

ATTACHMENT I  
Text of Proposed New 19 TAC

**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**

**Subchapter A. Elementary**

**§113.1. Social Studies, Kindergarten, Adopted 2026.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
- (1) In Kindergarten, students begin their study of social studies by learning about themselves as members of communities and developing an early understanding of citizenship, patriotism, and civic responsibility. Through stories, symbols, and everyday experiences, students explore rules, roles, and traditions that help communities function and foster respect for others. Students use maps, globes, images, and oral storytelling to build foundational geographic, historical, and economic understanding while practicing respectful participation and listening skills.
- (A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice respectful discussion, and identify the Constitution as an important national rule that protects freedoms. Students recognize community helpers and public servants, learn how people honor service, and develop an understanding of patriotism through national and state symbols, pledges, songs, and stories. Through these experiences, students begin to see themselves as citizens who show respect, responsibility, and pride in their community, state, and country.
- (B) Students explore history, geography, and culture through stories of American Indians, early explorers, and early American communities. They learn about the Iroquois, Cherokee, and Comanche by examining stories, homes, foods, artifacts, and regions using maps and images. Students hear stories of exploration, the Plymouth Colony, the first Thanksgiving, and important historical figures such as George Washington. These studies help students understand how people lived in different places, how geography influenced daily life, and how cooperation and leadership shaped early communities.
- (C) The course introduces foundational economic and geographic concepts by helping students distinguish between wants and needs, goods and services, and individual ownership. Students use maps and globes to identify continents, oceans, and important locations, describe relative location, and understand where they live in relation to other places. The year concludes with stories of innovation and leadership, highlighting individuals whose ideas and service contributed to the growth of America and Texas. Throughout Kindergarten, students build essential social studies vocabulary and skills that prepare them for deeper historical, civic, and geographic study in later grades.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong

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

- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
  - (A) History (World, United States, and Texas), coded with H;
  - (B) Government and Civics, coded with G/Civ;
  - (C) Geography and Culture, coded with Geo/C;
  - (D) Economics, coded with E; and
  - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
  - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
  - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
  - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
  - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
  - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
  - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
  - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
  - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
  - (I) TEC, §29.907--Celebrate Freedom Week;
  - (J) TEC, §29.9071--Texas Military Heroes Day; and
  - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects

identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) We the People: Rules in the Community. The student understands the role of rules. The student is expected to:
- (A) define community as a group of people who live and work together (Geo/C, S);
  - (B) identify the terms community, city, state, and country (Geo/C);
  - (C) explain the purpose for having rules at home, school, and in the community (G/Civ, S);
  - (D) demonstrate respectful listening and responding during classroom discussions (S); and
  - (E) identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms for Americans (G/Civ, S).
- (2) American Citizenship. The student understands honoring public service. The student is expected to:
- (A) identify police officers, firefighters, military members, veterans, and elected officials as community helpers (G/Civ, S);
  - (B) describe how police officers, firefighters, military members, veterans, and elected officials help people in the community (G/Civ, S);
  - (C) explain why community helpers are important to the community (G/Civ, S); and
  - (D) recognize ways people honor community helpers, including saying thank you, celebrating holidays, or showing respect for uniforms, symbols, and service (G/Civ, S).
- (3) American Citizenship. The student understands examples of patriotism. The student is expected to:
- (A) identify the American flag as a national symbol of freedom of independence (H, G/Civ, S);
  - (B) recite the Pledge of Allegiance, practicing good citizenship behavior (H, G/Civ, S);
  - (C) explain that reciting the Pledge of Allegiance shows pride and is an example of being a good citizen; (G/Civ); and
  - (D) use voting as a method for decision making and recognize that voting is a responsibility of American citizenship (G/Civ).
- (4) American Citizenship. The student knows symbols of patriotism. The student is expected to:
- (A) retell, with adult assistance, the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end (H, S);

- (B) identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and
  - (C) recognize "The National Anthem" when played aloud and practice good citizenship behaviors while listening (H, G/Civ, S).
- (5) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas pride. The student is expected to:
  - (A) identify the Texas flag as a symbol of Texas pride (H, G/Civ, S);
  - (B) recite the Texas Pledge of Allegiance, practicing good citizenship behavior (H, G/Civ, S);
  - (C) explain that reciting the Texas Pledge of Allegiance shows pride and is an example of being a good citizen; and
  - (D) recognize the state song "Texas, Our Texas" when played aloud and practice good citizenship behaviors while listening (G/Civ, S).
- (6) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:
  - (A) identify, with adult assistance, and sort pictures of goods and services (E, G/Civ, S);
  - (B) identify, with adult assistance, and sort pictures of wants and needs (E, G/Civ, S);
  - (C) describe individual ownership using the words mine and yours (E, G/Civ, S); and
  - (D) describe how people choose what to buy or use (E, G/Civ, S).
- (7) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:
  - (A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (Geo/C, H, S);
  - (B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (Geo/C, H, S);
  - (C) identify the buffalo in pictures as food hunted by the Comanche (Geo/C, H, S);
  - (D) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (Geo/C, H, S);
  - (E) identify, with adult assistance, where on a map, the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (Geo/C, H, S);
  - (F) recognize trading as giving something to get something in return (E, Geo/C, H, S); and
  - (G) identify artifacts of the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).
- (8) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:
  - (A) locate on a map and define a continent as a large piece of land on earth (Geo/C, S);
  - (B) identify North America as the continent that we live on (Geo/C, S);
  - (C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and
  - (D) describe relative location using the spatial terms near and far (Geo/C, S).
- (9) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:

