

**State Board of Education
Committee of the Full Board
April 8, 2026**

The State Board of Education Committee of the Full Board met at 9:00 a.m. on Wednesday, April 8, 2026, in Room 2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little; Tiffany Clark; Evelyn Brooks

Participating online:

Absent:

Items were taken up in the following order: 1, Tuesday 4, 2, 3, 4 (public testimony only), and 6. Item 5 was not considered.

DISCUSSION ITEMS

1. Commissioner's Comments

(Board agenda page I-218)

Commissioner Mike Morath briefed the committee on teacher employment, attrition, and hiring, noting that teacher attrition remains higher than before the pandemic, but is lower than the peak in 2022-23. There has been a shift in hiring of new teachers statewide, first toward alt certified and then uncertified. He noted that HB2 provided historic investments to recruit and prepare aspiring teachers, through the Preparing and Retaining Educators through Partnership (PREP) Program Allotment. PREP incentivizes talent system development, supports quality preparation pathways, and addresses uncertified teachers, leading to a future new hire workforce that has substantial, quality preparation, and lower early career turnover.

Commissioner Morath then took questions from the Committee members.

ACTION ITEMS

Tuesday4. Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses (First Reading and Filing Authorization)

(Board agenda page I-76)

The COFB returned to this item, with the following motion on the floor:

MOTION: It was moved by Member Maynard that the Committee of the Full Board recommend that the State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, *as amended*.

The COFB left the item on the floor, as amended for grades K-2.

SEE ATTACHMENT COFB 4

2. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum (Second Reading and Final Adoption)**
(Board agenda page I-219)
Shannon Trejo, Deputy Commissioner, Office of School Programs, briefly presented the item and noted that should the COFB wish, the item could be postponed to the June 2026 meeting without interfering with any school calendars.

MOTION: It was moved by Member Maynard that the Committee of the Full Board recommend that the State Board of Education:
Postpone until the June 2026 meeting the approval for second reading and final adoption of the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

The motion was adopted 10-0.
3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program (Second Reading and Final Adoption)**
(Board agenda page I-223)
Dr. Trejo briefly presented the item and noted that should the COFB wish, the item could be postponed to the June 2026 meeting without interfering with any school calendars.

A member of the public provided testimony.

MOTION: It was moved by Member Francis that the Committee of the Full Board recommend that the State Board of Education:
Postpone the approval for second reading and final adoption of the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program until the June 2026 meeting.

The motion was adopted without objection.
4. **Approval of Required Parental Rights Training for District Trustees**
(Board agenda page I-238)

A member of the public provided testimony, but the item was not discussed by the COFB.
5. **Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members (Second Reading and Final Adoption)**
(Board agenda page I-363)

The item was not taken up by the COFB.

DISCUSSION ITEMS

6. Discussion of Pending Litigation (Board agenda page I-369)

The committee did not discuss pending litigation; therefore, no executive session was held.

Chairman Kinsey announced that the COFB would meet again on Thursday morning no earlier than 11:00 a.m.

The meeting adjourned at 10:25 p.m.

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.~~

(1) In Kindergarten, students begin their study of social studies by learning about themselves as American citizens, and members of a home, family, and classroom, as and members the role of rules in communities and developing an early understanding of citizenship, patriotism, and civic responsibility in a republican self-government. Through stories, symbols, celebrations, and everyday experiences, students explore rules, Texas and national heritage, roles, and traditions, and the contributions of individuals that help communities function and foster respect for others. The concept of chronology is introduced. Students apply geographic concepts using maps, globes, and images, and acquire information from a variety of oral storytelling and visual sources to build foundational geographic, historical, and economic understanding freedom while practicing respectful civic habits that preserve liberty through participation and listening skills.
 (Brooks/Pickren Adopted 6-4)

(A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice individual analysis and evaluation, practice critical thinking as an individual, respectful discussion, and identify the Constitution as the supreme law of the land, an important national rule document that protects freedoms and liberty. 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. (Brooks/Pickren – Divided – red w/o highlight first – adopted w/o; highlighted language 2nd amend Pickren/Hall adopted w/o (as 2nd and primary)

