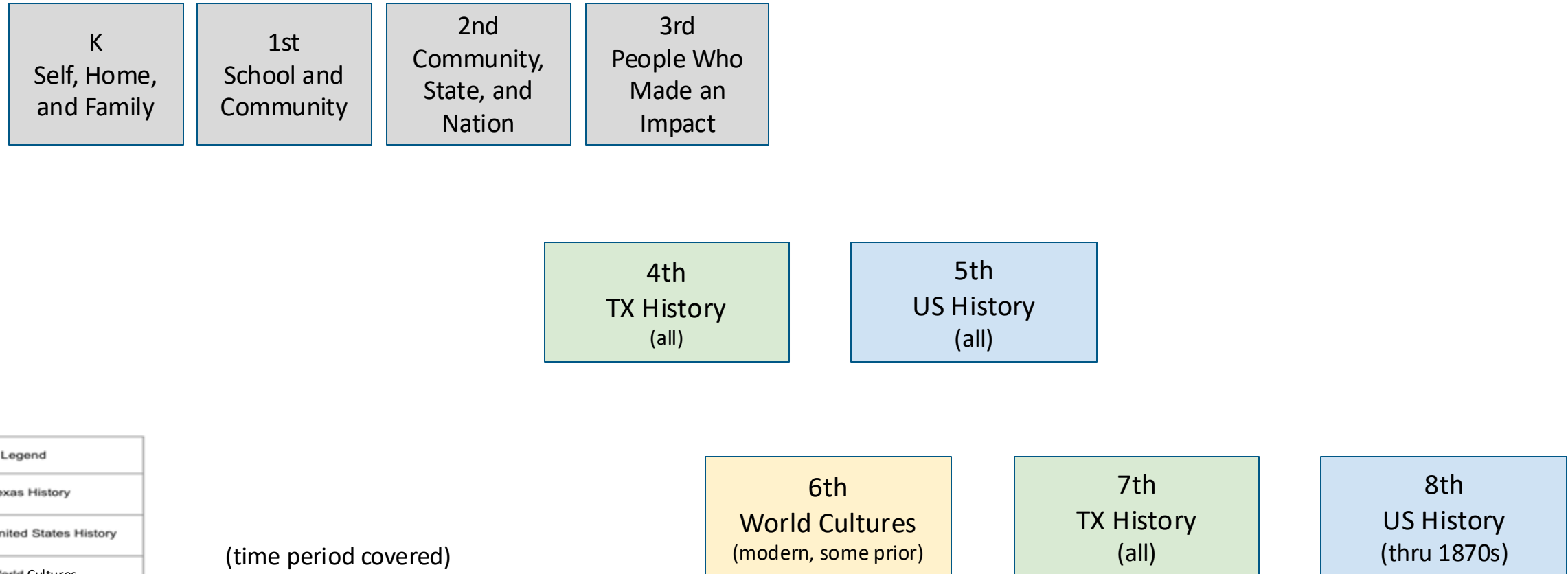
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1. Current Course Sequence Option A
2. Proposal Option B.1
3. Proposal Option B.2
4. Proposal Option B.3
5. Proposal Option C
6. Proposal Option D.1
7. Proposal Option D.2
8. Proposal Option E
9. Proposal Option F

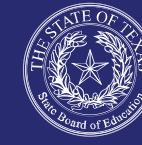
Current Course Sequence Option A



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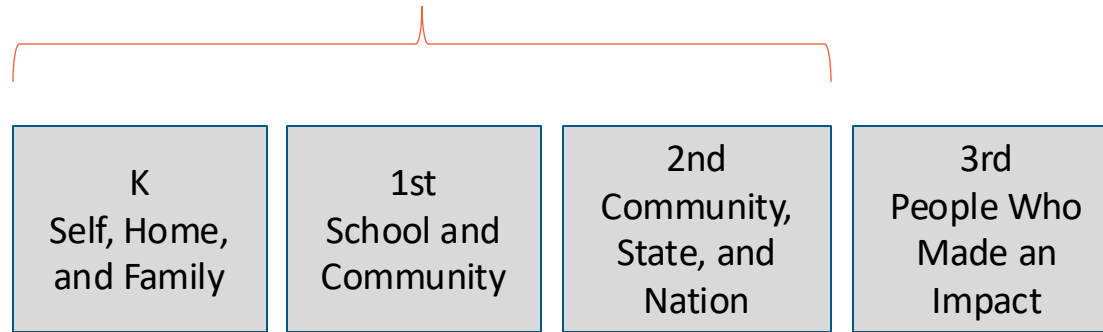
Current Course Sequence Option A: *Best Practices Evaluation*



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*K-2 lacks content focused
on teaching of history*



**Best practices for social studies
standards frameworks:**

Practice #1:
K-2 History

Practice #2:
Layered Topics

Practice #3:
Chronological



*Topics are isolated, not
layered together within
or across grades*



*Content is not chrono-
logical across grades*

4th
TX History
(all)

5th
US History
(all)

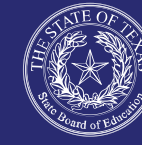


*Content is not chrono-
logical inside of grade 6*

6th
World Cultures
(modern, some prior)

7th
TX History
(all)

8th
US History
(thru 1870s)



Survey Results

- 88% of 382 respondents agreed that the Social Studies TEKS should be designed to **build on what students learn from one grade to the next**.
- 89% of 382 respondents agreed that the Social Studies TEKS in grades K – 12 should be organized using **historical time periods and thematic strands**.
- 79% of 379 respondents indicated that helping students to see how **historical events are connected across time and place** within each school year **was preferred** over giving students multiple chances to revisit the same topics in different grades for greater depth.
- 75% of 383 respondents preferred teaching history for secondary students in **shorter time periods** with more detail about specific events, people, places, and ideas to give students depth of knowledge.
- 80% of 380 respondents indicated that it is important students in grades Kinder – 2nd to begin learning about important people, events, places, and ideas that helped shape American history.

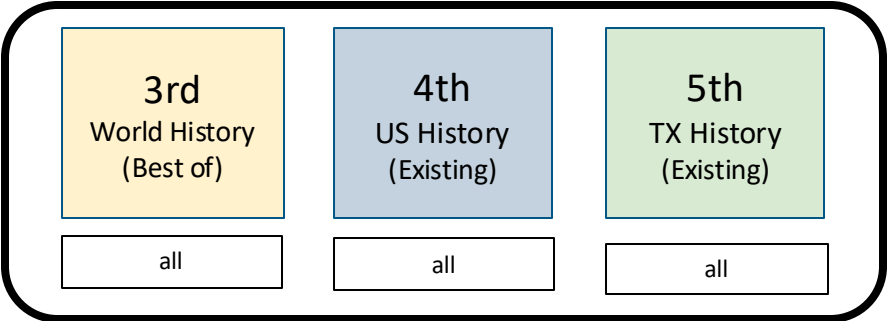
Focus Group Results

- 95% of 22 participants agreed that TEKS should be designed to build on what they learned from one grade to the next.
- 82% of 22 participants agreed that smaller time periods were better for teaching content in chronological order.

Open ended feedback from the participants included organization of content to build from one grade to the next and the use of time periods in chronology order:

- **Concepts through history should be from year to year** - when an event occurred but then how does that impact society over time. This would support deeper levels of understanding for our students.
- The **sequence of history should be presented in a chronological order across grade levels** to help them build the story to the present.
- Long term retention will happen if we **shorten the TEKS list and increase specificity for each TEKS standard**. We need a **true vertical alignment** instead of 5th US then jump to 8th US.

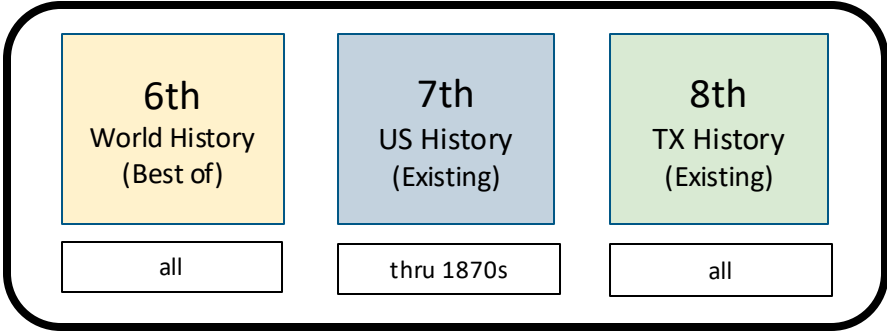
Proposed Option B.1



Content
repeats with
increased depth



Content
repeats with
increased depth



Legend	
<div></div>	Texas History
<div></div>	United States History
<div></div>	World History

2022 SBOE Meeting
Minutes

September 2, 2022

"It was moved by Mrs. Little that the State Board of Education use this framework as a starting point in future consideration of revisions to the K – 8 social studies TEKS, as amended and recommended by the Committee of the Full Board."

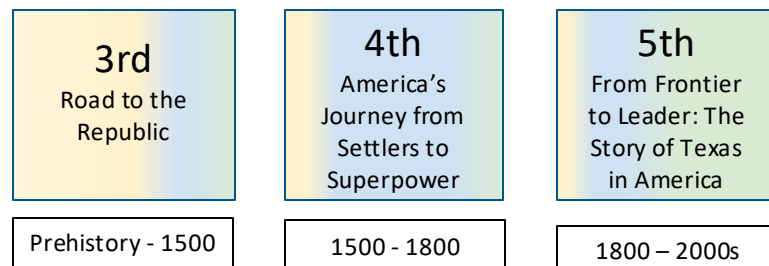
"It was moved by Mr. Hickman and seconded by Mr. Maynard that the State Board of Education establish that the SBOE will spend the next two years, until 2025, investigating to inform the framework."