- (A) retell, with adult assistance using pictures and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);
  - (B) recite the names of Christopher Columbus' ships, including La Niña, La Pinta, and La Santa Maria (H, Geo/C, S);
  - (C) retell, with adult assistance using pictures and a map, the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and
  - (D) retell, with adult assistance using pictures and a map, the story of Coronado who went in search of gold in the Americas (H, Geo/C, S).
- (10) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);
  - (B) explain that the Pilgrims were people from England who came to America seeking religious and political freedom and worked together to build a community (H, G/Civ, Geo/C, S); and
  - (C) explain that the Mayflower Compact was an agreement to work together, choose fair leaders, and follow rules for the good of the community (H, G/Civ, Geo/C, S).
- (11) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S).
- (12) The Plymouth Colony. The student knows the story of the first Thanksgiving. The student is expected to:
- (A) describe Squanto as a Wampanoag Indian leader who helped the Pilgrims learn to grow food and survive in a new place (H, Geo/C, S);
  - (B) describe Massasoit as a Wampanoag Indian who worked with the Pilgrims to make peace and share food during the Thanksgiving story (H, Geo/C, S); and
  - (C) retell, with adult assistance using pictures, the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God (H, Geo/C, S).
- (13) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:
- (A) identify, with adult assistance, an image of George Washington in primary sources (S);
  - (B) locate North America and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S);
  - (C) retell, with adult assistance using a timeline, stories of George Washington, including his life as a responsible and respectful child, a General in the military, and the first President of the United States (H, G/Civ, S);
  - (D) explain, with adult assistance, why George Washington is called the Father of Our Country (H, G/Civ, S);
  - (E) locate on a map, with adult assistance, North America, United States, and Washington, DC (Geo/C, S); and
  - (F) identify Washington, D.C. as the capital of the United States, named after George Washington, where the current president lives and works (Geo/C, S).
- (14) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:

- (A) retell, with adult assistance using pictures and a map, a story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions. (H, Geo/C, S);
  - (B) retell, with adult assistance using pictures and a map, a story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas (H, Geo/C, S); and
  - (C) retell, with adult assistance using pictures and a map, a story about Sam Houston that describes his leadership role in Texas independence from Mexico (H, Geo/C, S).
- (15) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:
- (A) retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as a leader, inventor, and helper of his community (H, G/Civ, S); and
  - (B) retell, with adult assistance using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).

**§113.2. Social Studies, Grade 1, Adopted 2026.**

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

(1) In Grade 1, students study Texas and American history through stories, symbols, and important events that highlight freedom, unity, work, and fairness. Students explore how communities, governments, and economies function and how people in the past worked together to shape Texas and the United States. Using maps, songs, symbols, timelines, and storytelling, students develop foundational civic, geographic, historical, and economic understanding while building respect for shared traditions and democratic values.

- (A) Students examine symbols, traditions, and civic ideals that represent freedom and unity in Texas and the United States. They study Texas symbols such as the Lone Star, the Texas flag, and state songs, as well as national symbols, including the American flag, Independence Hall, and the Liberty Bell. Students explore the meaning of liberty through the Declaration of Independence and learn how holidays such as Independence Day, Veterans Day, Memorial Day, Juneteenth, and Martin Luther King, Jr. Day honor freedom, service, and equality. Through these studies, students connect patriotic symbols and celebrations to shared civic values.
- (B) Students investigate key historical events, people, and communities that shaped Texas and the nation. They learn about Thanksgiving stories in both Texas and early America, Pilgrim life and self-government, and cooperation between American Indians and settlers. Students study Texas settlement and independence through stories of the Comanche, missions, Stephen F. Austin, William B. Travis, and the Texas Declaration of Independence. They also explore the American Revolution, the Civil War, and the Civil Rights Movement by examining the roles of leaders such as Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr., and other individuals who worked to expand liberty, justice, and equality. Maps, timelines, and storytelling help students understand place, sequence, and historical change.
- (C) The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources such as oil contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical

thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
  - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
  - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
  - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
  - (A) History (World, United States, and Texas), coded with H;
  - (B) Government and Civics, coded with G/Civ;
  - (C) Geography and Culture, coded with Geo/C;
  - (D) Economics, coded with E; and
  - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
  - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
  - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
  - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
  - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
  - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
  - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
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- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:
- (A) identify the Texas flag with the Lone Star (H, G/Civ, Geo/C, S);
  - (B) explain that the Lone Star is a symbol of Texas freedom because it represents unity (H, G/Civ, Geo/C, S); and
  - (C) recognize the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S).
- (2) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:
- (A) identify that farmers are considered producers because they grow crops (G/Civ, E);
  - (B) identify that people in the community are considered consumers when they buy food from the grocery store (G/Civ, E);
  - (C) explain how people in the community trade goods and services (G/Civ, E);
  - (D) explain why people have jobs (G/Civ, E, S);
  - (E) describe how working helps individuals and the community (G/Civ, E, S);
  - (F) identify jobs at the community, city, state, and national levels (G/Civ, Geo/C, S);
  - (G) describe ways people work by making products or providing services (G/Civ, E, S); and
  - (H) describe ways people work as business owners or employees (G/Civ, E, S).

- (3) Thanksgiving. The student understands the story of Thanksgiving in El Paso. The student is expected to:
- (A) locate on a map, with adult assistance, North America, the state of Texas, El Paso, Texas, and the Rio Grande River (Geo/C, S);
  - (B) describe, with adult assistance, the locations of El Paso and the Rio Grande River using cardinal directions north, south, east, and west on a map (Geo/C, S); and
  - (C) retell, with adult assistance, the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598 after safely crossing the desert (H, Geo/C, S).
- (4) Thanksgiving. The student understands the story of Thanksgiving. The student is expected to:
- (A) locate on a map, with adult assistance, Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S);
  - (B) explain that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking freedom to follow their religion (G/Civ, Geo/C, S);
  - (C) recognize Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);
  - (D) summarize using pictures, with adult assistance, the story of the first Thanksgiving, including that the Pilgrims came to America seeking political and religious freedom and gave thanks to God (H, Geo/C, S);
  - (E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and
  - (F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).
- (5) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:
- (A) identify the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S);
  - (B) explain how Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S);
  - (C) explain that a meeting house was a place where people prayed, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);
  - (D) use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and
  - (E) recognize that the way we govern ourselves today is based on how the Pilgrims made rules and decisions together long ago (H, G/Civ, S).
- (6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:
- (A) describe the Comanche as a nomadic tribe, meaning a group of people who traveled to find food and water instead of staying in one place (H, Geo/C, S);
  - (B) describe how the use of horses helped the nomadic Comanche to migrate and hunt buffalo (H, Geo/C, S);
  - (C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet (Geo/C, S); and
  - (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).