(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 civic virtue under the Constitution; (Hickman/Ellis – conforming to all locations 7-4 ADOPTED) (2nd amend: Pickren/Francis s/o “civic” and insert “Founder’s” conforming 3-9)
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and (Maynard/Little – conforming w/o)
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper. (Hickman/Little – conforming Adopted w/o)
- (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), ~~(h-2)(1)-(3), and (h-3)~~--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - ~~(F) TEC, §28.002(h-2)(1)-(3) and (h-3) -- Knowledge of Civics; (move to (D) – Hickman/Francis (conforming) ADOPTED w/o)~~
 - (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.
- (11) ~~(H)~~ 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-distinguish among~~ the terms community, city, state, and country (Geo/C);
(Hickman/Bell-Metereau) Adopted w/o
 - (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).

- (14) ~~(2)~~ American Citizenship. The student understands honoring public service. The student is expected to:
- (A) identify police officers, firefighters, military members, ~~and veterans; and elected officials~~ as community helpers (G/Civ, S);
 - (B) describe how police officers, firefighters, military members, ~~and veterans; and elected officials~~ help people in the community (G/Civ, S); ~~(A&B – Hickman/Bell-Metereau (withdrawn w/o))~~
 - (C) explain why community helpers are important to the community (G/Civ, S); ~~and~~
 - (D) ~~recognize-identify~~ ways people honor community helpers, ~~including by saying thank you; celebrating holidays; celebrating holidays, including Memorial Day and Veterans Day, or~~ and showing respect for uniforms, symbols, and service (G/Civ, S); ~~and (Little/Pickren w/o)~~
 - (E) 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).
- (10) ~~(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 and~~ independence (H, G/Civ, S); ~~(Hickman/Clark w/o)~~
 - (B) retell, with adult assistance, the story of Betsy Ross as a good citizen who is ~~recognized~~ remembered for making the first American flag using the sequential terms beginning, middle, and end (H, S);
 - (C) ~~(B)~~ recite the Pledge of Allegiance, ~~practicing good citizenship behavior~~ (H, G/Civ, S); ~~(Hickman/Clark Defeated 5-7)~~
 - (C) ~~(B)~~ recite the Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the Flag (H, G/Civ, S); (Hickman/Clark 6-3 Adopted)
 - (D) ~~(C)~~ explain that reciting the Pledge of Allegiance shows pride and is an example of being a good citizen; (G/Civ); and
 - (E) ~~(D)~~ use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship and recognize that voting is a responsibility of American citizenship (G/Civ). (Little/Pickren Adopted w/o)
- (9) ~~(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);~~
 - (A) ~~(B)~~ identify national symbols of freedom and independence, including the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and (Hickman/Clark 5-5 (defeated))
 - (B) ~~(C)~~ recognize “The National Anthem” when played aloud and practice good citizenship behaviors while listening, including standing, if able, and facing the Flag, and hand over your heart, as physically able (H, G/Civ, S). (Hickman/Brooks Adopted as amended 11-0) (2nd Amend: Reveles/Childs “if able” ADOPTED VV (conforming to Pledge above w/o) (New primary – hand over heart – Pickren/Young – adopted VV)
- (13) ~~(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 ~~including standing, if able, and facing the Flag, and hand over your heart, as physically able~~ (G/Civ, S). (Pickren/Francis Adopted)
- (8) ~~(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); (Clark/Brooks – CONFORMING – All locations of “with adult assistance” to be removed defeated 4-6)
- (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 ~~goods and services~~ to buy ~~or use~~ (E, G/Civ, S); ~~and~~ (Hickman/Little w/o)
- ~~(E) retell, with adult assistance using sequential terms such as before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as an inventor and business owner including the Franklin stove (H, G/Civ, E, S); (see #15)~~
- (1) ~~(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-bison~~ (buffalo) in pictures as food hunted by the Comanche (Geo/C, H, S); (Maynard/Little conforming where buffalo is used as a noun Adopted vv)
- (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-describe~~ trading as giving something to get something in return (E, Geo/C, H, S); and (Hickman/Perez-Diaz – adopted w/o)
