

**State Board of Education
Committee of the Full Board
Wednesday, June 24, 2026**

The State Board of Education Committee of the Full Board met at 9:15 a.m. on Wednesday, June 24, 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

Items were taken up in the following order: Wednesday #1, Tuesday #5, Tuesday #1, Wednesday #2, Wednesday #3, Monday #2

DISCUSSION ITEMS

1. Commissioner's Comments

(Board agenda page I-246)

The Commissioner updated the Committee on 2026 STAAR Results, noting an overall improvement in math, reading language art, and social studies, as well as with special education students.

He reported that the expanded access to advanced math coursework required by SB2124 appears to be on track to produce meaningful gains.

He discussed methods to provide families access to assessment results, and tutoring support for families of students who “Do Not Meet” standards on 3rd grade RLA STAAR.

He updated the Committee on the Texas Charter School History, noting the rigorous performance standards required for the Commissioner to recommend them. He noted that only 14% of new charter school applicants have been approved over the last 10 cycles. This year, he noted that 18 applications were received, and only 1 application had been recommended.

T5. Discussion of Pending Litigation

(Board agenda page I-244)

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

ACTION ITEMS

T1. Report on IMRA Cycle 2025 Confirmation of Changes and Potential Action to Initiate Enforcement Actions for Noncompliance

(Board agenda page I-213)

Amie Phillips, Director, Instructional Materials Review and Approval, provided a final report for the *IMRA Cycle 2025 Confirmation of Changes* process and to consider action regarding publishers that failed to make required changes or introduced new errors while making those changes. She noted that all publishers had made the required changes, and no errors were identified.

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

Move to accept the agency's verification that all required changes have been completed for identified instructional materials, with no further action required.

The motion was adopted without objection.

DISCUSSION ITEMS

2. Permanent School Fund Percentage Distribution Rates Under Consideration for Fiscal Years 2028 and 2029

(Board agenda page I-247)

Robert Borden, Texas PSF Corporation's Chief Executive Officer and Chief Investment Officer, updated the Committee on the Permanent School Fund performance, and reviewed the methodology for setting the percentage distribution rates to the Available School Fund (ASF) under consideration for fiscal years 2028 and 2029, noting that the fund continues to outperform the policy benchmark for all periods.

He reviewed historical ASF distributions, and reviewed the approval timeline for the upcoming distribution decision.

ACTION ITEMS

3. Consideration of the Commissioner of Education's Generation 31 Open-Enrollment Charter School Proposals

(Board agenda page I-249)

Public testimony was heard.

Marian Schutte, Associate Commissioner, Authorizing and Policy, review and take action or no action on the commissioner's list of proposed Subchapter D Open-Enrollment Charter Schools scheduled to open in the 2027-2028 school year. If awarded, the charters will have an initial five-year term.

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

Review and take no action on the commissioner's list of proposed Generation 31 Subchapter D Open-Enrollment Charter Schools scheduled to open in the 2027-2028 school year.

The motion was adopted 10-4 on a roll call vote:

FOR: Aaron Kinsey, chair; LJ Francis; Staci Childs; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little

AGAINST: Gustavo Reveles; Marisa B. Perez-Diaz; Rebecca Bell-Metereau; Evelyn Brooks

ABSENT: Tiffany Clark

M2. 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, Subchapter D, Other Social Studies Courses

(Second Reading and Final Adoption)

(Board agenda page I-57)

Debate and amendments considered on the following motion: (Note that Subchapter A was adopted on Tuesday, June 23, 2026, and Subchapter D was divided for separate consideration.)

The motion on the floor was:

MOTION: Following the division of the question, the motion that the Committee of the Full Board recommend that the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, and Subchapter C, High School; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, and Subchapter C, High School, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

Member Hickman moved to divide the question for separate consideration of new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.21. Social Studies, Grade 6, Adopted 2026 and §113.22. Social Studies, Grade 7, Adopted 2026. The motion was adopted without objection.

MOTION: Following the division of the question, Member Hickman moved that the Committee of the Full Board recommend that the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.21. Social Studies, Grade 6, Adopted 2026 and §113.22. Social Studies, Grade 7, Adopted 2026; and

Make an affirmative finding that immediate adoption of proposed 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.21. Social Studies, Grade 6, Adopted 2026 and §113.22. Social Studies, Grade 7, Adopted 2026, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted as amended 9-5.

ATTACHMENT 3

Member Maynard moved to divide the question for separate consideration of new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.23. Social Studies, Grade 8, Adopted 2026.
The motion was adopted without objection.

MOTION: Following the division of the question, Member Maynard moved that the Committee of the Full Board recommend that the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.23. Social Studies, Grade 8, Adopted 2026; and

Make an affirmative finding that immediate adoption of proposed 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School, §113.23. Social Studies, Grade 8, Adopted 2026, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted as amended 7-6.

ATTACHMENT 4

Member Maynard moved to divide the question for separate consideration of new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.24. United States History Studies (One Credit), Adopted 2026. The motion was adopted without objection.

MOTION: Following the division of the question, Member Maynard moved that the Committee of the Full Board recommend that the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.24. United States History Studies (One Credit), Adopted 2026; and

Make an affirmative finding that immediate adoption of proposed 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.24. United States History Studies (One Credit), Adopted 2026, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted as amended 9-5 on a roll call vote.

FOR: Aaron Kinsey, chair; LJ Francis; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little

AGAINST: Gustavo Reveles; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Tiffany Clark
ABSENT: Evelyn Brooks

ATTACHMENT 5

(note this is the final version, following reconsideration and further amendment on Thursday)

Member Hickman moved to divide the question for separate consideration of new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.27. World History Studies (One Credit), Adopted 2026. The motion was adopted without objection.

MOTION: Following the division of the question, Member Maynard moved that the Committee of the Full Board recommend that the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.27. World History Studies (One Credit), Adopted 2026; and

Make an affirmative finding that immediate adoption of proposed 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.27. World History Studies (One Credit), Adopted 2026, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted as amended 9-5 on a roll call vote.

FOR: Aaron Kinsey, chair; LJ Francis; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little

AGAINST: Gustavo Reveles; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Tiffany Clark

ABSENT: Evelyn Brooks

ATTACHMENT 6

(note this is the final version, following reconsideration and further amendment on Thursday)

The meeting adjourned at 1:33 a.m. on June 25, 2026.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

§113.21. Social Studies, Grade 6, 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 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.
 - (A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.
 - (B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.
 - (C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.
 - (D) Students examine the Reconstruction Era, including ~~the~~ African Americans' ~~acquiring acquisition~~ of citizenship, individual rights, and the long-term effects of the Civil War. (Hickman/ w/o)
 - (E) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.
 - (F) Students ~~conclude the course by studying~~examine the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies. (Hickman conforming/2nd w/o)
 - (G) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.

- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of preserve liberty as citizens who value the idea of civic virtue under the Constitution; (Hickman conforming/2nd w/o)
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of

understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:

- (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, ~~and potential bias~~ audience, and context, and corroborate information across sources to draw evidence-based conclusions (H, S);
(Hall/2nd 9-5)
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, ~~including the perspectives of groups whose voices are less represented in traditional historical accounts~~ (H, S); Hall/2nd (Conforming to MS 7-6) 9-2
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes, and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:
- (A) explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);
 - (B) ~~explain~~ describe the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans, and Afro-Mexicans (H, Geo/C); and (Brooks/2nd 7-6)
 - (C) describe the causes of the Mexican War of Independence from Spain, including social inequality and economic crisis, that led to an independent Mexico (H). ~~;~~and
 - (D) ~~explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).~~

- (2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:
- (A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);
 - (B) explain how the Louisiana Purchase in 1803 ~~expanded~~ **doubled** the size of the United States and ~~affected~~ **strengthened** national security by giving the United States control of the Mississippi River, ~~leading to and future economic growth during Thomas Jefferson's presidency~~ (H, G/Civ, E);
 - (C) describe anti-slavery movements ~~within colonial~~ **in early** America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ);
 - (D) identify 1808 as the year that Congress and **President** Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C); ([Pickren/Hall VV](#))
 - (E) identify the Barbary War, including the Battle of Tripoli **Harbor, as the United States' first major overseas use of military force, and explain that it tested the new United States Navy (Reveles/2nd 8-4)** ~~as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy~~ (H, G/Civ);
 - (F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);
 - (G) ~~describe~~ **explain how** key events of the War of 1812, including *Andrew Jackson's leadership* ~~at~~ the Battle of New Orleans *under Andrew Jackson's leadership*, ~~and~~ the writing of the Star Spangled Banner, and how these events strengthened national pride and contributed to the emergence of an American national culture, ~~including the Star-Spangled Banner~~ (H, Geo/C);
 - (H) ~~explain how limits on free trade during the War of 1812 affected the United States economy, including encouraging Americans to make more goods at home (E, S); and (Hickman/2nd w/o)~~
 - (I) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).
- (3) Texas Settlement - **Geography**. The student understands the geography of settling Texas. The student is expected to: ([Hickman/w/ #4 motivations/2nd w/o](#))
- (A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C); **and**

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

~~(B) (C) interpret maps identify on a map how weather-climate and natural resources in Texas, including timber and farmland, and fossil, fuels influenced where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C). (Hickman/Little 3-3 defeated) (reconsidered 6-3 ADOPTED)~~

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

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

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

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

(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas, including distributing land grants through the empresario system (H);

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

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

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

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

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

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

- (D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).
- (6) Westward Expansion and Texas. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:
- (A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);
- (B) describe the contribution of William B. Travis, including how his command at the Alamo became a symbol of defending a just cause (H);
- (C) explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);
- (D) describe key events of the Texas Revolution **and the role of Santa Anna**, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); ~~and~~
- (E) explain the contribution of Sam Houston's leadership of the Texian army ~~and including~~ his role in securing independence at the Battle of San Jacinto ~~and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic~~ (H) ; ~~and~~
- (F) identify that how the Treaties of Velasco **formally helped end the Texas Revolution and** ~~recognized Texas as an independent republic~~ **led to the establishment of the Republic of Texas (H).**
- (7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:
- (A) explain how the annexation of Texas in 1845 ~~and U.S. President James K. Polk's actions~~ contributed to the outbreak of the Mexican-American War (H, G/Civ);
- (B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H); **and**
- (C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C); ~~.~~
- ~~(D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); ~~and~~~~

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

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

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

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

(C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C); (Ellis/Little – reinsert 7-7 defeated) (reconsider Hickman amendment adopted 10-5)

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

(C) ~~(E)~~ identify the ~~contributions~~ on public opinion against slavery ~~roles~~ of Frederick Douglass, ~~and~~ Sojourner Truth, Harriet Beecher Stowe, and William Lloyd Garrison and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);

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

(D) ~~(G)~~ describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname the “Moses of her People.” (H, Geo/C); Childs/Clark 5-4 Reconsider (Young 6-4) Childs amendment defeated 5-7; Hickman/2nd add “Moses of her People” 8-5

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

(F) ~~(I)~~ explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham

Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);

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

(H) ~~(K)~~ describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox, ~~Court House~~ and identify major Civil War generals, including Grant, Sherman, Lee, and Jackson (H, Geo/C);

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

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

(J) ~~(N)~~ identify-explain the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address, and recite "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." (H, S); ~~and~~ ~~(Reveles/2nd 7-2)~~

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

(L) identify that Memorial Day was created to honor and remember the sacrifice of American soldiers after the Civil War (H).

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

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

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

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

(D) identify that the 14th amendment, ~~which~~ gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ); (Childs/Clark 7-3)

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

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

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

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

~~(H) (I) explain how acts of violence laws, including the Black Codes and intimidation by groups like the Ku Klux Klan vigilante action, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and (THIS LANGUAGE IS STRUCK)~~

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

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

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

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

~~(B) (A) describe how immigrants entered the United States and Texas through Ellis Island and Angel Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);Perez-Diaz/Reveles 5-8 defeated (back to CA suggestion)) (Hickman (THIS LANGUAGE IS STRUCK)~~

~~(B) (A) describe how immigrants who entered the United States through Ellis Island and Angel Island, and who entered Texas through Galveston and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act. (H, G/Civ, Geo/C); (Hickman Adopted VV)~~

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

~~(D) (C) describe the Spanish-American War, including *the service of Texan soldiers in the Rough Riders* under and the role of Theodore~~

Roosevelt, and how the war expanded U.S. influence beyond North America (H);

- (E) (D) identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans, and how the Supreme Court case Plessy v. Ferguson established supported segregation through "separate but equal" doctrine (H, G/Civ);
- (F) (E) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);
- (G) (F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s including the contributions of Alexander Graham Bell and Thomas Edison (H, Geo/C, E); (Hickman/2nd w/o)
- (H) (G) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas (H, E);
- (H) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E); (Hickman/Clark reinsert)
- (I) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);
- (J) identify how migration contributed to the urban growth in of Texas was influenced by both internal migration and immigrant settlement in cities and the development of the United States as a melting pot including, in Galveston, Houston, and El Paso (H, Geo/C);
- (K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);
- (L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);
- (M) describe the impact significance of the Galveston Hurricane of 1900, including significant loss of life, and the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);
- (N) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and

- (O) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E).
- (X) compare fascist ideas with American constitutional principles including: a strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E); (Hickman/2nd w/o)
- (11) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:
 - (A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry, and conflicts between settlers and American Indians (H, Geo/C);
 - (B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);
 - (C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E);
 - ~~(D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and~~
 - ~~(D) (E)~~ identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican American communities in Texas (H, Geo/C) ; and ;
 - ~~(E) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E); (Hickman/Clark w/o)~~

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.