- (7) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. The student is expected to:
- (A) locate on a map, with adult assistance, North America, Boston, Massachusetts, and Philadelphia, Pennsylvania on a map (Geo/C, S);
  - (B) retell, with adult assistance, the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);
  - (C) describe the roles that Paul Revere and Sybil Ludington played in alerting the colonists that the British army was coming (H, G/Civ, S);
  - (D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);
  - (E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S);
  - (F) recite the phrase "Life, Liberty, and the pursuit of Happiness" as an important phrase in American history (H, G/Civ, S); and
  - (G) explain that Boston was where the Boston Tea Party occurred and that Philadelphia is where the signing of the Declaration of Independence occurred (H, G/Civ).
- (8) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. The student is expected to:
- (A) explain the meaning of the stars and stripes on the American flag (H, Geo/C, S);
  - (B) recognize "America the Beautiful" when played aloud (H, Geo/C, S);
  - (C) explain how "America the Beautiful" was originally written as a poem by Katherine Lee Bates who was inspired by the natural beauty found in the geography of the United States (H, Geo/C, S);
  - (D) explain that Independence Hall in Philadelphia, Pennsylvania, is a building where Americans met to make important decisions, including the signing of the Declaration of Independence in 1776, declaring American independence from British rule (H, G/Civ, Geo/C, S); and
  - (E) explain that the Liberty Bell rang to call people together to hear the first public reading of the Declaration of Independence in Philadelphia, Pennsylvania in 1776 (H, G/Civ, Geo/C, S).
- (9) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. The student is expected to:
- (A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th (H, G/Civ, Geo/C, S); and
  - (B) identify Veterans Day and Memorial Day as holidays that honor members of the military who have served to defend American freedom (H, Geo/C, S).
- (10) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. The student is expected to:
- (A) define missions as church communities built long ago to teach Christianity and help American Indians (H, Geo/C, S);
  - (B) explain that the missions brought the Spanish and American Indians into a shared community, resulting in a blending of cultures (H, Geo/C, S); and

- (C) retell the story of Antonio de Olivares and the mission that became the Alamo (H, Geo/C, S).
- (11) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:
- (A) retell, with adult assistance, the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);
- (B) retell, with adult assistance, the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);
- (C) retell, with adult assistance, the story of William B. Travis, including his role as a commander at the Alamo who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and
- (D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).
- (12) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:
- (A) recognize slavery as the unfair treatment of someone based on race resulting in enslavement (H, S);
- (B) describe how the country was divided over different views of slavery which led to the Civil War (H, S);
- (C) retell, with adult assistance, stories of Abraham Lincoln using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
- (D) identify Abraham Lincoln as the president who worked to end slavery and protect liberty in America (H, G/Civ, S);
- (E) locate Washington, DC, on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and
- (F) explain that the Lincoln Memorial in Washington, DC, is a landmark that honors Abraham Lincoln and has served as a backdrop for many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).
- (13) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to:
- (A) identify June 19th as Juneteenth on the calendar (H, Geo/C, S); and
- (B) explain that Juneteenth is a holiday that celebrates when enslaved people in Texas learned they were free (H, Geo/C, S).
- (14) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:
- (A) identify oil as a valuable natural resource that is found deep in the ground (Geo/C, E, S);
- (B) explain that the discovery of oil in Texas led to new towns, transportation, and products (H, E, S);
- (C) describe Patillo Higgins as an oil explorer who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S);
- (D) describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with land and oil projects, showing courage and skill (H, E, S); and

- (E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).
- (15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:
- (A) define segregation as keeping people apart from each other because of the color of their skin (G/Civ, Geo/C);
- (B) retell, with adult assistance, stories of Martin Luther King, Jr. using sequential terms, including his life as a preacher and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S);
- (C) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);
- (D) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);
- (E) identify the Martin Luther King, Jr. Memorial in pictures (H, Geo/C, S); and
- (F) explain that the Martin Luther King, Jr. Memorial is a place that honors Martin Luther King, Jr. and his work for equality. (H, Geo/C, S).
- (16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:
- (A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S);
- (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and
- (C) describe Ruby Bridges as a young student who helped bring equality to education in the United States, including the state of Texas (H, G/Civ, S).

### **§113.3. Social Studies, Grade 2, Adopted 2026.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
- (1) In Grade 2, students learn about people, places, and events that helped shape America and Texas by exploring stories from long ago through maps, timelines, and historical examples. Students study how early civilizations lived, how communities made rules, and how people worked together to seek freedom, safety, and opportunity. Through age-appropriate stories and symbols, students build an understanding of geography, citizenship, and history while making connections between the past and their lives today.
- (A) Students begin by learning about the world and early civilizations to understand that people have lived in many places for a long time. They identify the continents and oceans and explore how early groups met their needs by farming, trading, building communities, and creating rules. Students learn about ancient peoples such as the Clovis, Hebrews, Greeks, Romans, and African civilizations, focusing on how their ideas, tools, and laws helped shape later societies. These early examples introduce students to important ideas such as leadership, fairness, and cooperation.
- (B) Students explore the fight for freedom and the growth of American democracy through stories of the American Revolution and the early nation. They learn why colonists wanted independence, what liberty means, and how people worked together to create a new country. Students study important individuals from the Revolutionary era and learn how

the Constitution and Bill of Rights protect freedoms and require everyone to follow the same laws. They also learn about the War of 1812 and how shared symbols and stories helped strengthen American identity.

- (C) The course emphasizes Texas history and growth by examining how people settled the land, built communities, and worked toward independence. Students learn about Spanish missions, the Texas Revolution, and the leaders and groups who helped Texas become independent. They explore why people came to Texas seeking opportunity and how different groups contributed to farming, ranching, trade, and community life. The year concludes with a study of the Civil War and the struggle for freedom and equality, helping students understand how the past continues to shape Texas and the United States today.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
  - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
  - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
  - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
  - (A) History (World, United States, and Texas), coded with H;
  - (B) Government and Civics, coded with G/Civ;
  - (C) Geography and Culture, coded with Geo/C;
  - (D) Economics, coded with E; and
  - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
  - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
  - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
  - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
  - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
  - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
  - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
  - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
  - (I) TEC, §29.907--Celebrate Freedom Week;
  - (J) TEC, §29.9071--Texas Military Heroes Day; and
  - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Ancient Civilizations: People and Places that Influenced America and Texas. The student knows the continents and oceans of the world. The student is expected to:
    - (A) label on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and
    - (B) explain that people have lived in many parts of the world for a long time (H, Geo/C, S).
  - (2) Ancient Civilizations: People and Places That Influenced America and Texas. The student understands stories about early civilizations and their characteristics. The student is expected to:
    - (A) explain characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture, and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);