- ~~(F) Explain how trading is an exchange of goods and services (Clark/Reveles – POO improper amend)~~
- (G) identify artifacts ~~of~~ ~~traded by~~ the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).
- (2) ~~(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).
- (3) ~~(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); (Ellis/Maynard Adopted 10-2)~~
- (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).
- (5) ~~(49)~~ 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 ~~freedom, and~~ political freedom, ~~to advance the Christian faith,~~ and worked together to build a community (H, G/Civ, Geo/C, S); and (Pickren/Maynard Adopted w/o)
- (C) explain that the Mayflower Compact was an agreement to work together, choose ~~fair~~ leaders, and follow rules, ~~based on Christian values,~~ for the good of the community (H, G/Civ, Geo/C, S). (Pickren/Hall Adopted)
- (4) ~~(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).
- (5) ~~(12)~~ The Plymouth Colony. The student knows the story of the ~~first~~ Plymouth 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~~ Plymouth Thanksgiving ~~as a celebration~~ between the Pilgrims ~~who gave thanks to God~~ and their ~~Wampanoag neighbors~~ ~~American Indian friends giving thanks to God~~ (H, Geo/C, S).
- (7) ~~(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~~ North America; the United States; Washington, D.C.; and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S); (& strike E Hickman/ ADOPTED w/o)
- (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, D.C. (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).~~
- ~~(12) (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, the a story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions, and teach Christianity to American Indians. (H, Geo/C, S); (Little/Pickren Adopted w/o)~~
- ~~(B) retell, with adult assistance using pictures and a map, the a story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas-Tejas, as Texas was called at the time (H, Geo/C, S); and (Reveles/Francis Defeated 6-6)~~
- ~~(C) retell, with adult assistance using pictures and a map, the 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~~
- ~~(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~~
- ~~(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 such as before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as an inventor and business owner including the Franklin stove (H, G/Civ, E, S). (Hickman/Clark (this is old 6E, moved ADOPTED w/o)~~
- ~~(B) retell, with adult assistance using pictures, the story of Charles Goodnight, including his work as a Texas rancher and his invention of the chuck wagon, which helped feed cowboys working on the open range (H, Geo/C, S). (Ellis/Maynard 2nd to above ADOPTED w/o)~~
- ~~(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).~~
- ~~(16) Social Studies Skills. The student applies foundational thinking skills to understand people, places, events, and ideas. The student is expected to:~~
- ~~(A) distinguish, with adult assistance, between a photograph or artifact and a story or textbook as different ways of learning about the past, and identify what each source shows about people or places (H, Geo/C, S)~~
- ~~(B) identify, with adult assistance, what happened and why in a story or event, using the words "because" and "so" to describe simple cause-and-effect relationships (H, G/Civ, S);~~
- ~~(C) use the sequential terms beginning, middle, and end to retell events from stories and describe how things changed over time (H, Geo/C, S);~~

- (D) answer a question about the past by pointing to or describing information from a story, image, or artifact shared in class (H, G/Civ, Geo/C, S); and
- (E) practice civil discourse by taking turns speaking, listening respectfully while others share ideas, and expressing disagreement using kind words, recognizing that working together and following rules helps communities function (G/Civ, S). (Little/Maynard) (withdrawn)

§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 fairnesspatriotism. 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. (Pickren/Maynard Adopted VV)
 - (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);
 - (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. The study of social studies is most effective when primary sources are used.~~ 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. (Brooks/no second)
- (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.