- (A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.
 - (B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.
 - (C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its allies responded through diplomacy, economic policy, military strength, and international cooperation.
 - (D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.
 - (E) Students conclude the course by examining contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.
 - (F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights,

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

- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:

 - (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, ~~audience, and context, and potential bias,~~ and corroborate information across sources to draw evidence-based conclusions (H, S);
(Hall conforming 7 & 8/2nd 7-4)
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

- (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite

reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

(c) Knowledge and skills.

- (1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:
 - (A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);
 - (B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);
 - (C) ~~analyze-explain~~ the ~~immediate and long-term~~ effects of Theodore Roosevelt's major domestic ~~issues policies~~, including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);
 - (D) ~~explain the~~ ~~analyze the immediate and long-term~~ effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, ~~which expanded United States influence and involvement in international affairs~~-(G/Civ, E);
 - (E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);
 - (F) ~~identify the impact of Spindletop on Texas and American and Texas society, including boomtowns, and mobility and improved quality of life (H, E); and (Hickman/Ellis 7-3)~~
 - (G) explain how Henry Ford's ~~use of~~ ~~used~~ the assembly line ~~in the production of the Model T and how this concept impacted~~ ~~developed~~ division of labor and economies of scale ~~leading to more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price~~ (H, E).
- (2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:

- (A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);
 - (B) explain that unrestricted submarine warfare and the Zimmerman Telegram **about Texas** contributed to United States involvement in World War I, ~~including the threat of German support for Mexico to attempt to regain Texas~~ (H, G/Civ);
 - (C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);
 - (D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);
 - (E) explain **how** the Espionage and Sedition Acts ~~and how these acts~~ limited civil liberties, including speech, and dissent, ~~and daily life, on the~~ during World War I ~~homefront-reflecting tensions between the need to preserve liberty and the need to preserve life~~ (H, G/Civ); (Hickman/Francis w/o)
 - (F) explain **how** the Selective Service Act ~~and its role in mobilizing soldiers~~ created a draft to raise troops for ~~and shaping the~~ World War I ~~homefront~~ (H, G/Civ); ~~and~~
 - (G) identify that the American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H); ~~and~~
 - (H) identify that Armistice Day was a holiday to mark the end of World War I and later became Veterans' Day (H).
- (3) Communism and Other Totalitarian Regimes. The student understands the emergence of communism. The student is expected to:
- (A) identify the key tenets of communism as:
 - (i) property is owned by government rather than individuals;
 - (ii) a single political party makes all decisions; and
 - (iii) rights come from government not God because communism rejects the existence of God (G/Civ, E);
 - (B) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government ending Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);
 - (C) identify differences between the Reds, ~~who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, and the Whites~~ during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ); ~~and~~ (Hickman/Francis w/o)

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

(4) ~~(3)~~ 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:

(A) identify domestic challenges for the United States following World War I, related to racial violence and intolerance, including the Tulsa Race Riots and the resurgence of intolerance, of Black Americans, Catholics, Jews, Mexicans, Mexican-Americans, and immigrants by the Ku Klux Klan and the Tulsa Race Riots. (H); (Hickman/Francis w/o) (Reveles/Clark 8-2)

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

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

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

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

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

(G) explain the causes life during the Great Depression, including the stock market crash of 1929 and bank runs failures, and describe its effects on American society, including widespread unemployment, and the growth of Hoovervilles, and fears of communism (H, E);

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

(H) ~~(4)~~ describe the role-presidency of President Franklin D. Roosevelt during the Great Depression, including his use of radio and fireside chats and radio to communicate with the American public (H, G/Civ);

~~(I) (J) identify that the Great Depression worsened economic recovery (E); (Little/2nd w/o)~~

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

- (K) ~~(L)~~ explain the geographic ~~patterns and processes~~ ~~causes~~ of the Dust Bowl, including drought, high winds, and over-farming, ~~and the effects on agriculture and migration~~ (H, Geo/C, S); and
- (L) ~~(M)~~ describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).
- (5) ~~(4)~~ 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:
- (A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC); ~~and how these programs reflected Progressive ideas about government responsibility, conservation, and reform~~ (H, G/Civ, E);
- (B) describe ~~the purpose of the Social Security Act~~ ~~and direct welfare payments and explain the effects of both programs, including short term assistance as opposed to long term assistance, on Americans and Texans during the Great Depression~~ (H, G/Civ); and
- (C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).
- (6) ~~(5)~~ Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:
- (A) ~~— explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ended Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);~~
- (B) ~~— identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);~~
- (C) ~~— explain characteristics that defined the Bolshevik government in Russia, including a one party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);~~
- (A) ~~(D)~~ describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);
- (B) ~~(E)~~ describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);

- (C) ~~(F)~~ identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);
- (D) ~~(G)~~ explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);
- (E) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E);
- (F) ~~(H)~~ explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, ~~applying fascist ideas to appeal to anger over national humiliation from World War I, economic crises, weak democratic institutions, and~~ propaganda the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);
- (G) ~~(H)~~ explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ); and
- (H) ~~(H)~~ describe how fears of communist-Bolshevik revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E) (Little/2nd 10-0).
- ~~(6)~~ Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).
- (7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:
- (A) identify how Germany violated the Treaty of Versailles by rebuilding the German military ~~and that European leaders initially responded with appeasement~~ (H, G/Civ);
- (B) identify the countries comprised of the Axis and Allied Powers (H);
- (C) ~~(A)~~ describe the early Axis invasions, including Japan's invasion of China, Italy's invasion of Ethiopia, and ~~Europe~~ Germany's invasion of Poland with initial Soviet cooperation (H);
- (D) ~~(B)~~ explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);
- (E) ~~(C)~~ describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);

- (F) ~~(D)~~ identify how a need for wartime production during World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);
- (G) ~~(E)~~ identify the causes and effects of the Japanese internment of Japanese Americans during World War II (H, S);
- (H) ~~(F)~~ identify major World War II innovations, including code-breaking technology, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);
- (I) ~~(G)~~ explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);
- (J) ~~(H)~~ describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);
- (K) ~~(I)~~ identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);
- (L) ~~(J)~~ identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);
- (M) ~~(K)~~ identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);
- (N) ~~(L)~~ identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);
- (O) ~~(M)~~ identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);
- (P) ~~(N)~~ explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);
- (Q) ~~(O)~~ explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and
- (R) ~~(P)~~ describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ);
- (S) define the Holocaust as the systematic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H); and
- (T) describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system (H).