- (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
  - (C) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);
  - (D) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);
  - (E) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);
  - (F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
  - (G) identify Ancient African civilizations as people who developed trade networks connecting regions, engineered stone cities without mortar, and advanced written communications with hieroglyphics (H, G/Civ, Geo/C, E, S).
- (3) American Heroes in the War for Independence. The student knows the locations of the original thirteen colonies. The student is expected to:
- (A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and
  - (B) locate the original thirteen colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).
- (4) American Heroes in the War for Independence. The student understands the reasons for the American Revolution. The student is expected to:
- (A) define American Revolution as the war in which Americans fought the British for independence (H, G/Civ, Geo/C, S);
  - (B) locate America, the Atlantic Ocean, and Great Britain on a map (Geo/C, S);
  - (C) explain the reasons for the American Revolution, also known as the War for Independence, including taxation without representation and a desire for liberty (H, E, S); and
  - (D) explain that taxation without representation meant people were required to pay taxes to the king of Great Britain but did not get a say in making the rules (H, E, S).
- (5) American Heroes in the War for Independence. The student understands stories about the American Revolution. The student is expected to:
- (A) explain the importance of Patrick Henry's famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S);
  - (B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolution (H, G/Civ, Geo/C, S);
  - (C) explain that Martha Washington helped injured American soldiers in the American Revolution (H, G/Civ, Geo/C, S);
  - (D) identify George Washington as the leader and General of the American Army (H, G/Civ, S);
  - (E) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolution (H, G/Civ, Geo/C, S); and

- (F) explain that General George Washington and the American soldiers won the Battle of Yorktown, which was the final victory in the war for Independence from Britain (H, G/Civ, Geo/C, S).
- (6) The Rule of Law. The student understands the concept of rule of law and its connection to the United State Constitution. The student is expected to:
- (A) explain how leaders are chosen by the people at the national, state, and local levels (G/Civ);
- (B) explain that rule of law means everyone must follow the same rules to keep society fair and safe (G/Civ);
- (C) identify the Constitution as the highest law in the United States (G/Civ);
- (D) define amendment as a change in a written document (S); and
- (E) explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S).
- (7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:
- (A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britan, which strengthened American identity (H, G/Civ, Geo/C, S);
- (B) retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem (H, G/Civ, Geo/C, S); and
- (C) retell the story of Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S).
- (8) People and Events that Made Texas. The student understands stories about people and events of the Texas Revolution. The student is expected to:
- (A) explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, Geo/C, G/Civ, S);
- (B) describe how people in the mission grew crops, raised animals, traded goods, and shared religion (H, G/Civ, Geo/C, S);
- (C) explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);
- (D) explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, at Washington-on-the-Brazos (H, G/Civ);
- (E) explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico allowing the formation of the Republic of Texas (H, G/Civ, S);
- (F) explain that the battle of Goliad was a pivotal battle that served as a rallying cry for Texian soldiers (H, G/Civ, Geo/C);
- (G) explain that the phrase "Remember Goliad!" motivated Texian resolve for the final battle at San Jacinto (H, G/Civ, Geo/C, S);
- (H) explain the role of James Bowie in the Texas Revolution as a leader in the Alamo who showed courage to defend the mission (H, G/Civ, Geo/C, S);
- (I) explain the role of David Crockett in the Texas Revolution as a frontiersman who fought bravely in the Alamo (H, G/Civ, Geo/C, S);

- (J) explain that the Battle of San Jacinto in the Texas Revolution was the final victory that gave Texas its independence from Mexico (H, G/Civ, Geo/C, S);
- (K) explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto (H, G/Civ, Geo/C, S);
- (L) explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence (H, G/Civ, Geo/C, S);
- (M) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);
- (N) explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and
- (O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence (H, G/Civ, Geo/C, S).
- (9) People and Events that Made Texas. The student understands symbols that represent the Texas Revolution. The student is expected to identify the Alamo as a symbol of courage and sacrifice in Texas (H, G/Civ, Geo/C, S).
- (10) Texas as a Land of Opportunity. The student understands that people came to Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:
  - (A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);
  - (B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);
  - (C) retell the story of how German and Czech settlers established farming communities that contributed to local economies and regional development in what would become the Hill Country of Texas (H, Geo/C, E, S);
  - (D) retell the story of how Irish settlers in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow (H, Geo/C, E, S);
  - (E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);
  - (F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and
  - (G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).
- (11) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a responsibility of American citizenship (H, G/Civ).
- (12) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:
  - (A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);
  - (B) define the Union states as northern states who opposed slavery (H, G/Civ, Geo/C, S);
  - (C) define the Confederacy as southern states who wanted to keep slavery as a right (H, G/Civ, Geo/C, E, S);
  - (D) identify, with adult assistance, the Northern Union states and the Southern Confederate states on a map (H, G/Civ, Geo/C, S);

- (E) explain that slavery took away people's freedom and slaves were treated as property instead of human beings (H, G/Civ, E, S);
- (F) explain that the Civil War happened because some states wanted to keep slavery under states' rights, while others wanted it to end (H, G/Civ, E, S);
- (G) explain Abraham Lincoln was the president who worked to end slavery (H, G/Civ, S);
- (H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);
- (I) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);
- (J) locate, with adult assistance, Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);
- (K) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);
- (L) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);
- (M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);
- (N) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
- (O) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