- (10) ~~(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-identify that the symbolism of the Texas flag: the Lone Star is as a symbol of Texas freedom because it represents unity, and the colors on the Flag: blue represents loyalty, white represents purity, and red represents bravery (H, G/Civ, Geo/C, S); and (Pickren/ Adopted VV)~~
- (C) ~~recognize-identify the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S). (Ellis/Maynard Adopted w/o)~~
- (14) ~~(2)~~ Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:
- (A) identify that farmers and ranchers are considered producers because they grow crops and raise livestock (G/Civ, E); (Maynard/Pickren Adopted w/o)
- (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-in the local community, city, state, and national levels (G/Civ, Geo/C, S); (Hickman/Little Adopted VV)
- (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).
- (1) ~~(3)~~ Thanksgiving. The student understands the story of Thanksgiving in El Paso is giving thanks to God. The student is expected to: (Pickren/Hall 5-4 Adopted)
- (A) locate on a map, and describe, with adult assistance, North America, the state of Texas, El Paso, Texas, the Chihuahuan Desert, and the Rio Grande River-using cardinal

- directions north, south, east, and west on a map (Geo/C, S); (A&B together – Hickman/ and make Rio Grande (not river) conforming throughout) Adopted 6-4
- (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 a celebration of Thanksgiving~~ of thanksgiving to God in 1598, which occurred 23 years before the Plymouth Thanksgiving, after safely crossing the desert (H, Geo/C, S). (Reveles/Clark) Adopted 6-3 (2nd Primary Pickren/Francis 5-5 Defeated)
- (2) (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 why~~ the Pilgrims crossed the Atlantic Ocean, from Europe to America, including political and religious freedom, and practice their faith in God seeking freedom to follow their religion (G/Civ, Geo/C, S); (Hickman/Clark)
- (B) — Identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America seeking freedom to worship God and advance the Christian faith. (Hall/Pickren (2nd to above) Adopted 8-4 as 2nd, Adopted 9-3 as primary amendment)
- (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 Plymouth Thanksgiving~~, including that the Pilgrims ~~came to America seeking political and religious freedom and~~ gave thanks to God (H, Geo/C, S); (Hickman/ 8-2 adopted)
- (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).
- (3) (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 describe~~ the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S); (Hickman/Little) 6-5 Adopted
- (B) — explain ~~how the ways~~ Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S); (Hickman/Childs) w/o
- (C) — explain ~~that the purpose of~~ a meeting house ~~was as~~ a place where people prayed, ~~held church services~~, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S); (Hickman/Childs Adopted) (2nd amend: Hall/Pickren (adopted)
- (D) — use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and
- (E) — ~~compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together~~ 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).
- (7) (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); (Hickman/Clark w/o)
- (B) — describe how the ~~use introduction~~ of horses helped the nomadic Comanche to migrate and hunt buffalo (H, Geo/C, S); (Pickren/Francis 3-7 defeated)

- (C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet ~~often associated with the Comanche~~ (Geo/C, S); and
- (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).
- ~~(4)~~ ~~(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, William Dawes and Samuel Prescott ~~and Sybil Ludington~~ played in alerting the colonists that the British army was coming (H, G/Civ, S); (Hickman/Clark) (3-4 defeated)
- (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-identify that Boston was where the Boston Tea Party occurred and that Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively, is where the signing of the Declaration of Independence occurred~~ (H, G/Civ). (Hickman/Ellis) (Adopted 6-4)
- ~~(5)~~ ~~(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 ~~the historical development and influences of 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); (Hickman/Brooks) (6-0 Adopted)
- (D) explain ~~the historical significance of that~~ Independence Hall and the Liberty Bell in Philadelphia, Pennsylvania, including the signing and first public reading of the Declaration of Independence, ~~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); (Hickman/Ellis 6-2 Adopted)~~
- ~~(6)~~ ~~(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).