- (8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:
- (A) identify the contributions of Texans Audie Murphy and Chester Nimitz during World War II (H);
 - (B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World War II as examples of the American Arsenal of Democracy (H, E);
 - (C) identify the role of oil production and transportation *as part of the American Arsenal of Democracy*, during World War II, including oil production in the Permian Basin, *refining in Baytown, Port Arthur and Corpus Christi*, the Big Inch and Little Big Inch pipelines, *refining in Baytown, Port Arthur and Corpus Christi the Texas Gulf Coast*, and the petrochemical industry along the Houston Ship Channel, *as examples of the American Arsenal of Democracy* (H, E); (w/o) (Childs/2nd s/o Baytown, etc. and insert Texas Gulf Coast 7-4)
 - (D) identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and
 - (E) ~~explain the detention of German prisoners of war, including civilian-administered~~ *identify that Axis German prisoners of war were detained in camps in Texas during World War II, including camps in Hearne and ~~Mexia~~ Fort Bliss* (H, G/Civ).
- (9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:
- (A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);
 - (B) describe the development of nuclear weapons as a deterrent during the Cold War (H);
 - (C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall *illustrating the differences-symbolizing the contrast between communism and western traditions of liberty and representative government* (H, G/Civ, E); (Hickman/Maynard w/o)
 - (D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);
 - (E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including containment and the Korean War (H, G/Civ, E);

- (F) explain how ideas from the 1890's led to the modern Israel, with increased international support following the Holocaust, was established establishment in 1948 of Israel in the ancestral homeland of the Jewish people and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);
- (G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);
- (H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);
- (I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States and Cuba relations (H, G/Civ, E);
- (J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E); and
- (K) describe the significance of the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation including transfer of the presidency to Lyndon B. Johnson (H, G/Civ). (H, G/Civ).
- (L) describe the important contributions of NASA mathematicians Katherine Johnson, Dorothy Vaughan, and Mary Jackson, whose calculations helped make early American spaceflight possible (H, G/Civ, E). (Ellis/2nd w/o)
- (10) Civil Rights Movement. The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:
- (X) Explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice. (Childs/2nd 7-2)
- (A) (A) —describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by following the protests by Claudette Colvin and Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ); (Hickman/2nd 10-3)
- (B) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);
- (C) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);

- (D) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);
 - (E) describe the significance of how the assassination of Dr. Martin Luther King Jr., became a turning point in the Civil Rights Movement including speedy passage of the Civil Rights Act of 1968 (H, G/Civ);
 - (F) explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and
 - (G) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).
- (11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:
- (A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);
 - (B) explain how the impact of Great Society programs on American society, including efforts to reduce poverty, expanded educational opportunities, and improve healthcare during the 1960's the federal government in contrast of the founding fathers who believed in limited government (H, G/Civ);
 - (C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);
 - (D) describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);
 - (X) describe the cultural revolution between the 1960s and early 1970s, including the establishment of the Equal Pay Act, Title VII, and Title IX for women (Hickman/2nd 7-1)
 - (C) (E) describe demographic changes in the United States after WWII, including suburbanization, the Baby Boom, and urban migration patterns explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);
 - (D) (F) identify describe the Vietnam War, including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);

- (E) ~~(G)~~ explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and
- (F) ~~(H)~~ describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including the Twenty-sixth Amendment and draft resistance ~~and growing public distrust of the government following the release of the Pentagon Papers~~ (H, G/Civ, Geo/C).
- (12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:
- (A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and
- (B) describe how the Watergate scandal causes of a decrease in decreased public trust in government, ~~including the War Powers Act and the Watergate scandal~~ and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ);
- (13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:
- (A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and
- (B) describe ~~the influence of~~ United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).
- (14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:
- (A) ~~analyze~~ identify Ronald Reagan's presidential leadership, including domestic economic recovery after the oil crisis and foreign relations with ~~between the United States and the~~ Soviet Union to end the Cold War including the fall of ~~bring down~~ the Berlin Wall (H, G/Civ, E);
- (B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);
- (C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and
- (D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).
- (15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:

- (A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);
 - (B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and
 - (C) ~~explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ);~~ explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East ~~explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East (H, G/Civ).~~
- (16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama. The student is expected to:
- (A) explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);
 - (B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);
 - (C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ); and
 - ~~(D) —explain the causes and effects of the 2008 economic crisis (E, S); and~~
 - (D) (E) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).
- ~~(17) —Contemporary America and Texas. The student understands important innovations and their effects on society during the computer and technological revolution of the 2000s and 2010s. The student is expected to:~~
- ~~(A) —describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and~~
 - ~~(B) —describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).~~

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
- (1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the major ideas of western civilization as manifest in the history of Texas from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.
 - A. Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.
 - ~~(A)~~(B) Students explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.
 - ~~(B)~~(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nationbuilding influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.
 - ~~(C)~~(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.
 - ~~(D)~~(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.
 - ~~(E)~~(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - A. students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - B. students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that

the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

- C. students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
 - (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - A. History (World, United States, and Texas), coded with H;
 - B. Government and Civics, coded with G/Civ;
 - C. Geography and Culture, coded with Geo/C;
 - D. Economics, coded with E; and
 - E. Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - A. identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - B. evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);
 - C. distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - D. analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - E. compare and contrast multiple perspectives on a historical event, including the

perspectives of groups whose voices are less represented in traditional historical accounts (H, S);

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

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

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

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

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

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

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

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

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

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

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

H. TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and

must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

(10) The list of places, events, and people in this course curriculum is not considered

exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Influence of American Founding Documents and Principles. The student identifies key ideas developed over time in western civilization to better understand the choices made first by the founders of the United States and then by the founders of Texas. The student is expected to:

- A. identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);
- B. identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);
- C. identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);
- D. identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);
- E. identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and
- F. explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

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

- ~~(A) identify Texas regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and~~
- ~~(B) identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C);~~

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

(2) ~~(3)~~(2) The Age of Contact. Contact and Colonization. The student understands the Age of Contact and how European competition shaped early Texas. The student is expected to:

- (A) describe the experiences of Spaniard Álgvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); and
- (B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E);

~~(4) Spanish Colonial Period. The student understands how European imperial competition,~~

global trade, and colonization shaped early Texas. The student is expected to:

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

~~(B)~~(C) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C); identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas which worked in tension with other imperial goals (H, G/Civ);

(3) ~~(5)~~(3) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:

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

(A) identify how the French invasion of Spain and the ideas of the American Revolution encouraged the early leaders of the Mexican War for Independence (H);

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

~~(B)~~ explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the depopulation of Texas that came from Spanish campaigns (H); and

~~(C)~~ explain how ideas of limited government and the success of the American Revolution influenced the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Miguel Hidalgo and the Grito de Dolores and the death toll at the Battle of Medina (H);

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

~~(E)~~(C) explain how the federalist Mexican Constitution of 1824 limited government similarly to the U.S. Constitution shaped governance and how the State Colonization Law of 1825 based on federalism shaped encouraged settlement to revitalize in Texas (H, G/Civ); and

~~(E)~~(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martín de León, and James Hewetson and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).