Proposal Option B.2



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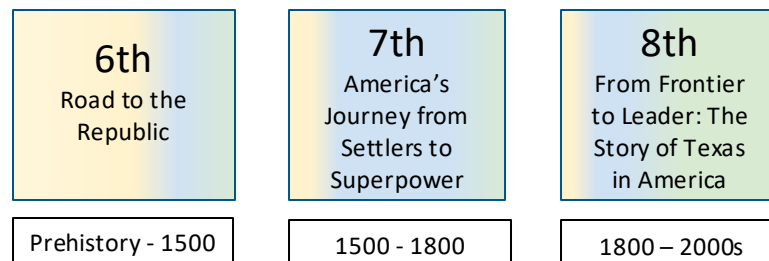
K | 1st | 2nd
Stories of America and Texas:
Foundational People, Events, Places, Ideas, and Traditions



Content repeats with increased depth



Content repeats with increased depth



ancient to modern

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting world, U.S., and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.

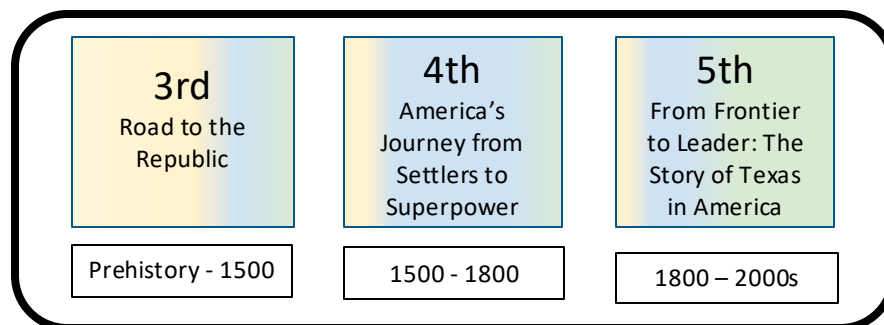
Legend	
<div></div>	Texas History
<div></div>	United States History
<div></div>	World History

Proposal Option B.3



**This slide was added on 9/8/25 per SBOE input*

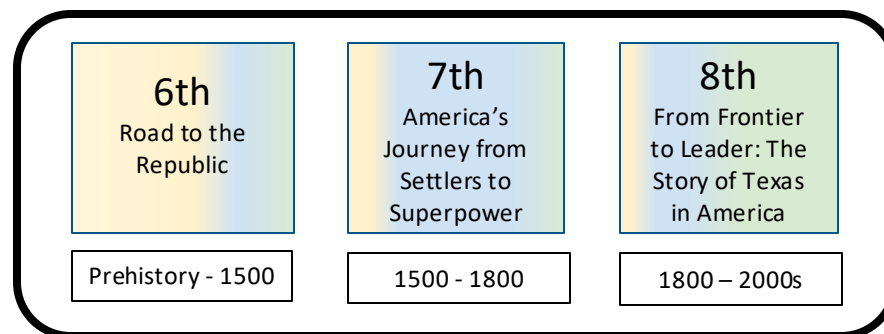
K | 1st | 2nd
Stories of World (K), America (1), and
Texas (2): Foundational People, Events,
Places, Ideas, and Traditions



Content repeats with increased depth



Content repeats with increased depth



ancient to modern

3x3x3 Model

3 grades (K-2nd) build the foundation of the stories of World, America and Texas.

3 grades (3rd-5th) present a survey of topics with a layered and chronological approach connecting World, America, and Texas history.

3 grades (6th-8th) a deeper and broader dive into the topic from previous grade bands.

Guardrails – At least 80% of content is related to focus for that year, eg – at least 80% of 4th grade is U.S. focused.

Legend	
<div></div>	Texas History
<div></div>	United States History
<div></div>	World History

Proposal Option C



Kinder, 1st, 2nd

Stories of America and Texas: Foundational People, Events, Places, Ideas, and Traditions

World

US

TX

3x5x1 Model

3 grades (K-2nd) build the foundation of the stories of America and Texas.

5 grades (3rd-7th) present a deep dive into topics within a shorter time span within grades through a layered and chronological approach connecting world, U.S., and Texas history.

1 grade (8th) captures all prior content for a deep dive capstone course synthesizing the history of Texas as a leader in the nation and world.

	3 rd Grade Prehistory to 500	4 th Grade 500 - 1500	5 th Grade 1500 - 1800	6 th Grade 1800 - 1900	7 th Grade 1900 - 2000	8 th Grade Texas Capstone
World	Birth of Western Civilization including impact on America and Texas ~50%	Foundations of Westernization and Growth of Empires ~30%	How the World Influenced the Development of the United States ~15%	Revolutions and the Age of Imperialism Up to 5%	The Perils of Communism and the Establishment of New Nations ~20%	Lone Star Legacy:
US	Birth of Civilization in the Americas ~20%	Growth of Empires in the Americas and their Lasting Influence ~40%	American Colonies American Revolution The Constitution ~45%	The Growth of the US and Expanding Freedoms Up to 15%	The American Century ~40%	The Fulfillment of Enlightenment Ideals, the Impact of the Nations Whose Flags Have Flown Over Texas, and the Impact of Texas on the World
TX	Birth of Civilization in Texas ~30%	Growth of Empires in Texas and their Lasting Influence ~30%	Spanish Texas ~40%	The Birth and Growth of Texas in the American Experiment At least 80%	The Texas Miracle ~40%	100%

Proposal Option D.1



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K-2nd

Local, State and Nation

3rd Grade:

Texas History
(all)

4th Grade:

Foundations of
Constitutional Democracy
(all)

5th Grade:

World History
(all)

6th Grade:





World Cultures
(modern, some prior)

7th Grade:

Texas and US History I (thru 1870s)

8th Grade:

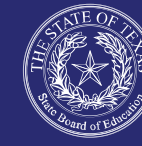
Texas and US History II (1880-2000s)

Legend	
	Local
	Texas History
	US History
	World Cultures / History

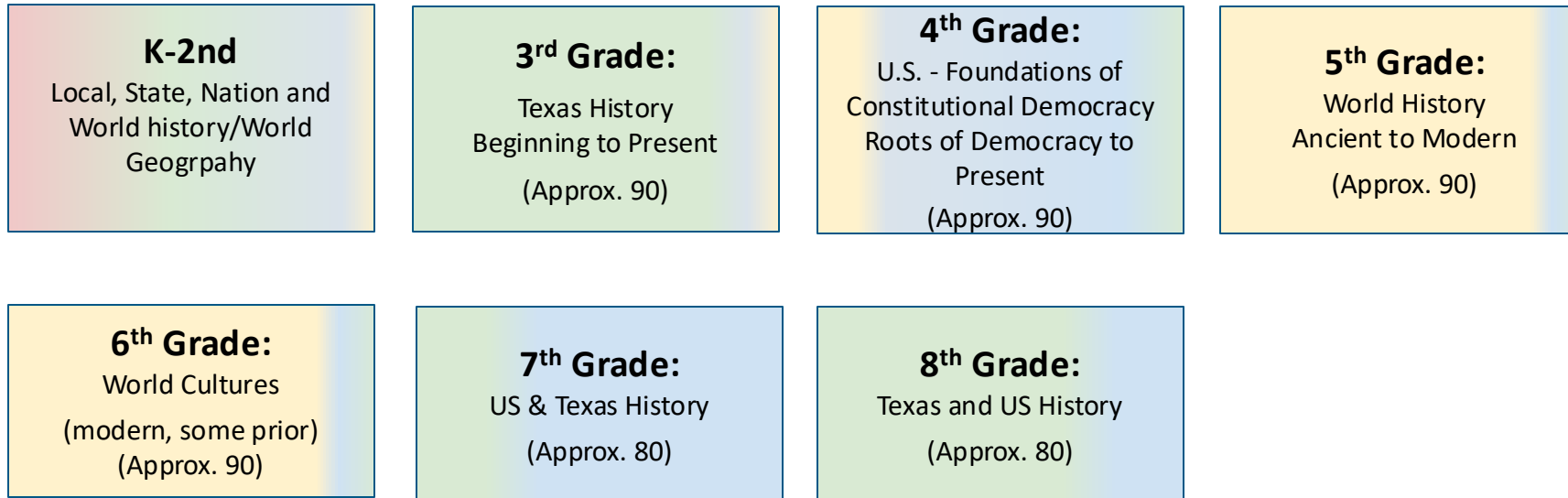
(time period covered)

**Content was updated on this slide on 9/8/25 per SBOE input*

Proposal Option D.2



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1. K focus local/Texas, 1st focus U.S., 2nd focus World
2. 3-6th at least 90% focused on primary topic:
3. 7-8th at least 80% focused on primary topic
 - a) 3 & 8 - Texas
 - b) 4 & 7 – U.S.
 - c) 5 & 6 - World

Legend	
	Local
	Texas History
	US History
	World Cultures / History

(time period covered)

**This slide was added on 9/8/25 and content was updated on 9/9/25 per SBOE input*

Proposal Option E



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Kinder	1 st	2 nd
My Family, My Country, My Freedom	Communities and Citizenship	Early America and Texas

|----- Chronological Order U.S. History and Texas History ----->

3 rd	4 th	5 th	6 th	7 th
Colonial Foundations	The Road to Independence: US and Texas	Building the Republic	Expansion and Growth	Modern America and Texas

3rd grade begins
with U.S. History
with Pilgrims
journey to
Plymouth

4th – 7th grade continues in chronological order adding Texas
History to the chronology of U.S. History continuing into
modern era

8 th
TX History: Independence, Liberty, and Freedom
Capstone

Proposal Option F



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Grades K-2

1. Three years of foundational instruction in Texas, U.S. and Western Civilization history
2. Instruction in civics & government, liberty, economics, geography, and writing
3. Engaging and challenging stories of key people, events, places and ideas that form the common culture of America and exemplify America's ideals of liberty, self-reliance, and civic commitment

Grades 3-8

1. A six-year cycle through discrete chronological sequences of instruction in Texas, U.S., and Western Civilization history
2. Texas History, approx. 1500 – present
3. U.S. History, approx. 1500 – present
4. Western Civilization, approx. 5000 BC – AD 1500
5. Instruction in civics & government, liberty, economics, geography, and writing
6. Key people, events, places, ideas, and patterns that form the common history and culture of America and exemplify America's ideals of liberty, self-reliance, and civic commitment

Grades 9-12

1. Western Civilization Studies (one credit)
2. World History Studies (one credit)
3. U.S. History Studies Since Reconstruction (one credit)
4. U.S. Government (one-half credit)
5. Economics with emphasis on the free enterprise system and its benefits (one-half credit)
6. Instruction in liberty, geography, and writing
7. Key people, events, places, ideas, patterns, and connections that form the common history and culture of America and exemplify America's ideals of liberty, self-reliance, and civic commitment