**§113.4. Social Studies, Grade 3, Adopted 2026.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
  - (1) In Grade 3, students study the development of early civilizations and their lasting influence on Western civilization, the United States, and Texas. Students examine how geography, natural resources, and human innovation shaped the ways people lived, worked, governed, and interacted over time. Through the study of ancient river valley civilizations, early American and Texas cultures, and the civilizations of Israel, Greece, and Rome, students develop an understanding of how ideas, beliefs, and systems from the past continue to affect life in America and Texas today.
    - (A) Students analyze the movement of people and the development of societies from hunting and gathering to farming and trade. They explore how access to land and water influenced settlement patterns, how scarcity led to trade, and how cultural and technological contributions such as writing systems, architecture, calendars, laws, and forms of government supported growing civilizations. Students compare different systems of leadership and government, including unlimited and limited forms of power, and examine early ideas of citizenship, democracy, and the rule of law.
    - (B) Students also study the histories and cultures of early peoples in Texas, including how geography influenced where communities formed, how natural resources were used to meet basic needs, and how trade and leadership systems supported cooperation and survival. The course emphasizes the use of maps, artifacts, and primary sources to understand the past and make connections across time and place.
    - (C) Throughout Grade 3, students connect ancient civilizations to modern America and Texas by identifying shared ideas, values, and structures. These connections help students understand the foundations of laws, government, cultural traditions, and civic

responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
  - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
  - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
  - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
  - (A) History (World, United States, and Texas), coded with H;
  - (B) Government and Civics, coded with G/Civ;
  - (C) Geography and Culture, coded with Geo/C;
  - (D) Economics, coded with E; and
  - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
  - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
  - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
  - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
  - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
  - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
- (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (I) TEC, §29.907--Celebrate Freedom Week;
- (J) TEC, §29.9071--Texas Military Heroes Day; and
- (K) TEC, §29.9072--Holocaust Remembrance Week.

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

(c) Knowledge and skills.

- (1) River Valley Civilizations and Connections to America and Texas. The student understands the River Valley civilizations and their connections to America and Texas. The student is expected to:
  - (A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris-Euphrates River on a map (Geo/C, S);
  - (B) describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);
  - (C) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);
  - (D) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);
  - (E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures which resulted in expanded trade opportunities (H, E);
  - (F) explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages (H, Geo/C);
  - (G) compare ancient Egyptians pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and

- (H) compare the difference between systems of government, including the ancient Egyptian pharaohs who held unlimited political and religious power and the limited government of the United States in which power comes from the people (H, G/Civ).
- (2) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:
- (A) locate Mesoamerica on a map (Geo/C, S);
- (B) identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);
- (C) describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);
- (D) explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);
- (E) explain how plains, river valleys, and water sources influenced the movement of the Clovis culture across North America and areas that are now part of Texas (H, Geo/C);
- (F) describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);
- (G) locate the Poverty Point civilization on a map and describe the civilization as an early culture of people that traveled along the Ohio and Mississippi rivers (H, Geo/C, E, S);
- (H) explain how artifacts such as copper and seashells found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);
- (I) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and
- (J) identify Mayan civilization contributions, including the building of temples for religion and community life, the development of writing to record history, the study of astronomy to create calendars, and the use of the mathematical concept of zero to help with counting (H, Geo/C).
- (3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:
- (A) locate and label on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);
- (B) locate the Gault Site in Williamson County on a map and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);
- (C) explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and
- (D) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).
- (4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:
- (A) identify early civilizations, including Caddo, Karankawa, Coahuiltecan, and Ancestral Pueblo, in what would become Texas (H, Geo/C);

- (B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);
  - (C) explain how early civilizations farmed corn, beans, and squash in fertile river valleys; hunted buffalo and deer on the plains; used coastal resources, including fish and alligators for food; and gathered plants, including cactus roots (H, Geo/C);
  - (D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);
  - (E) describe the practice of slavery through captive-taking among early American civilizations in Texas and explain that captives taken during conflict were sometimes forced to work or live under the control of others (H, Geo/C);
  - (F) identify how people used trade to solve the problems of resource scarcity (H, Geo/C, E);
  - (G) compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and
  - (H) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).
- (5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem, on a map (H, Geo/C, S);
  - (B) explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);
  - (C) describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);
  - (D) explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);
  - (E) identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);
  - (F) describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and
  - (G) describe Moses as a historical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas (H, Geo/C).
- (6) Ancient Greece and Connections to America and Texas. The student understands important ancient Greek historical events and contributions to Western Civilization, America, and Texas. The student is expected to:
- (A) locate Greece and Greek city-states Athens and Sparta on a map (Geo/C, S);
  - (B) describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);
  - (C) explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today (H, Geo/C);
  - (D) identify the influence of the Greek alphabet on the English alphabet (H, Geo/C);

- (E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);
  - (F) describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world and daily life (H, Geo/C);
  - (G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);
  - (H) compare the Library of Alexandria named for Alexander the Great as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);
  - (I) explain how citizens in ancient Greece made decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);
  - (J) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);
  - (K) describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and
  - (L) explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).
- (7) Ancient Rome and Connections to America and Texas. The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate what constituted the Roman Empire on a map (H, Geo/C, S);
  - (B) compare the stories of the founding of Rome by Romulus with the founding of the Roman Republic by Brutus and explain what these stories teach about leadership and government (H, G/Civ, Geo/C);
  - (C) explain how ideas from Ancient Rome, including written laws and representative government, influenced the United States Constitution (H, G/Civ);
  - (D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership (H, G/Civ, Geo/C);
  - (E) explain how Julius Caesar and Augustus expanded the Roman Republic into an empire and identify lasting Roman influences on America and Texas, including the naming of the months of July and August (H, G/Civ, Geo/C);
  - (F) identify Roman architectural features of columns and domes that appear in government buildings, including the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol (H, Geo/C);
  - (G) explain the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);
  - (H) identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and
  - (I) explain that the Western Roman Empire weakened because emperors were spending more money than they had causing instability and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).

- (8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:
- (A) identify Jesus of Nazareth as the central figure in Christianity and describe how his teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);
  - (B) identify that Christianity began among Jewish communities living under Roman rule and that they faced persecution for not following Roman rules (H, Geo/C);
  - (C) describe how Christian beliefs such as valuing every individual, doing what is right, and showing compassion for others helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);
  - (D) identify that the Roman Road was a literal pathway for the spread of Christianity as a religion (H, Geo/C); and
  - (E) explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C).