(4) ~~(6)~~(4) Texas Revolution and the Republic. The student understands the political,

economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

- (A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);
- (B) explain identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);
- (C) explain how the Mier y Terán Report led to the Law of April 6, 1830, which limited Texian rights (H, G/Civ);
- ~~(D)~~(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);
- ~~(E)~~ compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);
- ~~(F)~~(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Mexican General Antonio Lopez de Santa Anna and Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ); (Hickman/Childs w/o)
- ~~(G)~~(E) identify that and recite the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);
- ~~(H)~~(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);
- ~~(K)~~ compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);
- ~~(L)~~(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
- ~~(M)~~(H) explain how the Battle of San Jacinto and the Treaties of Velasco established the Republic of Texas but did not guarantee safety from further attacks ended the Texas Revolution (H); and
- (I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);
- ~~(N)~~(J) compare the primary structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including three branches of government and the Bill of Rights (H, G/Civ, S); and
- ~~(O)~~(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo,C);

- (L) compare the Enlightenment ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);
- (M) contrast the shared political philosophy of Enlightenment principles and of self-government during the American Revolution with Mexican American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ); (Childs/2nd w/o)
- ~~(N) — analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and explain how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ, S);~~
- (5) ~~(7)(5)~~ Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
 - ~~(A) — explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);~~
 - ~~(C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);~~
 - ~~(D)(A)~~ describe Mexican military efforts to reclaim Texas, and how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H);
 - ~~(B) — explain identify that the~~ conflicts between Texans, the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays contributed to concerns that Texans could not live safely with American Indians (H);
 - ~~(C)~~ explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
 - ~~(E)~~ explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);
 - ~~(F)(D)~~ compare contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico, and identify similarities to debates in the Roman Republic over territorial expansion and the preservation of republican government (H, G/Civ);
 - ~~(G)~~ explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
 - ~~(H)(E)~~ explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);
 - ~~(H)(F)~~ explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and

- (I) locate on a map the area of Texas that was ceded to the United States in the Compromise of 1850 (H, G/Civ); and
- ~~(K)~~(G) identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources ~~conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).~~
- (6) ~~(8)~~(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:
- (A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, ~~from U.S. and Mexican perspectives~~ and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its new citizens (H, Geo/C); (Reveles/Hickman 4-2)
- (B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier ~~for border defense~~ (H, G/Civ, Geo/C);
- (C) ~~explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);~~
- (D) ~~explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present day boundaries of Texas (H, Geo/C);~~
- (E) ~~describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);~~
- ~~(F)~~(C) explain how sectional tensions developed in Texas and the United States before the Civil War, including debates over the expansion of slavery into new territories and the Compromise of 1850, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and
- ~~(G)~~ ~~explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including expansion of slavery into new territories, states' rights in deciding slavery, and loyalty to the Union (H, G/Civ, S);~~
- ~~(H)~~(D) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ). and
- ~~(I)~~ ~~explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ);~~
- (7) ~~(9)~~(7) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:
- (A) (A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense and identify how Confederate conscription affected Texas and forced many Texas men who were not supporters of secession or the Confederacy into the army. (H);

- (B) (B) identify major military events involving Texas during the Civil War, including ~~the New Mexico Campaign, the Union blockade~~, the Battle of Galveston, ~~the Teche Campaign~~, the Battle of Sabine Pass, The Red River Campaign (H, Geo/C);
- (C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast. (H);
- ~~(D) explain causes of frontier violence, including Elm Creek and Dove Creek conflicts, in Texas during the Civil War (H);~~
- ~~(E)~~ (D) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);
- ~~(F) identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);~~
- ~~(G) identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);~~
- ~~(H)~~ (E) ~~explain identify~~ explain the significance of (Childs/Maynard 5-3) the announcement of Order No. 3 by General Gordon Granger ~~emancipation~~ on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H); (Hickman/Ellis w/o)
- ~~(H)~~ (F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of ~~the policies~~ Reconstruction amendments (H, G/Civ);
- ~~(H)~~ (G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected ~~in Texas during Reconstruction~~ including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines during Reconstruction (H, G/Civ);
- ~~(K)~~ ~~explain the role of African American institutions during Reconstruction, including Texas Freedom Colonies and the Freedmen's Bureau (H, G/Civ, Geo/C);~~
- (K) explain the role of African American institutions during Reconstruction, including the Freedmen's Bureau (H, G/Civ, Geo/C); (Childs/2nd 8-2)
- ~~(L)~~ (H) explain how Reconstruction ended in Texas including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);
- ~~(M)~~ (I) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and
- ~~(N)~~ (J) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S); and
- (K) identify the effect of the Civil War and the “equal protection” language of the 14th amendment as expanding the power of the federal government, including the idea that “these United States” became “the United States” (H, G/Civ). (Hickman/Hall

w/o)

- (8) ~~(10)~~(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:
- (A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);
 - (B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and
 - (C) describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict including ~~explain how the systematic elimination of the role of the bison (buffalo) by hunters in west Texas was used to displace the American Indians from their lands and force them onto reservations~~ (H, G/Civ, Geo/C).
- (9) ~~(11)~~(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:
- (A) describe how ~~limiting the role of government to preserve property rights and maintain free markets allowed for~~ cotton production and the expansion of agriculture ~~that supported~~ ~~early~~ industrial growth in Texas (H, Geo/C);
 - (B) describe how ~~tenant farming and~~ sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);
 - (C) identify ~~that~~ cattle drives ~~run by cowboys occurred on the open range to bring cattle to higher priced markets and ranching operations, including the Espuela, King, and XIT ranches, that contributed to economic growth in Texas~~ (H, E);
 - (D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas, ~~including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits~~ (H, Geo/C, E);
 - (E) ~~explain~~ ~~identify~~ the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);
 - ~~(F)~~(F) identify ~~how conflicts between supporters of free enterprise and organized labor the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas, including led to the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor~~ (H, E);
 - ~~(G)~~(G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and
 - ~~(H)~~(H) identify ~~how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration~~ (H, Geo/C).

(10) ~~(12)~~(10) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:

- (A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);
- (B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);
- ~~(C)~~(C) explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);
- ~~(D)~~(D) explain how the Galveston Hurricane of 1900 accelerated the development of the Houston Ship Channel and how oil production and transportation connected Texas to global markets through the channel (H, E);
- ~~(E)~~(E) explain how the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, including by Francisco "Pancho" Villa, and describe the United States military response in the Pershing Expedition (H); and
- (E) explain how the Mexican revolution increased border tensions, including Pancho Villa's raids and the Porvenir Massacre (Reveles/2nd 9-3)
- ~~(F)~~(F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and
- (G) describe the role of Annie Webb Blanton Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);

(11) ~~(13)~~(11) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:

- (A) describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution of the Ku Klux Klan and opposing opposition to the Ferguson political machine, that led and how these efforts led to transparency in government (H, Geo/C);
- (B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);
- (C) explain how identify expansion of federal government responses to economic hardship caused by the Dust Bowl expanded during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);
- (D) describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);
- (D) identify effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agricultural goods, and higher prices for consumers, in Texas (H, G/Civ, E);
- (E) explain the purpose of the Texas Centennial Exposition in shaping state identity

and culture by uplifting peoples suffering during the Great Depression (H, Geo/C, E);

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

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

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

~~(H)~~(G) explain how expanded oil consumption, the increased number of military bases, and homefront industrial mobilization expanded economic opportunities in transformed Texas communities during World War II (H, Geo/C, E);

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

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

~~(L)~~(H) contrast the treatment and conditions of prisoners of war detained in Texas and the United States with the treatment of prisoners of war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E); and

(I) explain how World War II mobilization ended the Great Depression through increased industrial production, employment, and federal spending, and compare this outcome with the more limited economic recovery under New Deal policies (H, E, G/Civ);

(12) ~~(14)~~(12) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:

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

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

(C) explain how Mexican Americans used court cases, including *Delgado v. Bastrop ISD*, to expand equal protection under the law ~~gain civil rights~~ (H, G/Civ, S);

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

~~(D)~~(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and

population increases (H, E); and

~~(E)(F)~~ identify the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as major pieces of Great Society legislation during Lyndon B Johnson's presidency focused on expanding equal protection of the law (H, G/Civ).