Next Steps

- Content Advisors



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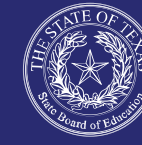
Appendix

- Statutory Reference Details



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Statutes Outlining Required Content



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Topic	Code	Grades	Description
Curriculum Requirements: Social Studies	TEC §28.002(a)(1)(D)	Kinder - 12th	Sec. 28.002. REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum: (1) a foundation curriculum that includes: (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography;
Curriculum Requirements: Religious Literature	TEC §28.002(a)(2)(G)	Kinder - 12th	Sec. 28.002. REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum: (2) an enrichment curriculum that includes: (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
Teaching Requirement in Adopting Instructional materials: Informed American Patriotism, Texas History, and the Free Enterprise System	TEC §28.002(h)	Kinder - 12th	Sec. 28.002. REQUIRED CURRICULUM. (h) The State Board of Education and each school district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. A primary purpose of the public-school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.
TEKS Adoption Requirement in the Foundation Curriculum: Knowledge of Civics	TEC §28.002(h-1)(1)(2)(3)	Kinder - 12th	Sec. 28.002. REQUIRED CURRICULUM. (h-1) In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of: (1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government; (2) the history, qualities, traditions, and features of civic engagement in the United States; (3) the structure, function, and processes of government institutions at the federal, state, and local levels;

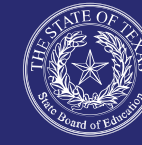
Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
TEKS Adoption Requirement: The Founding Documents of the United States	TEC §28.002(h-1)(4)	Kinder - 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-1) In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:</p> <p>(4) the founding documents of the United States, including:</p> <ul style="list-style-type: none"> (A) the entirety of the Declaration of Independence; (B) the entirety of the United States Constitution; (C) the Federalist Papers, including the entirety of Essays 10 and 51; (D) excerpts from Alexis de Tocqueville's Democracy in America; (E) the transcript of the first Lincoln-Douglas debate; (F) the writings of the founding fathers of the United States; (G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and (H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream."
TEKS Adoption Requirement in the Social Studies Curriculum: Knowledge of Civics	TEC §28.002(h-2)(1)	Kinder – 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:</p> <p>(1) an understanding of:</p> <ul style="list-style-type: none"> (A) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government; (B) the history, qualities, traditions, and features of civic engagement in the United States; (C) the structure, function, and processes of government institutions at the federal, state, and local levels; and (D) the founding documents of the United States;

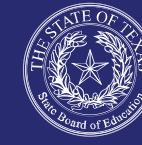
Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
TEKS Adoption Requirement in the Social Studies Curriculum: Knowledge of Civics	TEC §28.002(h-2)(2)(3)	Kinder - 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:</p> <ul style="list-style-type: none"> (2) the ability to: <ul style="list-style-type: none"> (A) analyze and determine the reliability of information sources; (B) formulate and articulate reasoned positions; (C) understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes; (D) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and (E) participate as a citizen in a constitutional democracy by voting; and (3) an appreciation of: <ul style="list-style-type: none"> (A) the importance and responsibility of participating in civic life; (B) a commitment to the United States and its form of government; and (C) a commitment to free speech and civil discourse.
TEKS Adoption Requirement in the Social Studies Curriculum: Government Component	TEC §28.002(h-3)	9th - 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-3) In adopting the essential knowledge and skills for the government component of the social studies curriculum for high school students, the State Board of Education shall adopt essential knowledge and skills to develop each student's civic knowledge, including:</p> <ul style="list-style-type: none"> (1) the role of governmental officials, including: <ul style="list-style-type: none"> (A) statewide elected officials; (B) county officials; (C) city councilors; and (D) other local governmental officials; (2) the voting process and election laws of this state; (3) the eligibility requirements to run for elected office in this state; (4) Robert's Rules of Order; and (5) the elected officials who represent the student at each level of government.

Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
TEKS Adoption Requirement in the Social Studies Curriculum: Understanding of Communist Regimes and Ideologies	TEC §28.002(h-11)	4th - 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-11) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from grade 4 through grade 12, the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's understanding of communist regimes and ideologies and include age appropriate and developmentally appropriate instruction with information on:</p> <ol style="list-style-type: none"> (1) the history of and tactics used by communist movements in the United States; (2) historical events and atrocities attributable to communist regimes, including: <ol style="list-style-type: none"> (A) the Cultural Revolution and the Great Leap Forward; (B) the Holodomor, otherwise known as the Ukrainian Famine; (C) the Soviet-era political purge known as the Great Terror; (D) the Cambodian genocide under Pol Pot and the Khmer Rouge; (E) the origins and policies of the Communist Party of Cuba; (F) communist guerrilla movements in Latin America; and (G) the oppression and suffering experienced by people living under communist regimes, including mass murder, violent land seizures, show trials, concentration camps, forced labor, poverty, and general economic deterioration; (3) a comparative analysis of: <ol style="list-style-type: none"> (A) the ideologies of communism and totalitarianism contrasted with the United States' founding principles of freedom and democracy; and (B) collectivist ideologies contrasted with the United States' founding principles of individual rights, merit-based advancement, and free enterprise; (4) modern threats to the United States and its allies posed by communist regimes and ideologies; (5) common economic, industrial, and political events that historically precede communist revolutions; (6) the evolution of communist ideologies from economic, class-based theories into broader cultural movements that divide societies and maintain collective control over individual rights; (7) common historical and modern methods used to spread communist ideologies, including: <ol style="list-style-type: none"> (A) propaganda; (B) public shaming tactics; (C) censorship; and (D) forced conformity; and (8) first-person accounts, in the form of in-person, video-recorded, or written testimony, from the victims of communist regimes.

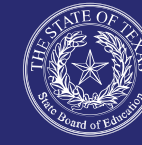
Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
TEKS Adoption Requirement in the Social Studies Curriculum: Understanding of Communist Regimes and Ideologies	TEC §28.002(h-12)	Grades 4th - 12th	<p>Sec. 28.002. REQUIRED CURRICULUM.</p> <p>(h-12) In adopting the essential knowledge and skills required under Subsection (h-11), the State Board of Education:</p> <ol style="list-style-type: none"> (1) shall adopt and publish standards for the required instruction; (2) shall seek input from: <ol style="list-style-type: none"> (A) victims of communism willing to share their first-person accounts; and (B) nationally recognized organizations dedicated to commemorating victims of communism; and (3) may incorporate material from existing educational programs that provide instruction on the topic of communist regimes and ideologies, if the material meets the standards adopted by the State Board of Education under Subdivision (1).
Teaching Requirement in All Courses and Subjects: Instructional Requirements and Prohibitions	TEC §28.0022	Kinder - 12th	<p>Sec. 28.0022. CERTAIN INSTRUCTIONAL REQUIREMENTS AND PROHIBITIONS. (a) For any course or subject, including an innovative course, for a grade level from kindergarten through grade 12:</p> <ol style="list-style-type: none"> (1) a teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs; (2) a teacher who chooses to discuss a topic described by Subdivision (1) shall explore that topic objectively and in a manner free from political bias; (3) a school district, open-enrollment charter school, or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's: <ol style="list-style-type: none"> (A) work for, affiliation with, or service learning in association with any organization engaged in: <ol style="list-style-type: none"> (i) lobbying for legislation at the federal, state, or local level, if the student's duties involve directly or indirectly attempting to influence social or public policy or the outcome of legislation; or (ii) social policy advocacy or public policy advocacy; (B) political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or (C) participation in any internship, practicum, or similar activity involving social policy advocacy or public policy advocacy; and

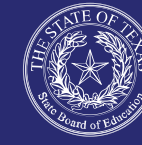
Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
Teaching Requirement in All Courses and Subjects: Instructional Requirements and Prohibitions	TEC §28.0022 (cont.)	Kinder - 12th	<p>Sec. 28.0022. CERTAIN INSTRUCTIONAL REQUIREMENTS AND PROHIBITIONS.</p> <p>(a) For any course or subject, including an innovative course, for a grade level from kindergarten through grade 12:</p> <p>(4) a teacher, administrator, or other employee of a state agency, school district, or open-enrollment charter school may not:</p> <p>(A) require or make part of a course inculcation in the concept that:</p> <p>(i) one race or sex is inherently superior to another race or sex;</p> <p>(ii) an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;</p> <p>(iii) an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex;</p> <p>(iv) an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;</p> <p>(v) an individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex;</p> <p>(vi) meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;</p> <p>(vii) the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or</p> <p>(viii) with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality;</p> <p>(B) teach, instruct, or train any administrator, teacher, or staff member of a state agency, school district, or open-enrollment charter school to adopt a concept listed under Paragraph (A); or</p> <p>(C) require an understanding of the 1619 Project.</p> <p>(b) Subsection (a)(3) does not apply to a student's participation in:</p> <p>(1) community charitable projects, such as building community gardens, volunteering at local food banks, or other service projects;</p> <p>(2) an internship or practicum:</p> <p>(A) for which the student receives course credit under a career and technology education program or under the P-TECH program established under Section 29.533; and</p> <p>(B) that does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or</p>

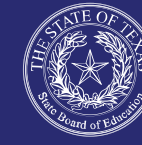
Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

Topic	Code	Grades	Description
Teaching Requirement in All Courses and Subjects: Instructional Requirements and Prohibitions	TEC §28.0022 (cont.)	Kinder - 12th	<p>Sec. 28.0022. CERTAIN INSTRUCTIONAL REQUIREMENTS AND PROHIBITIONS.</p> <p>(b) Subsection (a)(3) does not apply to a student's participation in:</p> <p>(3) a program that prepares the student for participation and leadership in this country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.</p> <p>(c) A state agency, school district, or open-enrollment charter school may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Subsection (a)(4)(A).</p> <p>(d) A school district or open-enrollment charter school may not implement, interpret, or enforce any rule in a manner that would result in the punishment of a student for reasonably discussing the concepts described by Subsection (a)(4) in school or during a school-sponsored activity or have a chilling effect on reasonable student discussions involving those concepts in school or during a school-sponsored activity.</p> <p>(e) Nothing in this section may be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under this subchapter.</p> <p>(f) This section does not create a private cause of action against a teacher, administrator, or other employee of a school district or open-enrollment charter school.</p> <p>(g) Nothing in this section may be construed as prohibiting a teacher employed by a school district or open-enrollment charter school from directing a classroom activity that involves students communicating with an elected official so long as the district, school, or teacher does not influence the content of a student's communication.</p> <p>(h) A school district or open-enrollment charter school shall adopt a policy and procedure for the appropriate discipline, including termination, of a district or school employee or contractor who intentionally or knowingly engages in or assigns to another person an act prohibited by this section. The district or school shall provide a physical and electronic copy of the policy and procedure to each district or school employee or contractor.</p>

Statutes Outlining Required Content (cont.)