**§113.5. Social Studies, Grade 4, Adopted 2026.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
  - (1) In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in Asia, Europe, and the Americas developed and how their ideas, systems, and innovations shaped Western civilization, the United States, and Texas. Students examine the role of geography, trade, belief systems, and leadership in the growth of societies and analyze how interactions among regions led to the exchange of goods, knowledge, and cultural traditions.
    - (A) Students explore major civilizations and historical developments in Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.
    - (B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.
    - (C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.
  - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
    - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
  - (A) History (World, United States, and Texas), coded with H;
  - (B) Government and Civics, coded with G/Civ;
  - (C) Geography and Culture, coded with Geo/C;
  - (D) Economics, coded with E; and
  - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
  - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
  - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
  - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
  - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
  - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
  - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
  - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for grades 4 and higher);
  - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
  - (I) TEC, §29.907--Celebrate Freedom Week;
  - (J) TEC, §29.9071--Texas Military Heroes Day; and

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

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

(c) Knowledge and skills.

- (1) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions to Western civilization in the Early Middle Ages. The student is expected to:
- (A) locate the Alps and Pyrenes mountains, the Sahara and Arabian Deserts, Israel, the Baltic and North Seas, the Danube River, Germany, Spain, Portugal, and the United Kingdom on a map (H, Geo/C, S);
  - (B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages (H, Geo/C);
  - (C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem (H, Geo/C, E);
  - (D) identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and
  - (E) explain how monks preserved ancient texts during the Middle Ages by copying them by hand (H, Geo/C).
- (2) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:
- (A) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe (H, G/Civ, Geo/C);
  - (B) identify the Norse people and explain their influence on Europe through Viking exploration and raids (H, G/Civ, Geo/C);
  - (C) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas (H, Geo/C);
  - (D) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus (H, Geo/C);
  - (E) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe (H, G/Civ, Geo/C);

- (F) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others (H, Geo/C);
  - (G) identify English common law as a system where judges reference earlier decisions, called precedents, to help make fair and consistent rulings in medieval England (H, G/Civ, Geo/C);
  - (H) explain how English common law influenced American and Texas law by establishing the rule of law, the idea that laws apply to everyone, and protections for individual rights. (H, G/Civ, Geo/C);
  - (I) use voting as a method for group decision making and explain that voting is an individual responsibility in America and Texas today (G/Civ);
  - (J) explain that the Magna Carta, created in 1215 in England, was the first document that limited the power of the king and protected certain rights in medieval England (H, G/Civ, Geo/C);
  - (K) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution (H, G/Civ, Geo/C); and
  - (L) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas (H, Geo/C).
- (3) People in the Americas and Texas. The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:
- (A) locate the Americas, Andes Mountains, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, Rio Grande River, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea on a map (H, Geo/C, S);
  - (B) explain that physical geography, including rivers, plains, coastlines, and mountains, impacted settlement and trade in the Americas and Texas (H, Geo/C, E);
  - (C) describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);
  - (D) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);
  - (E) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor, terrace farming as an agricultural innovation, and road networks for communication and regional trade (H, G/Civ, Geo/C, E);
  - (F) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);
  - (G) compare the mit'a system of labor as a similar social structure to communism, which includes no private property, money, or free markets (H, G/Civ, Geo/C, E, S);
  - (H) identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and
  - (I) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).

- (4) People in the Americas and Texas. The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:
- (A) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);
  - (B) identify Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);
  - (C) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);
  - (D) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);
  - (E) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived (H, Geo/C, S);
  - (F) identify characteristics of Jumano settlements as villages built with adobe and locate the rock art site at Paint Rock (H, Geo/C);
  - (G) identify that the Jumano played a significant role in regional trade networks by exchanging goods with Pueblo and Caddo people across Texas and the Southwest (H, Geo/C, E);
  - (H) locate the Plains of Texas on a map and identify this region as where the Apache lived (H, Geo/C, S);
  - (I) explain that the Apache participated in seasonal movement patterns, including traveling to hunt buffalo and moving in response to the availability of scarce resources (H, Geo/C);
  - (J) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, hunting buffalo, and the use of buffalo jumps to obtain food and materials (H, Geo/C);
  - (K) identify how the Apache interacted with other peoples through conflict, including fighting other tribes to control access to scarce resources on the Plains of Texas (H, Geo/C);
  - (L) identify Apache participation in trade networks, including exchanges that reached the Rio Grande region (H, Geo/C, E);
  - (M) identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools (H, Geo/C);
  - (N) identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi (H, Geo/C); and
  - (O) compare the differences between natural resources in east and west Texas and the effect on American Indian tribes (H, Geo/C).
- (5) The Renaissance and Connections to America and Texas. The student understands important contributions to Western civilization from the Renaissance. The student is expected to:
- (A) locate the Italian states of Florence, Genoa, and Venice on a map (H, Geo/C, S);
  - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);
  - (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);

- (D) explain that Leonardo da Vinci was described as a "Renaissance man" because he was an artist, scientist, and inventor that inspired others (H, G/Civ, Geo/C);
  - (E) explain that the term "Renaissance Man" was used to describe American founders Benjamin Franklin and Thomas Jefferson and that the term is still used today (H, G/Civ, Geo/C); and
  - (F) explain that wealthy patrons, including the Medici family, played a crucial role in developing traditions of private investment and sponsorship that helped shape modern banking systems and contributed to the development of free enterprise in the economic systems of the United States and Texas (H, G/Civ, Geo/C, E).
- (6) Columbus and the Beginning of Exploration. The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:
- (A) identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);
  - (B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);
  - (C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);
  - (D) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);
  - (E) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);
  - (F) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);
  - (G) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
  - (H) describe Columbus' alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);
  - (I) identify Columbus Day as a holiday that commemorates his voyages (H, G/Civ, Geo/C); and
  - (J) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer (H, Geo/C).