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

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

(13) Communism and Other Totalitarian Regimes. The student understands the impacts of communism and the role Texas played in combating communism. The student is expected to:

(A) contrast a communist government's absence of checks and balances and preservation of individual property rights with the decisions made by the founders of America and Texas and the idea of government's role to preserve natural rights (H, G/Civ, E); and

(B) identify socialism as an economic system based on government ownership of property described to be a transitional phase away from private property rights and the free market toward a fully communist system of government (G/Civ).

~~(B)(C)~~ describe how the Space Race during the Cold War and the Space Race led to economic development in Texas, including the Johnson Space Center, that resulted in the the moon landing (H, G/Civ);

(D) identify the effect of Mao and the Chinese Communist Party on China, including widespread deaths from the Great Leap Forward and the Cultural Revolution, and the formation of a republican government in Taiwan (H, G/Civ);

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

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

(14) Texas in the 1960s and 1970s. The student understands how Texas leaders and national events of the 1960s and 1970s reshaped government, economics, culture, and politics in Texas. The student is expected to:

~~(A)~~ identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ); identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);

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

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

- ~~(F)~~(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and
- (D) explain how events in the Middle East including the Yom Kippur War resulted in the oil embargo ~~the that~~ led to growth in the Texas economy (H, E); and (Hickman/Maynard w/o)
- ~~(G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).~~
- ~~(16) Contemporary Texas. The student understands how energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends. The student is expected to:~~
- ~~(A) explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);~~
- ~~(B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);~~
- ~~(C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);~~
- ~~(D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);~~
- ~~(E) contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ); and~~
- ~~(F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S).~~
- (15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:
- (B) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ)
- (C) explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);
- (D) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;
- (E) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life including art and the writings of Fred Gipson and Larry McMurtry;
- (F) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of

commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.24. United States History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grade 11. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States History Studies, students examine the United States as a nation that believes in freedom as a supreme value and that the ~~E~~constitutional republican-republic form of government established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans. (Hickman conforming/2nd wo)
 - (A) United States History Studies builds on content introduced in earlier grades and deepens understanding of American identity. The course examines key events, ideas, and experiences that have shaped the nation and its people over time. Emphasis is placed on analyzing the historical development of a shared commitment to individual liberty, representative government, and the free enterprise system and on evaluating how these enduring values continue to influence American society.
 - (B) The course emphasizes major themes drawn from the knowledge and skills statements and student expectations that highlight defining moments in the development of the nation. Instruction focuses on the American Revolution and the United States Constitution as the founding of the nation; the Civil War as a defining test that strengthened national unity; participation in the First and Second World Wars that established the United States as a global power and tested national principles; the Cold War as a period that challenged national resolve; and the Civil Rights movements as evidence that the Constitution provides a durable framework for reform and the expansion of liberty.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) 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.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. 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.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in United States history (H, S);
 - (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
 - (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);

- (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
 - (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
 - (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
 - (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
 - (H) analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);
 - (I) analyze change and continuity over time by identifying patterns, turning points, and long-term consequences in United States history (H, S);
 - (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of the United States over time (H, S); and
 - (K) engage in civil discourse about social studies topics, including those with multiple perspectives.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and

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

- (7) 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.
- (8) 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.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Exploration. The student understands reasons for European exploration and colonization in America. The student is expected to describe motivations for European exploration, including political, economic, and religious (G/Civ, Geo/C, E).
- (2) Colonial Life and Government. The student understands English Colonial Life and Government in North America. The student is expected to:
- (A) identify the significance of English legal traditions of common law and jury trial on colonial governments (G/Civ);
- (B) identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland (Geo/C);
- (C) compare the purposes for settlement, economic activities, labor systems, religious foundations, and geography in the New England, Middle, and Southern colonies (Geo/C, E, S); and
- (D) explain the significance of ~~early examples of representative government self-rule~~ in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, ~~as early foundations of representative government in America~~ (G/Civ).
- (3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:

- (A) analyze ~~how the French and Indian War resulted in~~ ~~changes to British policy factors~~ that contributed to the American Revolution, including ~~the French and Indian War~~, ~~enforcement of the~~ Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);
- (B) explain American resistance to British political and economic policies following the French and Indian War, including protests against taxation without representation, the Boston Massacre, and the Boston Tea Party (H, G/Civ, E);
- (C) explain the ~~origins, meanings, and effects~~ ~~significance of~~ the Declaration of Independence, including ~~colonial grievances against Britain~~, the idea that all people have rights and governments' power is limited to protect those rights (G/Civ);
- (D) explain intellectual influences, including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy, on the American Revolution and the new American government (G/Civ);
- (E) explain the role of John Locke, the Virginia Declaration of Rights, and Thomas Paine's Common Sense, and the Black Robe Regiment as inspiration for the Declaration of Independence (G/Civ, S);
- (F) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Treaty of Paris (1783) (H); (Francis/2nd 6-1) (Young/2nd restored w/o)
- (G) explain reasons for the American victory, including the geographic advantage of fighting on their own land, foreign allied intervention, other British war obligations, the belief in Divine Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and (Hickman/2nd w/o)
- (H) identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H).
- (4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:
 - (A) explain the limitations of ~~how~~ the Articles of Confederation, including the significance of Shays' Rebellion, and how those limitations led to the Constitutional Convention ~~limited central government and how those limitations led to problems, including Shay's Rebellion~~ (G/Civ);
 - (B) describe how the Northwest Ordinance (1787) ~~addressed~~ ~~prohibited~~ slavery in the Northwest Territory and established a process for the creation of new states (H, G/Civ);
 - (C) analyze the Constitutional Convention, including the role of James Madison, The Great Compromise, rights of individuals and states, and three-fifths compromise (G/Civ, S);