State Board of Education
THE STATE of TEXAS

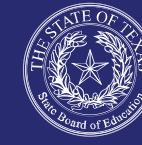
Topic	Code	Grades	Description
Celebrate Freedom Week	TEC §29.907	Kinder - 12th	<p>Sec. 29.907. CELEBRATE FREEDOM WEEK.</p> <p>(a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week.</p> <p>(b) The agency, in cooperation with other state agencies who voluntarily participate, may promote Celebrate Freedom Week through a coordinated program. Nothing in this subsection shall give any other state agency the authority to develop a program that provides instruction unless funds are specifically appropriated to that agency for that purpose.</p>
Texas Military Heroes Day	TEC §29.9071	Kinder - 12th	<p>Sec. 29.9071. TEXAS MILITARY HEROES DAY.</p> <p>(a) To educate students about the sacrifices made by brave Texans who have served in the armed forces of the United States, the governor shall designate a day to be known as Texas Military Heroes Day in public schools.</p> <p>(b) Texas Military Heroes Day shall include appropriate instruction, as determined by each school district. Instruction may include:</p> <ol style="list-style-type: none"> (1) information about persons who have served in the armed forces of the United States and are from the community or the geographic area in which the district is located; and (2) participation, in person or using technology, in age-appropriate learning projects at battlefields and gravesites associated with a person who has served in the armed forces. <p>(c) The agency may collaborate with other state agencies to promote Texas Military Heroes Day.</p>
Holocaust Remembrance Week	TEC §29.9072	Kinder - 12th	<p>TEC, §29.9072. HOLOCAUST REMEMBRANCE WEEK.</p> <p>(a) In this section, "Holocaust" has the meaning assigned by Section 449.001, Government Code.</p> <p>(b) To educate students about the Holocaust and inspire in students a sense of responsibility to recognize and uphold human value and to prevent future atrocities, the governor shall designate a week to be known as Holocaust Remembrance Week in public schools.</p> <p>(c) Holocaust Remembrance Week shall include age-appropriate instruction, as determined by each school district. Instruction shall include:</p> <ol style="list-style-type: none"> (1) information about the history of and lessons learned from the Holocaust; (2) participation, in person or using technology, in learning projects about the Holocaust; and (3) the use of materials developed or approved by the Texas Holocaust, Genocide, and Antisemitism Advisory Commission

- Additional Detail on Course Sequence Options



State Board of Education
THE STATE *of* TEXAS

Course Sequence Option B.2 (3x3x3) Additional Detail



State Board of Education
THE STATE of TEXAS

Freedom

GRADE 3
PREHISTORY TO 1500

Long ago, Greece and Rome had ideas like voting and choosing leaders. Some places let people have a voice, but others, like Egypt, had kings who made all the rules.

repeat content

↓

GRADE 6

Greece and Rome gave the world ideas like voting and republics, where people help make decisions. These ideas shaped America and Texas. In other places, such as Egypt, kings ruled with all the power.

GRADE 4
1500 TO 1800

The Pilgrims came to the New World for religious freedom, settled in Plymouth, and made the Mayflower Compact.

repeat content

↓

GRADE 7

The Pilgrims left England for religious freedom. In 1620, they sailed to North America, started Plymouth Colony, and signed the Mayflower Compact to make fair laws together.

GRADE 5
1800 TO 2000

America and Texas protected freedom and free enterprise, while the Soviet Union controlled its people through a communist government including through private property.

repeat content

↓

GRADE 8

While America and Texas protected freedom of speech and private property, Mao Zedong, launched the Cultural Revolution, shutting down schools, punishing those with different ideas.

Texas Culture

GRADE 3
PREHISTORY TO 1500

The Clovis culture featured fluted spears and were found across America and Texas.

repeat content

↓

GRADE 6

The Clovis people, whose culture was uncovered at the Gault Site in Texas, left behind artifacts like spears.

GRADE 4
1500 TO 1800

San Antonio was founded in 1718 as a Spanish mission and fort that blended Spanish and Native traditions, later known as the Alamo, with ranching practices that influenced Texas cowboy culture.

repeat content

↓

GRADE 7

San Antonio was founded in 1718 as a Spanish mission, later called the Alamo, and fort, where culture grew through shared foods like corn tortillas and Spanish wheat bread between priests and local people.

GRADE 5
1800 TO 2000

The Cattle Industry was developed with people like Charles Goodnight and Lizzie Johnson.

repeat content

↓

GRADE 8

The cattle industry in Texas grew from Spanish ranching traditions and shaped the American cowboy way of life.

Communism

GRADE 3
PREHISTORY TO 1500

No communism requirement but emperors in places like China had rulers that gave people no say in government.

repeat content

↓

GRADE 6

Limited freedoms existed under kings and emperors in different civilizations like Egypt and Meso-America and were authoritarian.

GRADE 4
1500 TO 1800

Communism began in 1848 with the Communist Manifesto, which said all property should be owned by the government.

repeat content

↓

GRADE 7

Communism began in 1848 with the Communist Manifesto, which said government should own transportation.

GRADE 5
1800 TO 2000

Holodomor
Great Terror
Great Leap Forward
Cuban Revolution
Latin American Revolution
Khmer Rouge

repeat content

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GRADE 8

Holodomor
Great Terror
Great Leap Forward
Cuban Revolution
Latin American Revolution
Khmer Rouge

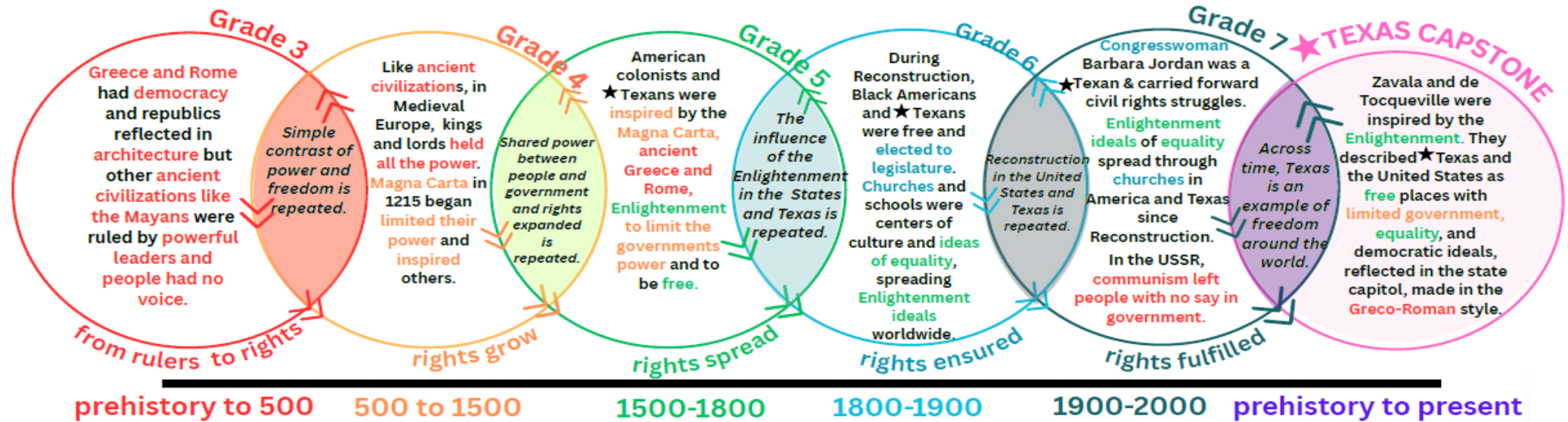
Course Sequence Option C (3x5x1)

Additional Detail



State Board of Education
THE STATE of TEXAS

Key concepts
of how
Freedom
evolved
throughout
history



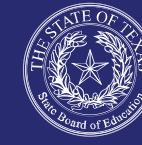
Key concepts of
how
Communism
evolved
throughout
history



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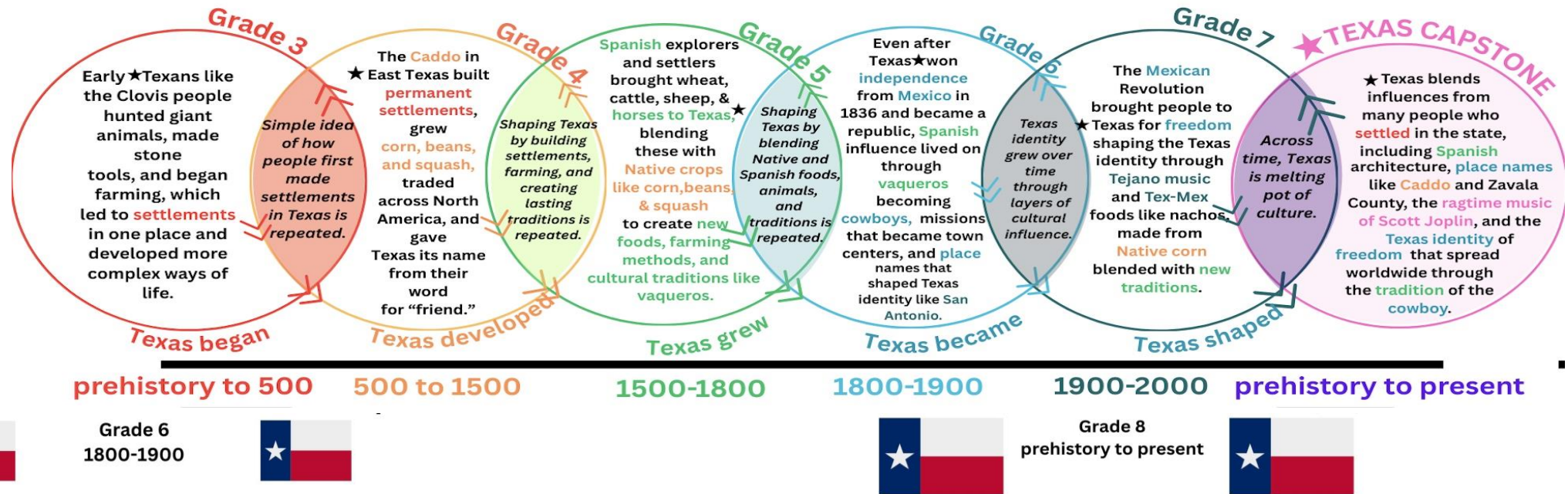
Course Sequence Option C (3x5x1)