- (8) ~~(40)~~ 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 where American Indians lived, worked, and learned Christianity built long ago to teach Christianity and help American Indians (H, Geo/C, S);
 - (B) explain that American Indians and the Spanish lived together in missionsthe missions brought the Spanish and American Indians into a shared community, resulting in a blending of cultures (H, Geo/C, S); and (Hickman/Maynard A&B Adopted 7-2)
 - (C) retell the story of Antonio de Olivares and the mission that became the Alamo (H, Geo/C, S).
- (9) ~~(41)~~ The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:
- (B) ~~(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);
 - (A) ~~(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).
- (11) ~~(42)~~ Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:
- (A) ~~(A)~~ — recognize slavery as taking away people's freedom and forcing them to work without pay and in unfair and harmful conditions without their permission and forcing them to work without pay the unfair treatment of someone based on race resulting in enslavement (H, S); (Childs/Francis Adopted w/o)
 - ~~(A)~~(B) Identify that Africans were enslaved in the United States because of the color of their skin (Childs/Reveles 9-3 Adopted)
 - (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 for all people in America (H, G/Civ, S); (Hickman/Hall w/o)
 - (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-inspiration for many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S). (Childs/Pickren Adopted w/o)
- (12) ~~(43)~~ Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to:

- (A) identify ~~Dr. Opal Lee as the Honorary Grandmother of June 19th as Juneteenth, for her contributions of advocating for Juneteenth to become a national holiday on the calendar~~ (H, Geo/C, S); and (Clark/Brooks Adopted w/ changes to B)
- (B) ~~explain-identify that Juneteenth is as a national holiday, occurring on June 19th, that celebrates when enslaved people in Texas learned they were free~~ (H, Geo/C, S). (Clark/Childs w/o)
- (C) Identify that the Republican Party of Texas was founded out of the Juneteenth celebrations of 1867 by 150 freed slaves (Pickren/Francis (withdrawn))
- (13) ~~(14)~~ Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:
- (A) identify oil ~~and natural gas~~ as a valuable natural resource that ~~is-are~~ found deep in the ground ~~or under the seabed~~ (Geo/C, E, S); (Maynard/Brooks "seabed" Adopted w/o) (Hickman/Little "natural gas" Adopted w/o)
- (B) explain that the discovery of oil in Texas led to new towns, transportation, ~~and products, and support of education~~ (H, E, S); (Maynard/Pickren Adopted VV)
- (C) describe Patillo Higgins ~~and Anthony Lucas as a wildcatter~~ ~~an oil explorer~~ who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S); (Hickman/Francis 7-1 Adopted)
- (D) describe ~~Henry O. Flipper~~ H. L. Hunt as wildcatter and speculator ~~an engineer and surveyor~~ who worked in Texas to help ~~with-develop~~ land and oil projects, showing courage and skill (H, E, S); and (Hickman/Pickren 3-5 defeated)
- (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) ~~Identify racial segregation as keeping people apart based on the color of their skin define segregation as keeping people apart and not letting them share places or activities keeping people apart from each other because of the color of their skin~~ (G/Civ, Geo/C); (Childs/Reveles w/o)
- (B) retell, with adult assistance, stories of Martin Luther King, Jr. using sequential terms, including his life as a ~~preacher and pastor~~ and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S); (Maynard/Childs Adopted w/o)
- (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 Washington, D. C., in pictures~~ (H, Geo/C, S); and (Maynard/Childs) (Adopted w/o)
- (F) explain that the Martin Luther King, Jr. Memorial ~~in Washington, D. C., is a place that honors Martin Luther King, Jr. and his work for equality.~~ (H, Geo/C, S). (Maynard/Childs) (Adopted w/o)
- (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 African American student who bravely walked into an all-white school so that Black and white children could learn together helped bring equality to education in the United States, including the state of Texas (H, G/Civ, S). (Ellis/Childs Adopted w/o)