- (D) explain how the United States Constitution established America as a ~~C~~onstitutional ~~R~~epublic (G/Civ);
- (E) explain ~~the~~ debate ~~over the ratification of the Constitution between the~~ ~~Federalists and Anti-Federalists~~ over the ratification of the Constitution, ~~including Federalist Papers 10 and 51~~ (G/Civ); and (Little/2nd 8-1)
- (F) identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).
- (5) New Nation. The student understands the key events in the first five presidencies of the New Nation. The student is expected to:
 - (A) describe key developments in the new nation, including Washington's Farewell Address, Marbury v. Madison, the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and
 - (B) explain ~~the significance of~~ ~~impact~~ of the War of 1812 in confirming American independence ~~including recognition of American sovereignty and development of national identity~~ (G/Civ).
- (6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:
 - ~~(A) describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, the elimination of the Second Bank of the United States, and the elimination of property requirements to vote (H, G/Civ);~~
 - (A) Describe Jacksonian Democracy as a political movement that expanded voting rights by eliminating property requirements and emphasizing the power of the common man (H, G/Civ). (Little/2nd A-F, remove parens 8-3)
 - ~~(B) describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man and the spoils system(H, G/Civ);~~
 - (B) Analyze the major executive and constitutional crises of Andrew Jackson's presidency, including the Nullification Crisis, the Indian Removal Act, the elimination of the Second Bank of the United States, and the Trail of Tears (H, G/Civ, Geo).
 - ~~(C) explain the causes and effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);~~
 - (C) Explain the role of the Texas Revolution, the Battle of the Alamo, and the admission of Texas to the United States in the broader context of American westward expansion (H, G/Civ, Geo/C).
 - ~~(D) explain the role of the Texas Revolution and the Battle of the Alamo in American western expansion and the admission of Texas to the United States (H, G/Civ, Geo/C);~~

- (D) Analyze the political, economic, and geographic causes and effects of the Mexican-American War, focusing on the resulting sectional conflict over the expansion of slavery into new territories (H, Geo/C).
- ~~(E) explain the religious influence of the Second Great Awakening on reform movements, including temperance, women's suffrage, and abolition (G/Civ);~~
- (E) Explain the religious influence of the Second Great Awakening on fueling major antebellum reform movements, including temperance, early women's suffrage, and abolition (G/Civ).
- ~~(F) describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); and~~
- (F) Evaluate the goals, strategies, and key figures of the abolitionist movement (William Lloyd Garrison, Frederick Douglass, Harriet Tubman) and the early women's suffrage leaders (Susan B. Anthony, Elizabeth Cady Stanton, and the 1848 Seneca Falls Convention) (H, G/Civ).
- ~~(G) identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman (H, G/Civ).~~
- (7) Sectionalism, Civil War, and Reconstruction. The student understands Antebellum economy, society, and culture. The student is expected to:
 - (A) describe **advancements** of the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and
 - (B) describe Southern slavery, including slave life on plantations and farms across the South, and explain the cotton gin and its effect on the economics of slavery and domestic slave trade (Geo/C, E).
- (8) Sectionalism, Civil War, and Reconstruction. The student understands how sectional differences led to the Civil War. The student is expected to:
 - (A) compare the urban and industrial economy of the North to the rural and agricultural economy of the South (Geo/C, E, S);
 - (B) identify key developments leading to the Civil War, including Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v. Sanford (1857), Lincoln-Douglas Debates (1858), and John Brown's raid (H, G/Civ, Geo/C); and
 - (C) explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states' rights, and tariffs (G/Civ, Geo/C, E, S).
- (9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:

- (A) explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, ~~and the Battle of Appomattox Court House in Virginia resulting in General Lee's surrender to General Grant, and Palmito Ranch~~ (H, G/Civ, Geo/C); (H, G/Civ, Geo/C); (Francis/Hall 10-1)
- (B) describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles, including preservation of the Union, expansion of liberty, and that the government derives its authority from the people. (H, G/Civ);
- (C) explain the advantages and disadvantages of both sides during the Civil War, including manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);
- (D) explain the significance of strategies of the Union and Confederacy, including the Anaconda Plan (Geo/C); and
- (E) identify Galveston as the location of the Juneteenth announcement (H, Geo/C).
- (10) Sectionalism, Civil War, and Reconstruction. The student understands the immediate effects of the Civil War during Reconstruction. The student is expected to:
 - (A) analyze major effects of the 13th, 14th, and 15th amendments in advancing equality in the United States (G/Civ);
 - (B) analyze how Lincoln's assassination altered the plans for Reconstruction, including the Ten Percent Plan (H, S);
 - (C) compare the Reconstruction plans of Johnson and Congress, including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected (G/Civ, S);
 - (D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, sharecropping, and the election of African American men to political office (Geo/C, E); and
 - (E) ~~summarize~~ explain how the end of Reconstruction and the ~~failure to enforce and the lack of enforcement~~ of the 14th and 15th amendments ~~led to~~ contributed to the rise of Jim Crow segregation (G/Civ, S).
- (11) The Rise of Industrial America. The student understands the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:
 - (A) describe the role of the federal government in westward migration, including the Homestead Act, the Morrill Act, the Indian Wars, the Buffalo Soldiers, and the Dawes Act (H, G/Civ, Geo/C, E);
 - (B) describe the end of the open range, including the introduction of barbed wire in Texas (H, Geo/C, E);

- (C) identify the role of key figures, including John D. Rockefeller, Andrew Carnegie, and Henry Ford, in the American free enterprise system that led to major economic changes during the later industrial revolution (H, E);
 - (D) explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th and early 20th centuries and describe responses, including the Hull House and the Chinese Exclusion Act (H, G/Civ, Geo/C);
 - (E) explain the economic factors and working conditions that contributed to the origins of labor unions, including child labor (G/Civ, Geo/C, E);
 - (F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);
 - (G) analyze ~~the transition from laissez-faire policies to increased federal regulation~~ ~~the increasing role of the federal government in~~ ~~begun during~~ the Gilded Age ~~Reforms and Progressive policies~~, including ~~the~~ Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and
 - (H) describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), and the Great Migration (G/Civ, E).
- (12) Imperialism and World War I. The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:
- (A) describe America's growing role in world affairs from the Civil War to 1914, including ~~America's growing influence in~~ ~~the annexation of~~ Hawaii ~~leading to annexation~~, the Open Door Policy, the Spanish-American War, and the Panama Canal (H, G/Civ, Geo/C, E);
 - (B) ~~identify reasons~~ ~~explain the causes~~ for America's involvement in World War I, including ~~imperialism~~, ~~economic ties to allies~~, unrestricted submarine warfare, and Zimmermann Telegram (H, G/Civ, E); ~~and~~
 - (C) ~~explain~~ describe America's ~~military contributions to role in bringing~~ World War I ~~to an end, including war bonds, the Selective Service Act, including Pershing and~~ the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, ~~G/Civ, Geo/C, E~~); ~~and~~
 - (D) ~~explain the significance of the Treaty of Versailles, including its terms, and the conditions it created for future conflict (H, G/Civ).~~
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe domestic issues between 1918 and 1929, including prohibition, the 19th amendment, eugenics, and the Red Scare (H, G/Civ, Geo/C);