Additional Detail



State Board of Education
THE STATE of TEXAS

Key Concepts of Texas Culture evolved throughout history



- ★ Texas and the Louisiana Purchase (1803): Mississippi became the border with Spanish Texas, sparking future disputes
- ★ Texas and the Lewis & Clark Expedition (1804–1806): Spanish officials in Texas monitored U.S. expansion
- ★ Texas and the War of 1812 (1812–1815): Houston and Crockett became war heroes before Texas leadership
- ★ Texas and Mexican Independence (1821): Texas became part of Mexico, opening American immigration
- ★ Texas and the Austin Colony (1820s–1830s): Stephen F. Austin settled the "Old Three Hundred" in Texas
- ★ Texas and Indian Removal (1830s): Cherokee fled into Texas, leading to the Cherokee War of 1839
- ★ The Texas Revolution (1835–1836): Texans fought for independence at Gonzales, the Alamo, and San Jacinto
- ★ The Republic of Texas (1836–1845): An independent nation with debt, Native conflict, and annexation debate
- ★ The Annexation of Texas (1845): Admission as a slave state helped spark the U.S.–Mexican War
- ★ Texas and the Mexican–American War (1846–1848): Rangers fought, and the Rio Grande became the border
- ★ Texas and the Underground Railroad (1830s–1860s): Enslaved Texans sought freedom by escaping into Mexico
- ★ Texas and the Compromise of 1850: Texas gave up land claims for \$10 million to pay its debt
- ★ Texas and the Dred Scott Decision (1857): Confirmed Texas's place as a slave state
- ★ Texas and the Civil War (1861–1865): Battles at Galveston, Sabine Pass, and Palmito Ranch
- ★ Texas and Reconstruction (1865–1877): Freedmen's Bureau schools opened; Juneteenth marked freedom
- ★ The Texas Cattle Boom (1866–1880s): Cattle drives and cowboy culture shaped Texas's economy
- ★ Texas and the Indian Wars (1870s): Red River War forced Comanche and Kiowa onto reservations
- ★ Texas and the Homestead Act (1862): The spirit of homesteading influenced frontier settlement
- ★ Texas and Railroad Expansion (1870s–1890s): Railroads tied Texas cotton and cattle to national markets
- ★ Texas and Immigration (19th Century): Germans, Poles, Czechs, and Jews transformed Texas communities
- ★ Texas and Labor Movements (Late 1800s): German presses spread socialist ideas, workers joined protests
- ★ Texas and the Gilded Age (1870s–1900): Cotton, cattle, barbed wire, and Governor Hogg's reforms
- ★ Texas and the Spanish–American War (1898): Soldiers served and Galveston became a staging ground

Early Texas & Spanish Rule

- ★ Native Texans and the Geography of Texas: Tribes, Land, and Resources
- ★ Spanish Texas: Exploration, Trade, Missions, and Ranching
- ★ Texas under the Spanish Empire: Mesoamerican Influence, Conflict, and Imperial Challenges

Colonization & Revolution

- ★ Mexican Texas and the Empresarios: Colonies, Settlement, and Cultural Exchange
- ★ The Texas Revolution: Enlightenment Ideas, Heroes, Battles, and Independence
- ★ The Republic of Texas: Leaders, Slavery, and Government Inspired by Greece, Rome, and Enlightenment Thought

Statehood & Civil War Era

- ★ Texas as a U.S. State: Federalism, Settlement, and Conflict with Mexico
- ★ Texas, Slavery, and the Civil War: Underground Railroad, Battlefields, and Juneteenth
- ★ Reconstruction in Texas: Black Legislators, Freedmen's Bureau, and the Struggle to Realize Enlightenment Ideals

Frontier & Industrial Texas

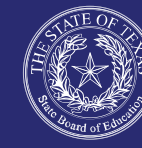
- ★ The Texas Cattle Boom: Cowboys, Ranching, and the Cowboy Code
- ★ Immigration and Identity: German, Czech, Polish, and Mexican Contributions to Texas Culture
- ★ The Texas Century: Galveston Hurricane, Spindletop Oil, and Free Enterprise in a Global Age

Modern Texas & Global Role

- ★ Texas in the World Wars: Fighting Abroad for Enlightenment Ideals of Freedom and Democracy
- ★ Texas in the Great Depression and Dust Bowl: Hardship and Resilience
- ★ Texas in the Cold War and Civil Rights Era: García, Jordan, and Expanding Enlightenment Equality
- ★ Texas in Space and Science: NASA, Urban Growth, and Global Trade
- ★ Texas Culture Today: Immigration, Music, Art, and Native Challenges

Course Sequence Option C (3x5x1)

Additional Detail



State Board of Education
THE STATE of TEXAS

Grades Kinder - 2

Students hear simple stories about topics that will be developed in grades 3rd – 7th and might include:

- Examples of cooperation including the colonists who worked together to build homes and farms in Jamestown.
- Representations of freedom illustrated by key people in history including George Washington, Sam Houston, Barbara Jordan, and Lorenzo de Zavala
- Historical locations and symbols that represent Texas and America including the Alamo, the American and Texas flags, the Liberty Bell, and the Star-Spangled Banner.
- Changes in how government works including the role of kings as rulers over their people who have limited choices and how people in America and Texas choose leaders.
- Cultural contributions, locations, and holidays in history including:
 - key people like Scott Joplin and Selena.
 - Important places like the Gault site and San Antonio missions.
 - Important holidays like Las Posadas and Juneteenth.
 - Influences on present day like corn as a food staple as used by Native Americans
- Maps and globes show where people lived and how the geographical features of the regions influenced what they ate, how they traded, and how they lived.

Grade 3 prehistory to 500

- Teaching geography through ancient civilizations and **empires** like continents and oceans and people thrived near rivers and oceans
- Teaching trade through ancient civilizations and empires like Silk Road **traded** silk and spices for supply and demand
- Most ancient civilizations had **leaders that gave people no choice**.
- Ancient civilizations that influenced US and TX like **Greece and Rome and Ancient Israel**
- Contributions to culture that influenced US and TX

- Regional settlement, **trade**, and culture like Mayans
- Contributions to our culture today like **corn, the staple of Mexican food**, astronomy, and ideas

- ★ Texas native groups like Clovis whose artifacts are found at the Gault Site in central Texas.
- ★ Geography determined location of settlements and types of buildings like Jumanos used adobe, **Caddo** ancestors used wood and grass.
- ★ use and conservation of **buffalo**.

Grade 4 500-1500

- Expansion of **trade**
- Kings acted as **absolute rulers**, knights, castles, the **Magna Carta gave people rights**.
- The Renaissance rebirthed ideas of Ancient **Greece and Rome**.
- simple comparative government
- The **Scientific Revolution** brought innovation that made exploration and **world wide trade** possible

- Maya built cities, temples, and traded
- Aztec had **slaves**, **conquered** and ruled central Mexico
- Inca connected cities in mountains with roads
- Today, **we have cultural celebrations** like day of the dead, knowledge about astronomy, and **foods from them**
- Texans today come from these peoples

- ★ The **Caddo** ancestors who gave us the word Texas, meaning “friend” lived in East Texas and traded with other tribes.
- ★ The **Apache** were nomads of the Plains.
- ★ The Karankawa fished and lived along the **Gulf Coast**.

Grade 5 1500-1800

- The Protestant Reformation led to the American colonies
- The Age of Exploration led to the American colonies.
- Columbian Exchange for **trade**.
- Trade expanded including **slave trade**.
- The Renaissance was a **cultural rebirth**
- The **Enlightenment** built on **Magna Carta and Ancient Greece and Rome**
- simple comparative government

- British, **French**, and **Spanish exploration** on the east coast
- The Spanish Empire and **conquistadors** impact on native peoples
- Plymouth, Jamestown, and early colonies
- **Indian Relations**
- Problems with England like taxing
- Influences on American liberty including religion, **ancient Greece and Rome**, **Enlightenment**, and **Magna Carta**
- Declaration of **Independence**
- **American Revolution**
- The Constitution

- ★ The **Spanish empire** came to Texas
- ★ Spanish explorers like de Piñeda map Texas
- ★ Spanish **missions** and Catholicism
- ★ Da Vaca and **Indian relations on Gulf Coast**.
- ★ The influence of Coronado
- ★ The influence of French explorers
- ★ Problems with the Spanish independence foreshadow **freedom movements**

Grade 6 1800-1900 with Texas Focus

- America and Western ideas influenced **freedom movements around the world**
- The Age of Imperialism
- The Birth of **Communism where people had no rights**.
- simple, comparative government

- Early presidents and foreign challenges
- Westward growth
- End of slavery in US
- Civil War in US
- Reconstruction in US and the influence of the **Enlightenment on the expansion of equality**
- **Inventions, industrialization** in US and free enterprise
- Native Americans in US including problems and buffalo
- Gilded Age in US