**§113.6. Social Studies, Grade 5, Adopted 2026.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
  - (1) In Grade 5, the learning is vertically aligned to content in Kindergarten-Grade 4, building upon important ideas in more complex and meaningful ways. Students study major global, American, and Texas developments from the Reformation through the founding of the United States to understand how ideas, events, and systems shaped the political, economic, and civic foundations of America and Texas. Students examine how challenges to authority, scientific discovery, religious beliefs, economic change, and the exchange of ideas influenced individual rights, self-government, and the pursuit of freedom. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

- (A) Students explore the Protestant Reformation, the Scientific Revolution, and the Enlightenment to understand how questioning religious and political authority led to new ideas about natural rights, limited government, consent of the governed, and economic freedom. They analyze how technological and scientific innovations supported economic growth and helped spread ideas that influenced American colonists and the founders of the United States and Texas.
- (B) Students investigate European exploration and colonization in the Americas, including the establishment of New Spain and the British colonies. They examine how geography shaped settlement patterns, regional economies, and trade, as well as how interactions among peoples involved cooperation, conflict, cultural exchange, and the development of labor systems, including indentured servitude and slavery.
- (C) Students study the growth of self-government in colonial America, including representative institutions, written agreements, religious freedom, reform movements, and English legal traditions. They examine the causes, major events, and key individuals of the American Revolution and analyze how colonial resistance to British political and economic policies led to independence. Students explore how the ideas expressed in the Declaration of Independence reflected Enlightenment principles and shaped American beliefs about equality and individual rights.
- (D) Students conclude the course by examining the challenges faced by the new nation and the creation of the United States Constitution. They analyze the weaknesses of early government, the compromises made to form a stronger union, and the principles embedded in the Constitution, including separation of powers, checks and balances, federalism, and the protection of individual rights through the Bill of Rights. Throughout Grade 5, students use maps, timelines, primary sources, and historical evidence to analyze cause-and-effect relationships, compare perspectives, and connect historical developments to the foundations of American and Texas government, law, economy, and civic responsibility.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections

across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

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

(c) Knowledge and skills.

- (1) Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas. The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:
  - (A) identify Martin Luther as the leader of the Protestant Reformation (H, G/Civ, Geo/C);
  - (B) explain how the Protestant Reformation, an idea that later influenced American colonists to challenge unfair rule and demand greater freedom, encouraged people to question religious and political authority (H, G/Civ, Geo/C);
  - (C) explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);
  - (D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);
  - (E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);
  - (F) explain John Locke's idea that people are born with natural rights known as inalienable rights, including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government (H, G/Civ);
  - (G) explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and
  - (H) explain how Adam Smith's idea of economic freedom, including how people making choices about buying, selling, and working, helped foster capitalism in America and Texas (H, Geo/C, E).
- (2) Exploration and Early Settlements in America. The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:
  - (A) identify the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);
  - (B) identify Juan Ponce De Leon as a Spanish conquistador who explored Florida in search of more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
  - (C) identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Montezuma (H, G/Civ, Geo/C);
  - (D) explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);
  - (E) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);
  - (F) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);
  - (G) explain the founding of New Spain, including the establishment of Mexico City as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);
  - (H) locate New Spain on a map and explain that Spanish control extended into present day Texas (H, G/Civ, Geo/C, S);

- (I) describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system (H, G/Civ, Geo/C, E);
  - (J) explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C);
  - (K) explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta and El Paso del Norte (H, G/Civ, Geo/C);
  - (L) create a map to demonstrate and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);
  - (M) explain that the practice of slavery occurred in the British, Spanish, Portuguese, and French empires (H, G/Civ, Geo/C, E);
  - (N) locate on a map the transatlantic slave trade route and explain the roles of European traders and African tribal leaders in the capture and sale of Africans into slavery contributing to the origins transatlantic slave trade, including the Middle Passage (H, G/Civ, Geo/C, E, S);
  - (O) describe the inhumane treatment endured by enslaved Africans during transport and enslavement (H, Geo/C);
  - (P) explain that most enslaved Africans were taken to South America and the Caribbean to support the production of cash crops (H, Geo/C, E);
  - (Q) explain that the American colonies were the smallest participants in the system of slavery compared to other regions in the Americas (H, Geo/C, E);
  - (R) identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);
  - (S) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America (H, Geo/C, E); and
  - (T) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).
- (3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:
- (A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);
  - (B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);
  - (C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);
  - (D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);
  - (E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity (H, G/Civ, Geo/C);
  - (F) explain the effects of Spanish Catholic missions and presidios on Texas settlement and trade in San Antonio de Bexar (H, G/Civ, Geo/C, E);
  - (G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);

- (H) explain the Spanish contributions to the Americas, including vaquero culture and the religious tradition of Las Posadas (H, G/Civ, Geo/C, E);
  - (I) identify that the Comanches (Numunuu) became expert horseman resulting in an expansion in buffalo hunting, raiding, and travel (H, Geo/C); and
  - (J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property (H, G/Civ, Geo/C, E).
- (4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:
- (A) describe the role world trade played in the growth of the Ottoman Empire during and after the Age of Exploration, including the conquest of Constantinople (H, G/Civ, Geo/C, E);
  - (B) explain how exploration of the New World and mercantilism led to the rise of smugglers, pirates, and privateers (H, G/Civ, Geo/C, E);
  - (C) explain how changes among Christians following the Protestant Reformation influenced events in England, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and
  - (D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).
- (5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:
- (A) locate on a map Boston, the City of New York, and Philadelphia (H, Geo/C, S);
  - (B) identify on a map the thirteen colonies (H, Geo/C, S);
  - (C) describe the three regions of the thirteen colonies, including New England with rocky soil and good harbors, the Middle Colonies with broad rivers for trade, and the Southern colonies with fertile soil and long growing crop seasons (H, Geo/C, E, S);
  - (D) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);
  - (E) explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);
  - (F) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);
  - (G) describe the first Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);
  - (H) explain ideas developed at Jamestown and Plymouth, including economic free enterprise and social ideas of private property that contrast with a communist society (H, G/Civ, Geo/C, E);
  - (I) compare the self-government modeled in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting consent of the people (H, G/Civ, Geo/C);
  - (J) explain how religious freedom and John Winthrop's image of a "City Upon a Hill" inspired colonial America's beliefs about community, purpose, and American exceptionalism (H, G/Civ, Geo/C);