§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-identify~~ on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and (Hickman/Childs w/o)
 - (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-describe~~ characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture, ~~and (tech w/o)~~ tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S); (Hickman w/o)
 - (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence ~~that~~ 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 the continent of Africa on a map, locate ancient African kingdoms including Mali, Kush and other Nile River Valley civilizations and understand contributions to trade, art, agriculture and the tradition of oral history 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). (Perez-Diaz/Reveles Adopted vv)~~
- (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 **American** thirteen colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).
- (4) American Heroes in the **American Revolutionary War** ~~War for Independence~~. The student understands the reasons for the American Revolution. The student is expected to:
(Brooks/Hickman – conforming in all locations in K-2nd grade Adopted w/o – NOTE talk Thursday about this language in 3rd and forward)
- (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 ~~Britan~~ Britain on a map (Geo/C, S); (typo)
- (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 (Maynard/Little w/o)
- ~~(D) explain that taxation without representation meant people were required to pay taxes to the king of Great Brittan but did not get a say in making the rules (H, E, S); (Ellis/Hickman w/o)~~
- (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 **Continental Army** ~~American soldiers~~ won the Battle of Yorktown, which was the final victory in the war for Independence from **Great Britain** (H, G/Civ, Geo/C, S); ~~and~~. (Maynard/Little -- conforming throughout whole document Adopted w/o)
- (G) explain that the **Black Robe Regiment** were pastors who preached about freedom, inspired America's independence, and served in the Continental Army (Pickren/Hall 5-4 Adopted)
- (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 **through voting** (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); and
- (F) describe the story of the Constitutional Convention using pictures and explain how these sources help people learn about the past (S). Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. (Brooks/Francis) Defeated
- (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 Britain, 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 in 1931 (H, G/Civ, Geo/C, S); and (Maynard/Little Adopted w/o)
- B2 recite from memory verse 1 of the "Star-Spangled Banner." (Ellis/Maynard w/o)**
- (C) retell the story of First Lady Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S). (Reveles/Hickman w/o)
- (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) identify the Alamo as a place where Texans, including James Bowie and David Crockett, fought bravely against Mexican forces and explain why it is remembered as a symbol of courage and sacrifice in Texas (Little/Ellis Adopted VV) (and removed H, I, and SE9)
- (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); (typo)
- (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) ~~reteHsequence~~, with adult assistance, major events of the Texas Revolution using a timeline, including ~~the Alamo~~, the Battle of Gonzales, ~~the signing of Texas' Declaration of Independence~~, the Battle of the Alamo, ~~tthe~~ Battle of Goliad, and the Battle of San Jacinto, ~~and the signing of the Texas Declaration of Independence~~ (H, G/Civ, Geo/C, S). (Little/Maynard w/o)
- (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 ~~immigrants settlers~~ established farming communities that contributed to local economies and regional development in what would become ~~known as~~ the Hill Country of Texas (H, Geo/C, E, S); (Maynard/Hall w/o)
 - (D) retell the story of how Irish ~~immigrants 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 ~~recognizes actions of American citizenship. The student is expected to identify actions that illustrate good citizenship, including respecting the rule of law, voting, and celebrating patriotic holidays~~ 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 ~~right, responsibility, and privilege~~ of American citizenship (H, G/Civ). (Clerical error – no vote required) (Little/Ellis – and privilege W/O)
- (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-identify~~ the Union ~~states~~ as ~~northern~~ states who ~~remained in the United States~~ ~~opposed slavery~~ (H, G/Civ, Geo/C, S); (Clerical error – no vote required) (strike “states” and “northern” Ellis/ w/o)
- (C) ~~define-identify~~ the Confederacy as southern states ~~that left the United States because they wanted states to make their own rules, including to keep slavery who wanted to keep slavery as a right~~ (H, G/Civ, Geo/C, E, S); (Clerical error – no vote required)
- (D) identify, with adult assistance, the ~~Northern~~ Union states and the ~~Southern~~ Confederate states on a map (H, G/Civ, Geo/C, S); (Ellis/Francis w/o)
- (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 ~~was fought because of disagreements over the right to have slaves happened because some states wanted to keep slavery under states' rights, while others wanted it to end~~ (H, G/Civ, E, S); (Ellis/Little 6-3 adopted as amended) (Hickman/Ellis 2nd amend – right to have slaves 5-3 2nd Amend Adopted)
- (G) explain Abraham Lincoln was the president who worked ~~to preserve the union and~~ to end slavery (H, G/Civ, S); (Little/Reveles w/o)
- (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).