- ★ reasons for Texas colonies
- ★ **Mexican independence**
- ★ conflict with **Mexico**
- ★ Influences on Texas liberty including religion, ancient **Greece and Rome**, **Enlightenment**, and **American Revolution**
- ★ **Texas Declaration of Independence**
- ★ **Texas Revolution**
- ★ Westward growth in Texas Annexation of Texas
- ★ **Slavery in Texas**
- ★ Civil War in Texas
- ★ Reconstruction in Texas and **expansion of equality**
- ★ **Industrialization** in Texas
- ★ **Native Americans in Texas**
- ★ **Hispanic influence in Texas**
- ★ **Railroads, Cattle Drives, Vaqueros, Cowboys in Texas**
- ★ **immigrant influence on culture in Texas**
- ★ **Native Americans problems in Texas**

Grade 7 1900-2000 with Texas Focus

- tactics used by **communist** regimes
- expansion of **communism** world wide
- establishment of new **free nations** after WW2 because of **Enlightenment** principles and some that had **absolute rulers** with simple comparative government
- post 9/11 world

- life changing reforms, resource conservation
- **inventions and innovations** as part of **free enterprise**
- World War 1
- **communism** in US
- Roaring Twenties
- Great Depression, New Deal, Dust Bowl
- World War 2 including growth of **industry**
- **Cold War and Iron Curtain**
- **Cultural Rebirth** in the 1950's
- Economic Rebirth in the 1950's with **free enterprise principles**
- Korea, Vietnam, China
- Civil Rights for all
- 9/11
- **global trade** because of technology

- ★ Spindletop
- ★ World War 1 and Texas
- ★ Great Depression, New Deal, Dust Bowl in Texas
- ★ World War 2 in Texas
- ★ **Mexican migration due to Mexican Revolution** and WW2 with **new culture and food**
- ★ Cold War in Texas including Space Race, NASA, and **Vietnamese migration**
- ★ Civil Rights as part of **Enlightenment** including Jordan, Huerta, **AIM**
- ★ The Texas **Economic Miracle** because of **free enterprise**
- ★ Texas today

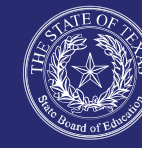
★ Grade 8 ★ TEXAS CAPSTONE

- ★ Native Texans
- ★ **Geography of Texas**
- ★ **Trade of Texas**
- ★ **Enlightenment influences**
- ★ Spanish Texas
- ★ **Causes of Age of Exploration**
- ★ **Age of Trade**
- ★ **Meso American civilizations and Texas impacted by Spanish Empire**
- ★ **How Spanish Came to Texas**
- ★ **Ranching**
- ★ **relations with colonies, missions like Alamo**
- ★ **Problems with Spanish Empire (conflict, size, wars)**
- ★ Texas Colonies
- ★ **Enlightenment and American Revolution**
- ★ **Enlightenment**
- ★ **Reconstruction with Texas including independence, no conflict**
- ★ **Conflict with Mexico**
- ★ Texas Revolution
- ★ **Davy Crockett and heroes from America**
- ★ **Reconstruction, Texas Identity**
- ★ **Reconstruction, Texas Identity**
- ★ **Battles and Outcome**
- ★ Republic of Texas
- ★ **Reconstruction, Texas Identity**
- ★ **slavery in Texas**
- ★ **early settlers and government**
- ★ **Reconstruction, Texas Identity**
- ★ **reasons for statehood**
- ★ **Texas as a state and federalism**
- ★ Civil War
- ★ **underground railroad in Texas**
- ★ **battles in Texas**
- ★ Juneteenth
- ★ Reconstruction
- ★ **Reconstruction, Texas Identity**
- ★ **Reconstruction, Texas Identity**
- ★ **The Texas Identity Expands**
- ★ **immigrants in addition to Hispanic that bring new culture**
- ★ **cowboy code compared to knights**
- ★ **challenges Native Texans mirror those of Native Americans**
- ★ The Texas Century
- ★ Galveston Hurricane
- ★ Spindletop Oil Boom **free enterprise and global impact**
- ★ Texas in World War I
- ★ Great Depression in Texas and Dust Bowl
- ★ Texas in World War II fighting for **Enlightenment**
- ★ Texas in the Cold War
- ★ Hector P. Garcia and Barbara Jordan fulfilling **Enlightenment**
- ★ NASA Johnson Space Center and Space Race and **science discovery**
- ★ Growth of cities
- ★ Immigration from Mexico and culture
- ★ **Global Trade**
- ★ diverse Texas music, art, and culture shaping Texas identity

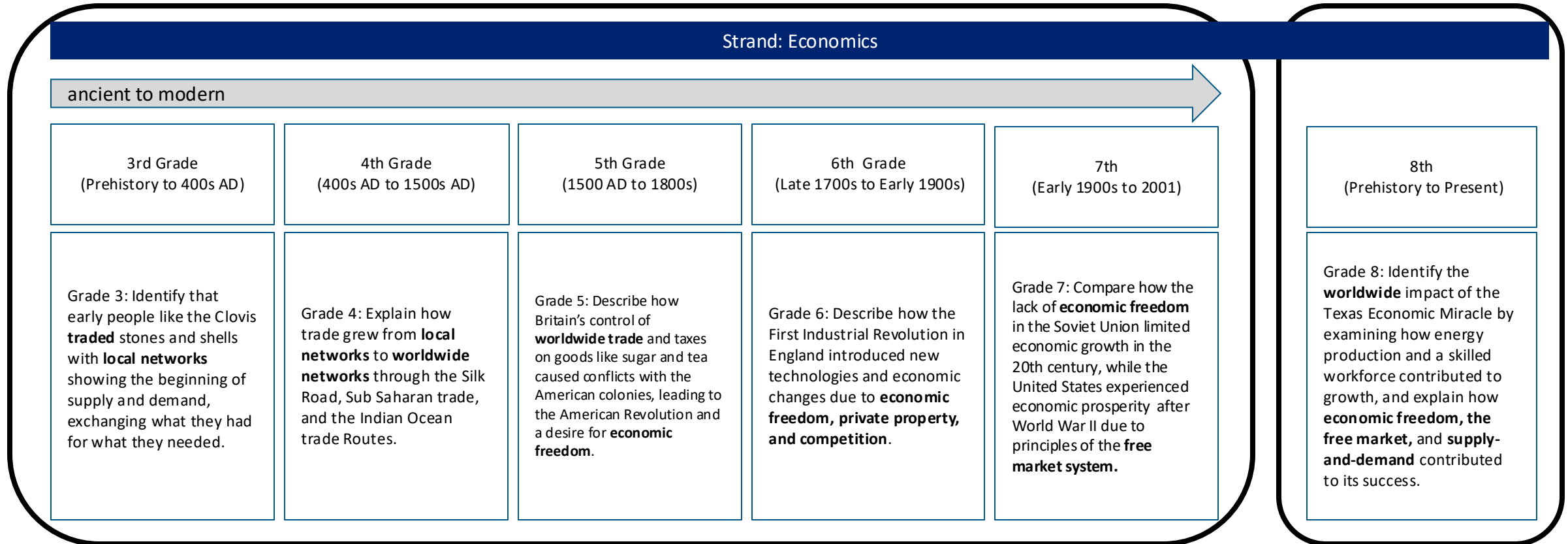
POTENTIAL KEY TOPICS IN THE ARC OF HISTORY

*** This graphic is meant to be illustrative.

Course Sequence Option 3 (3x5x1) illustrative example of student expectations under the *Strand of Economics*



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Layered content builds knowledge of concepts in economics with contextual examples over time in human history, including growth of trade, supply and demand, and how free markets lead to more prosperity for the most people over time.

Course Sequence Option D Additional Detail



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Kindergarten: Local, State, Nation - Community Helpers

This proposed Kindergarten course focuses on students' local community through the stories of hardworking people who serve others. Students learn about community helpers like police officers, firefighters, and local leaders, discover important figures from local history, and explore how government services and various jobs contribute to a thriving community. The course covers why their community was established and how geography shaped its development, while instilling civic duty, individual responsibility, and pride in local interests. Students develop an appreciation for the people and institutions that make their community strong.

History: Identify key people in your local history and explain how they helped your local community.

Government and Civics: Explain how the government supports our local community. Identify the authority figures that make decisions. Examples of civic virtue, ways that individuals can practice civic virtue.

Economics: Explain what jobs people do to contribute to their community.

Geography and Culture: How did we form this community? Why did we form this community here?

1st - Local, State, Nation - Changemakers

This proposed first grade social studies course introduces students to innovators, inventors, and leaders who built America through hard work and determination. Students learn about free enterprise and discover how people meet their needs and wants. They explore stories of inventors who created products we use today and reformers who solved problems through strong leadership and moral character. Students examine how people adapt to and improve their environment while learning about different places' unique characters. The course instills appreciation for American innovation, individual achievement, entrepreneurship, and personal responsibility to create positive change.

History: Who invented and innovated? How did we get the products we use? Explore stories of historical figures that shaped and changed the country.

Government and Civics: People who made a difference and solved problems. Leaders, reformers, etc. Leaders that practiced civic virtue

Economics - Free enterprise, meeting needs and wants, money

Geography and Culture: Explain how people change their environment and adapt to the environment. Character of place.

2nd - Local, State, Nation - American Experiment in Self Government

This second-grade social studies course introduces students to America's founding principles through the stories of founding fathers such as George Washington, Thomas Jefferson, as well as our founding documents. Students learn about constitutional government structures, voting, representation, and how laws protect individual rights and freedoms. They explore the free enterprise system of consumers and producers and understand how property rights enable economic opportunity. The course examines how geography shaped settlement patterns, city development, and how natural resources impacted economic growth. Students discover connections between location and historical events, learning why certain places became important in American history. This course instills respect for constitutional government, individual liberty, property rights, and the founders' wisdom in creating self-governance based on timeless principles.

History: founding fathers like Jefferson, Washington; founding documents

Government and Civics: Structures of our constitutional republic and who holds authority; how and why do we have rules and laws; voting and representation; rights and freedoms

Economics: Consumers and producers, the importance of private property rights

Geography and Culture: Connection between history and geography - where did people settle, how have cities/important locations been created? Natural resources and impact on economic/human development

3rd - Texas History

This proposed third grade course explores Texas history from American Indian tribes through major events shaping the state today. Students learn about Texas's founding fathers and independence movement, drawing parallels to America's fight for liberty and self-governance. They study Texas geography and regional characteristics, understanding how physical features influenced settlement and economic development. The course covers Texas state government and civic responsibilities while examining how local history connects to broader state developments. Students explore Texas's role in U.S. history and discover how Texas independence echoed American founding principles of individual liberty, limited government, and self-determination. This course instills pride in Texas heritage, appreciation for early settlers' courage, respect for constitutional principles, and understanding of how geography and character shaped the Lone Star State.