- (K) describe religious diversity in the American colonies and locate on a map settlements founded by various religious groups, including Anglicans, Catholics, and Quakers (H, G/Civ, Geo/C, S);
  - (L) compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);
  - (M) compare the use of indentured servitude and slavery as labor systems in the American colonies (H, G/Civ, Geo/C, E); and
  - (N) describe early reform movements in the American colonies, including the beginnings of the anti-slavery movement by the Quakers (H, G/Civ, Geo/C).
- (6) The British Colonies in America. The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:
- (A) define salutary neglect as a British policy of loosely enforcing laws and trade regulations in the American colonies, which allowed colonists greater self-government (H, G/Civ, Geo/C, E);
  - (B) explain the impact of the Great Awakening as a recognition that ordinary people could challenge religious authority that influenced colonists to challenge political authority (H, G/Civ, Geo/C);
  - (C) explain the impact of the Enlightenment, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals helped shape American and Texan beliefs about fair government (H, G/Civ, Geo/C);
  - (D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and
  - (E) describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).
- (7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:
- (A) explain mercantilism as a British economic system that limited colonial trade and production to benefit Great Britain increasing discontent among colonists (H, G/Civ, Geo/C, E);
  - (B) explain that the French and Indian War increased British debt, leading Britain to seek greater control and revenue from the colonies increasing discontent among colonists (H, G/Civ, Geo/C, E);
  - (C) explain the Proclamation of 1763 as a British law that limited colonial expansion west of the Appalachian Mountains increasing discontent among colonists (H, G/Civ, Geo/C, E);
  - (D) explain that the Stamp Act was one of several acts that required colonists to pay taxes on printed materials and led to protests over taxation without representation (H, G/Civ, Geo/C, E);
  - (E) explain the Boston Massacre as political propaganda in opposition to British laws and enforcement during which British soldiers killed colonists, including Crispus Attucks (H, G/Civ, Geo/C);
  - (F) explain that the Tea Act allowed Britain to tax tea and control its sale in the colonies, which angered colonists and led to protests such as the Boston Tea Party (H, G/Civ, Geo/C, E);
  - (G) describe the Boston Tea Party as a colonial protest the Tea Act under British laws and enforcement (H, G/Civ, Geo/C, E);

- (H) identify colonial resistance leader Samuel Adams and the Sons of Liberty (H, G/Civ, Geo/C);
  - (I) identify how the British responded to the resistance with the Intolerable Acts resulting in further uniting colonists against British rule (H, G/Civ, Geo/C, E); and
  - (J) create a timeline of and explain relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S).
- (8) The American Revolution and the Pursuit of Freedom. The student understands events and people of the American Revolution. The student is expected to:
- (A) describe the organization of colonial resistance through writing about ideas and tactics in the Committees of Correspondence and the Continental Congresses (H, G/Civ, Geo/C);
  - (B) explain that Patriots supported independence from Great Britain and Loyalists remained loyal to the British Crown, causing divisions within the colonies (H, G/Civ, Geo/C);
  - (C) explain the importance of the Minutemen at the Battle of Lexington and the colonial militia at the Battle of Concord, including how these Patriots responded quickly to warnings, confronted British troops, and helped begin the American Revolutionary War (H, G/Civ, Geo/C);
  - (D) explain how Thomas Paine's writing "Common Sense" encouraged the colonists to declare independence (H, G/Civ, Geo/C);
  - (E) identify Thomas Jefferson as the primary writer of the Declaration of Independence (H, G/Civ, Geo/C);
  - (F) explain why the Declaration of Independence, signed on July 4, 1776, was significant by identifying the ideas that "all men are created equal" and that people have inalienable rights, including life, liberty, and the pursuit of happiness (H, G/Civ, Geo/C);
  - (G) explain the significance of Abigail Adams by describing how she urged leaders to "remember the ladies" and consider women's rights when forming the new American government (H, G/Civ, Geo/C);
  - (H) explain that fighting at Lexington and Concord marked the first battles between colonial forces and British troops leading the colonies to form the Continental Army under the leadership of George Washington (H, G/Civ, Geo/C);
  - (I) explain how Washington's decision to cross the Delaware River and defeat British forces at Trenton boosted American morale and kept the Continental Army together (H, G/Civ, Geo/C);
  - (J) explain that the American victory at Saratoga showed the colonies could defeat the British and helped gain foreign support from France (H, G/Civ, Geo/C, E);
  - (K) describe how John Paul Jones is considered the founder of the United States Navy because of his leadership in the American Revolution and victories against the British Royal Navy (H, G/Civ, Geo/C);
  - (L) explain how Washington led the Continental Army through a difficult winter at Valley Forge, where the army gained training and discipline despite hardship (H, G/Civ, Geo/C);
  - (M) explain how Prussian General Baron von Steuben trained the Continental Army and improved discipline and effectiveness (H, G/Civ, Geo/C);
  - (N) explain how American and allied forces defeated the British at Yorktown under Washington's command (H, G/Civ, Geo/C);
  - (O) describe how the Marquis de Lafayette supported the Continental Army and helped achieve victory at Yorktown (H, G/Civ, Geo/C);

- (P) describe how James Armistead Lafayette gathered intelligence that helped lead to victory at Yorktown (H, G/Civ, Geo/C);
- (Q) describe how Bernardo de Galvez's supported the American Revolution through Donativos, including cattle from Spanish Texas (H, G/Civ, Geo/C, E); and
- (R) identify the Treaty of Paris of 1783 as the agreement that officially ended the war and recognized American independence (H, G/Civ, Geo/C).
- (9) The United States Constitution and the Age of Washington. The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:

  - (A) analyze the weaknesses of the Articles of Confederation by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);
  - (B) explain the significance of the Northwest Ordinance by describing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);
  - (C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements (H, G/Civ, Geo/C);
  - (D) explain that the Connecticut Compromise created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);
  - (E) explain that the Three-Fifths Compromise and the Slave Trade Compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery (H, G/Civ, Geo/C, E);
  - (F) explain the basic principles of American government found in the U.S. Constitution by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power (H, G/Civ, Geo/C);
  - (G) describe how the Constitution creates separation of power to prevent tyranny (G/Civ);
  - (H) describe the three branches of government, including the executive, judicial, and legislative branches (G/Civ);
  - (I) explain checks and balances among the three branches of government (G/Civ);
  - (J) explain federalism as the sharing of power between national and state governments (G/Civ);
  - (K) compare Federalists and Anti-Federalists perspectives during the ratification debate and explain how their debate was resolved by the addition of the Bill of Rights (H, G/Civ, Geo/C);
  - (L) list the Bill of Rights (G/Civ);
  - (M) explain how the Constitution protects individual rights and freedoms through the Bill of Rights (G/Civ);
  - (N) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
  - (O) use voting as a method of decision making (G/Civ);
  - (P) explain that the Constitution is the supreme law of the land (G/Civ); and
  - (Q) explain how George Washington's Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries (H, G/Civ, Geo/C).