History: Full scope of Texas history, from American Indians to major events in Texas history up to today focusing on major events in state history and the Impact of local history; the development and role of the state of Texas; comparison to Texas and American revolutions Texas in U.S. history (refer back to 2nd grade with founding of U.S. and government)

Government and Civics: State Government.

Geography and Culture: regions of Texas, impact of physical geographic features

Economics: Stories of Texas business pioneers, major Texas industries (cattle, oil, cotton), Republic of Texas currency

Course Sequence Option D Additional Detail



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4th Grade: Foundations of Constitutional Democracy

This proposed fourth grade course traces constitutional democracy from ancient Greece and Rome through America's founding and expansion of liberty. Students explore how religious traditions, philosophical ideas, and documents like the Magna Carta influenced the transition from monarchy to constitutional government based on rule of law in Europe. They study the American Revolution, Constitution, and early presidents who established limited government, individual rights, and religious freedom. The course covers America's journey toward fulfilling its founding promise of equality through eliminating slavery, women's suffrage, and civil rights, demonstrating how constitutional principles enabled expansion of liberty and democratic participation. This course instills appreciation for contributions to freedom, constitutional government, religious liberty, and America's ongoing effort to extend liberty while adapting founding principles to meet the needs of all citizens.

History:

- Ancient Greece and Rome
- American Revolution and the Age of Revolutions
- Religious freedom and pluralism
- Early presidents
- Expansion of popular sovereignty
- Elimination of slavery
- Women's vote
- Brown v Board and desegregation
- Civil Rights Movement

Government and Civics: Influence of religion in European governments from Monarchy to Constitutional Democracy, Magna Carta, Rule of Law, U.S. Constitution and introduction to principles of government

Geography and Culture: Settlement patterns, geographic spread of ideas, regional differences

Economics: Economic causes of the American Revolution, role of free enterprise in sustaining democracy

5th Grade: World History

This proposed fifth grade survey course traces human civilization from ancient empires through the modern era. Students explore early civilizations, the development of democratic ideas, and unification achievements of Han China and Rome. They study world religions, feudalism's transition to nation building and eventually representative government, and civilizations of the Americas. The course covers the Renaissance, Enlightenment, and Scientific Revolution that advanced knowledge and liberty, plus trade networks, exploration, and revolutionary movements. Students examine the Industrial Revolution and free enterprise system that brought prosperity, the World Wars, and the Cold War that demonstrated dangers of totalitarian regimes and resilience of democratic societies. This course instills appreciation for human achievement, democratic principles, religious freedom, scientific advancement, and the ongoing struggle between liberty and oppression throughout history.

History:

- Early civilizations to Ancient empires
- Seeds of Democracy
- Unification of Cultures - Han China, Rome
- Growth of World Religions
- Disintegration of Empires and feudal society
- The Americas
- Renaissance, Enlightenment, Scientific Revolution
- Trade networks and age of Exploration
- Revolutions
- Industrial Revolution and Free Enterprise
- World Wars & Cold War (atrocities of Communist regimes)

Government and Civics: Comparison of different government systems, development of concepts like citizenship, representation and rule of law as well as civic participation in various government systems, spread of ideas

Geography and Culture: Influence of geography on early settlements and access to resources, Trade routes and cultural exchange, trade corridors and barriers

Economics: Transition from barter to currency system, comparison of command and market economies, economic motivations for colonization and exploration

6th grade World Cultures

This proposed sixth grade course examines contemporary world cultures through cultural geography, exploring how physical environment, history, and human interactions shape societies across major world regions. Students study Europe, Asia, Africa, Latin America, and the Middle East, analyzing how geographic factors influence cultural development, economic systems, and governmental structures. The course integrates historical context to understand current cultural patterns, examines various forms of government and civic participation, and explores how different economic systems meet human needs in various environments. Students investigate cultural traditions, religions, languages, and social customs while developing geographic skills and understanding human-environment interaction. They examine how technology and migration create cultural change and connections between regions. This course develops cultural awareness, geographic literacy, and critical thinking skills.

History: How historical events shape current cultural identities, impact of migrations, conquest and trade

Government and Civics: comparison of governmental systems, citizenship in different societies, human rights perspectives across cultures

Geography and Culture: Influence of geography on cultural practices, cultural regions and their defining characteristics, language families and distribution patterns, religious geography

Economics: How geography influences economics, traditional and modern economic systems, impact of natural resources

7th Grade: Texas History and United States History Part I

This proposed seventh grade course examines Texas history within the broader context of American development from pre-colonization through Reconstruction and the Texas Constitution of 1876. Students explore how Texas's unique journey from Spanish colony to independent republic to U.S. state paralleled and influenced national developments. Students connect Texas events to broader American themes including constitutional principles, westward expansion, economic development, and struggles over slavery and states' rights. They analyze primary sources from Texas and national leaders to understand principles of liberty, self-governance, and individual responsibility. Students examine contributions of Tejanos, Anglo settlers, and African Americans who shaped Texas and American society. The course emphasizes how Texas's experiences with independence, constitutional government, and frontier challenges both reflected and influenced broader American democratic institutions and founding ideals of equality and justice.

History: Native American tribes of Texas and North America, exploration and colonization, American and Texas revolutions, U.S. Constitution, Republic of Texas, Westward expansion, sectionalism, civil war and reconstruction

Government and Civics: colonial government systems, Texas and US Constitutions, Constitutional principles, Republic of Texas government, citizenship and rights

Geography and Culture: Texas and US geographic regions, settlement patterns, geographic factors in conflicts, environmental adaptations

Economics: agricultural systems, financial challenges, labor systems, industrial development

8th Grade: Texas History and United States History Part II

This proposed eighth grade course examines Texas and American history from the Texas Constitution of 1876 to the present, exploring how both grew into modern economic and political powers. Students study industrial development, agricultural expansion, and technological innovation that transformed Texas into a major economic force within a growing nation. The course covers westward expansion, Progressive Era reforms, both World Wars, the Great Depression, Cold War challenges, and contemporary developments. Students analyze how constitutional principles guided the nation through growth and crisis, examining expansion of democratic participation and individual rights. They explore Texas's contributions to national development including energy production, space exploration, technology innovation, and military leadership. Students develop analytical skills through primary source examination and gain appreciation for the sacrifice, innovation, and determination that built modern Texas and America.

History: Gilded Age and industrial expansion, Progressive era reforms and Texas progressives, World War I and homefront in Texas, 1920s cultural changes, Great Depression and New Deal programs in Texas, World War II, Cold War Era (and Texas aerospace industry), Civil Rights Movement, Modern Texas, Recent presidents from Texas

Government and Civics: Constitutional amendments, federal v. state power, Texas state government

Geography and Culture: Westward migration and settlement patterns, cultural movements, urbanization

Economics: Cattle and Ranching industries, oil discovery, entrepreneurship in Texas, Great Depression impact

Course Sequence Option E Additional Detail



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Background: The story of America and Texas is a story of liberty, freedom, and opportunity. From the first settlers who sought religious and political freedom to the brave patriots who fought in the Revolutionary War and for Texas Independence, Americans have always understood that freedom is rare, precious, and worth defending. These principles form the foundation of our state and nation, serving as guideposts for educating the next generation. President Donald J. Trump signed the Executive Order establishing the America 250 Commission, calling for every generation to learn and celebrate the 250th anniversary of American independence. The order emphasizes the importance of teaching children the blessings of liberty, the responsibilities of citizenship, and the courage of those who secured freedom for future generations. This framework embodies that vision, presenting a chronological, K–8 curriculum that centers on America’s history, Texas history, and then principles that make our nation unique. America has been described in the Founding Documents as “the noblest experiment in self-government the world has ever known.” From the Declaration of Independence, which proclaims that “all men are created equal” and are endowed with “unalienable Rights...among these are Life, Liberty, and the pursuit of Happiness,” to the Constitution, which establishes a constitutional republic designed to protect these rights, the nation’s founders laid the groundwork for a society where individuals can pursue their dreams, create, and innovate in freedom.

Three Enduring Pillars

Liberty

The ability to live without undue restraint, guided by laws that protect natural rights.

Freedom

The right to think, speak, and act according to conscience, faith, and reason.

Opportunity

The ability for every individual to work, create, and succeed based on merit and effort.

Instructional Overview of the Framework

Throughout the K–8 grades, students will explore America’s journey, from the Revolutionary War and the founding of the Republic to the growth of Texas and modern achievements, all while understanding the value of free enterprise, resistance to tyranny, and the role of a constitutional republic. They will engage with Founding Documents, historical narratives, primary sources, and critical thinking that develop their understanding of history, civics, and the principles of freedom. By cultivating an appreciation for America as a noble experiment, this framework ensures that students not only learn history but also internalize the responsibilities and privileges of freedom, preparing them to be informed, patriotic, and virtuous citizens.

Course Sequence Option E Additional Detail



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Kindergarten – My Family, My Country, My Freedom

Purpose: Introduce children to America's symbols, simple ideas of freedom, and the joy of opportunity.

Patriotism: Pledge of Allegiance, U.S. and Texas flags, national songs.

Western Civilization: Stories of courage and initiative (Washington as a child).

World History: God's creation, early peoples.

Founding Documents: "We the People" — rules to help everyone.

Economic Freedom: Working together and sharing resources in simple classroom activities.

Freedom vs. Tyranny: Simple contrasts: following rules fairly vs. unfair control.

Old Testament: Creation (Genesis 1).

New Testament: Jesus welcomes children (Matthew 19:14).

Introduce basic maps: locate U.S., Texas, and continents.

Project: Create a personal "Freedom Collage" with words or pictures of what freedom means

Additional: Discuss simple cause-and-effect: helping others vs. selfishness.

Grade 1 – Communities and Citizenship

Purpose: Children learn that Americans believe in equality, freedom, and helping one another — just as written in the Declaration of Independence.

Patriotism: Local heroes, first responders, and signers of the Declaration of Independence

Western Civilization: Ancient stories of service.

World History: Early Bible lands.

Founding Documents: Declaration of Independence — "All men are created equal."

Science & Technology: Wheels, farming.

Old Testament: Joseph in Egypt (Genesis 41).

New Testament: Good Samaritan (Luke 10).

Timelines: arrange historical events in chronological order.

Project: create a project map of historical figures and describe their contributions related to freedom.

Additional: Review simplified excerpts from the Declaration of Independence. Compare local community rules and school rules and perceptions of everyone being equal

Grade 2 – Early America and Texas

Purpose: Students see how Pilgrims and early settlers came for faith and freedom, laying the foundation for America's independence.

Patriotism: Pilgrims, Native Americans, early settlers.

Western Civilization: Exploration and discovery.

World History: Age of Exploration.

Founding Documents: Bill of Rights — freedoms of worship, speech, and press.

Economic Freedom: Trading and early colonial markets as examples of entrepreneurship.

Freedom vs. Tyranny: Pilgrims fleeing oppressive governments.

Old Testament: Ten Commandments (Exodus 20).

New Testament: Sermon on the Mount (Matthew 5).

Discuss basic historical debates: "Why would you have moved to America?"

Project: Timeline of early Texas settlements and colonial life.

Additional: Analyze why Pilgrims and early settlers sought religious and political freedom. Compare early colonial laws with current U.S. and Texas laws.

Grade 3 – Colonial Foundations

Purpose: Students see how liberty, faith, and free enterprise shaped the colonies and prepared America for independence.

Patriotism: Colonial heroes, civic pride.

Western Civilization: Greece & Rome — law, civic virtue.

World History: Israel's kingdom, Rome.

Founding Documents: Mayflower Compact, colonial charters.

Economic Freedom: Early colonial trade and crafts as examples of free enterprise.

Freedom vs. Tyranny: King's unfair taxes and limits on colonies — a lesson in resisting oppression.

Old Testament: David and Goliath (1 Samuel 17).

New Testament: Parable of the Talents (Matthew 25).

Maps: Introduce maps showing colonial expansion.

Project: Write a short argument from a colonist's perspective on taxation. Additional: Compare colonial charters specifically the Mayflower Compact vs. Virginia Charter — discuss rights granted. Examine trade and economy: why colonists wanted economic freedom.

Grade 4 – The Road to Independence: U.S. and Texas

Purpose: Students study the U.S. Revolutionary War and the Texas Revolution as the ultimate defense of liberty, opportunity, and freedom.

Patriotism: Revolution leaders Washington, Adams, Franklin, Stephen F. Austin, Sam Houston, William B. Travis, Davy Crockett

Western Civilization: Magna Carta, English Bill of Rights. Spanish and Mexican influence on Texas.

World History: Reformation and defense of conscience.

Founding Documents: U.S. and Texas Declaration of Independence.

Economic Freedom: Colonists' protests against unfair taxes show the value of economic liberty. Texas settlers' quest for economic opportunity

Freedom vs. Tyranny: Britain as an example of government overreach. Mexico's dictatorship restricting land ownership and religious freedom.

Old Testament: Moses leading Israel to freedom (Exodus). Joshua's courage in battle (Joshua 6) as a model for fighting for liberty.

New Testament: Lessons on courage, responsibility, and stewardship of liberty (Matthew 25:14-30, Parable of the Talents)

Primary sources: U.S. and Tx Declaration of Independence excerpts.

Project: Compare U.S. vs Texas Revolution in desire for freedom

Additional: Compare British governance vs. colonial governance. Compare Mexico governance with list of grievances from Founding Fathers of Texas

Grade 5 – Building the Republic

Purpose: Students explore how the Constitution created a constitutional republic of liberty, free markets, and opportunity, contrasting it with oppressive regimes.

Patriotism: Constitution, Bill of Rights, Texas Revolution.

Western Civilization: Enlightenment ideas.

World History: European revolutions.

Founding Documents: U.S. Constitution, Federalist Papers, Texas Constitution (1836).

Economic Freedom: Private property, trade, entrepreneurship.

Freedom vs. Tyranny: Communism and centralized control vs. America's constitutional republic and The Republic of Texas

Old Testament: Micah 6:8

Economic systems: discuss free market vs. oppressive centralized control.

Project: Write a persuasive essay defending the U.S. Constitution, Bill of Rights, or Texas Constitution

Additional: Examine U.S. Constitution and Texas Constitution excerpts; identify checks and balances. Compare U.S. constitutional republic and Texas Constitutional Republic with monarchies and dictatorships.

Course Sequence Option E Additional Detail



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Grade 6 – Expansion and Growth

Purpose: Students see how the U.S. expanded freedom and opportunity westward, reinforcing the principles of a constitutional republic.

Patriotism: Westward pioneers, Texas independence.

Western Civilization: Christian influence on law and liberty.

World History: Industrial Revolution.

Founding Documents: Washington's Farewell Address, Monroe Doctrine.

Economic Freedom: Railroads, entrepreneurship, industrial innovation.

Freedom vs. Tyranny: Slavery and early lessons in resisting tyranny.

Old Testament: Joshua leading Israelites.

Maps: Analyze westward expansion maps; discuss economic opportunities vs. challenges.

Project: Create a cause-and-effect diagram of westward expansion on freedom and Economy.

Additional: Analyze Texas Declaration of Independence. Compare Texas Republic governance with U.S. governance. Introduce primary sources: treaties, land grants, pioneer letters.

Grade 7 – Modern America and Texas

Purpose: Students examine how America and Texas defended liberty and free enterprise globally, particularly against communist and totalitarian regimes, as a constitutional republic.

Patriotism: WWI, WWII, Cold War.

Western Civilization: Liberty vs. tyranny in the 20th century.

World History: World Wars, rise of constitutional republics.

Founding Documents: Gettysburg Address, 19th Amendment, Texas Constitution (1876).

Economic Freedom: Modern capitalism, innovation, and entrepreneurship.

Freedom vs. Tyranny: Communism and totalitarian regimes contrasted with U.S. constitutional republic and Texas constitutional republic

Old Testament: Daniel in Babylon (Daniel 6)..

Introduce historical argumentation: defend U.S. constitutional republic values with evidence.

Project: Research and present a debate on the benefits of economic freedom vs. centralized control.

Additional: Analyze U.S. and Texas role in global conflicts: WWI, WWII, Cold War. Compare constitutional republic principles with communist and totalitarian regimes

8th Grade – Texas History: Independence, Liberty, and Freedom

Purpose: Students study the story of Texas — its fight for independence, growth as a republic and state, and contributions to American liberty and prosperity. Lessons emphasize that freedom and economic opportunity are worth defending.

Patriotism: Early explorers and settlers (Álvarez de Pineda, Cabeza de Vaca). Texas Revolution heroes (Sam Houston, Stephen F. Austin, Davy Crockett). Texas joining the United States, contributions to national liberty. Modern Texas pride: defense of freedom, innovation, and service.

Western Civilization: European influences on law, governance, and culture in Texas. Spanish missions and Mexican governance as historical context.

World History: Connections to global events influencing Texas: Mexican independence, European colonization, trade. Six Flags Over Texas: Spain, France, Mexico, Republic of Texas, Confederacy, United States — showing Texas' history of governance, freedom, and cultural influences.

Founding Documents: Texas Declaration of Independence (1836). Texas Constitution (1836, 1845, 1876). U.S. Constitution and Bill of Rights: guiding principles for statehood and citizen freedoms.

Science & Technology: Farming innovations, cattle drives, railroads, oil discovery (Spindletop, 1901). Modern Texas contributions: energy, aerospace, technology.

Economic Freedom: Cattle drives and ranching as examples of entrepreneurship. Oil and industry development fostering Texan and American prosperity. Trade and commerce as tools of liberty and self-sufficiency.

Freedom vs. Tyranny: Texas independence from Mexico as resisting oppression. Lessons from dictatorships and centralized control contrasted with Texas constitutional republic.

Old Testament: Joshua's leadership and settlement of the Promised Land as a model for courage and nation-building. Judges' leadership (Judges 2–16) illustrating moral accountability in governance.

New Testament: Paul's guidance on responsibility and community (Romans 13:1–7). Teachings on stewardship and prosperity (Matthew 25:14–30, Parable of the Talents).

Project: Research a Texas Revolution figure and write an evidence-based argument about their contribution to liberty.

Maps: track Texas growth, statehood, and economic hubs over time

Additional: Analyze Six Flags over Texas: compare laws, governance, and freedoms under each nation. Examine Texas Declaration of Independence and Constitution excerpts. Compare Texas economic development: ranching, railroads, oil — cause and effect on prosperity.

- Additional Survey & Focus Group Data



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Survey Results

- 76% of 399 respondents indicated that the history and development of Western Civilization should be included in the Social Studies TEKS.
- Respondents indicated the **grade levels** in which the majority of instruction on the following **founding documents** should occur:
 - Declaration of Independence: 3rd – 12th grades
 - The United States Constitution: 3rd – 12th grades
 - Martin Luther King's speech "I Have a Dream": Kinder – 12th grades
 - Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants": 6th – 12th grades
- The majority of respondents indicated that the following **statutorily required content** should be included in the following **strand titles**:
 - American Patriotism: Government
 - Free Enterprise System: Economics
 - Knowledge of Civics: Government
 - Negative Impacts of Communist Ideologies and Regimes: History, Government, and Economics
 - Religious Literature: Culture

Focus Group Results

Open ended feedback from the participants included suggestions on placement of content and primary sources required by statute into the Social Studies TEKS:

- Identify the **resources that align most closely to the approved strands** and then add them directly into the TEKS as part of the process.
- Include these within the context of the TEKS and organize them in a way that **places them historically where they best fit**, however, some like Constitution could be revisited overtime over different grade levels.
- The TEKS would have to be completely revised under new frameworks so that they can be woven into existing or new standards.
- Through the **chronological approach**, the world history of government will show the development and decisions of how that impacted the creation of founding documents of the US.
- I believe that they needed to be added in a way that **aligns most closely with what is appropriate and supports the student** in broadening their understanding, and helps them cement their understanding, along with thinking critically.