- (B) describe the influence of African American culture on mainstream American culture between 1914 and 1939, including the Harlem Renaissance (Geo/C);
 - (C) identify economic growth, and community building and self-governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (E, G/Civ);
 - (D) identify challenges of African Americans between 1914 and 1939, including the Ku Klux Klan, lynchings, and the Tulsa Race Riots (H, Geo/C, E);
 - (E) analyze how factors, including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl, contributed to the onset and severity of the Great Depression, (H, E, S); and
 - (F) analyze the extent to which responses to the Great Depression, including the New Deal programs, alleviated economic hardship without fully ending the Depression (G/Civ, E, S).
- (14) World War II. The student understands World War II. The student is expected to:
- (A) ~~identify~~ describe the rise of totalitarian regimes to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders Tojo (H, G/Civ);
 - (B) ~~explain~~ identify the United Kingdom's policy of appeasement under Prime Minister Neville Chamberlain and analyze the results of this policy (H); (Hickman w/o) (Young/2nd restore to original w/o)
 - (C) describe key events of early World War II in Europe, including the partition of Poland, the Invasion of the West, the Battle of Britain, and the Battle of the Atlantic (H, Geo/C);
 - (D) describe American neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
 - (E) identify reasons for U.S. involvement in World War II, including Axis aggression and the attack on Pearl Harbor (H, Geo/C); (Hickman w/B/ 10-1)
 - (E) describe ~~the contributions~~ changes that the American homefront made to World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce Service Pilots (WASP), Rosie the Riveter, the Bracero Program, and Japanese internment (H, Geo/C, E);
 - (F) describe American heroes and the events they influenced and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and General George Patton Audie Murphy, and the Tuskegee airmen and American bombing campaigns against the Axis, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C);

- (G) define the Holocaust as the systemic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H, G/Civ);
 - (H) describe the fall of the Nazis and explain challenges confronting survivors of the Holocaust, including displacement, loss of family, and fear (H, Geo/C);
 - (I) explain how ideas from the 1920's led to the establishment Israel, the ancestral homeland of the Jewish people by the United Nations (H);
 - ~~(G) describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, and Iwo Jima, and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C);~~
 - (J) explain how the strategy of island hopping and victories including the Battle of Midway helped the United States advance toward Japan in the Pacific Theater, and describe the contributions of Chester Nimitz and the Navajo Code Talkers at the battle of Battle of Iwo Jima (H, Geo/C); and (Hickman/2nd 6-1)
 - (K) explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (G/Civ, H).
- (15) Post-War United States. The student understands post war United States. The student is expected to:
- (A) describe America's post war prosperity due to the free enterprise system, including the Baby boom, GI Bill, suburbs, and interstate highways from 1945 (H, G/Civ, Geo/C, E);
 - (B) ~~compare and~~ contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);
 - (C) describe the role of the Soviet Union in spreading communism through satellite states in Eastern Europe, and proxy wars in Asia, and Latin America (H, Geo/C);
 - (D) explain key developments in the global fight against communism through containment, including the Korean War, Cuban Missile Crisis, ~~the Space Race~~, and the Vietnam War and in the Space Race (H, G/Civ, Geo/C);
 - ~~(E) explain domestic anticommunism movements, including the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from communist governments and the overreach of McCarthyism, as a way to protect American values and freedoms (G/Civ);~~
 - (E) explain domestic anticommunism movements, including the role of Billy Graham, and the use of "under God" as a way to highlight America's

moral and spiritual foundations distinguishing the United States from atheistic communist governments (Hickman/2nd 9-5)

- (F) explain key civil rights **legislation and Supreme Court cases** ~~reforms~~, including Sweatt v. Painter, **Brown v Board of Education**, the Civil Rights Act of 1964, and the Voting Rights Act of 1965, and Title IX (H, G/Civ);
- (G) identify the significance of **key Civil Rights** ~~leaders in the Civil Rights movement~~, including **Dr. Martin Luther King, Jr.**, Thurgood Marshall, ~~who represented parents of school children in the case Brown v. Board of Education~~, Texan **Barbara Jordan**, ~~who was the first African American congresswoman~~, and **Hector P. Garcia**, ~~who was involved in the American GI Forum~~ (H, G/Civ);
- ~~(H) — identify the ideals of self-respect, self-determination, self-reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S);~~
- (H) ~~(I)~~ explain changes in American society in the 1960s and 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and explain the expansion of the federal government because of Lyndon B. Johnson's Great Society programs, the loss of trust in government because of Watergate, and the effect of the oil embargo on the American economy (G/Civ, Geo/C, E) Explain changes in American society during the 1960s and 1970s, including expansion of the federal government because of Lyndon B. Johnson's Great Society, changes in immigration patterns after the Immigration and Naturalization Act of 1965, the loss of trust in government because of Watergate, and the effect of the oil embargo on the American economy (G/Civ, Geo/C, E); and (Young 2nd w/o)
- (I) ~~(J)~~ describe how Reagan's idea of "morning again in America" was exemplified through the release of the hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War (H, G/Civ, Geo/C). Little/2nd 7-2 (Young/2nd restore original language VV) (Brooks/analyze 2nd 1-6)
- (X) evaluate the negative effects of the counterculture movement of the 1960s through the 1970s, including changing attitudes toward marriage, changes in rates of divorce, and the difference between the rate of poverty in married households and divorced households. (Hall/2nd order it so that Reagan is last 8-6)

(16) The Modern Era. The student understands the modern era. The student is expected to:

- (A) explain key events in the modern era, including the Gulf War, North American Free Trade Agreement (NAFTA), Clinton's impeachment, 2000 election, ~~September 11, 2001, Afghanistan and Iraq wars~~, Great Recession, and Affordable Care Act (H, G/Civ, Geo/C, E);

- (B) explain the significance of the September 11, 2001 terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including the Global War on Terror in Afghanistan and Iraq and the decline of civil liberties due to the PATRIOT Act concerns and public response (H, G/Civ);
- (C) ~~(B)~~ identify the election of Barack Obama in 2008 as a demonstration of equality under Constitutional rights (H, G/Civ); and
- (D) ~~(C)~~ identify the contributions of African Americans to military, government or business, including contributions of Colin Powell, Condoleezza Rice, Madame C. J. Walker, and Oprah Winfrey (G/Civ, S); and (Hickman/2nd 9-3)
- describe the computer revolution, the cultural impact of the internet, and social media through 2016 (Geo/C).

§113.27. World History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Rooted in the Western tradition and reflected in core American values, the belief in the dignity, worth, and natural rights of each individual has inspired movements for freedom and self-government, standing in enduring contrast to totalitarian systems that place the power of the state above the liberty of the person. This course consists of a high-level overview of world history with a special emphasis on the western and American tradition often highlighting contrasting ideals and their impacts across time and place.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) 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.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. 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.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in World History (H, S);
 - (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
 - (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);
 - (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
 - (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
 - (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
 - (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
 - (H) analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);
 - (I) analyze change and continuity over time by identifying patterns, turning points, and long-term consequences in World History (H, S);
 - (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of World History (H, S); and
 - (K) engage in civil discourse about social studies topics, including those with multiple perspectives.
- (6) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) 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.
- (8) 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.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Origins and Civilizations. The student understands the origins of humanity and the history of ancient civilizations. The student is expected to:

- (A) identify characteristics of prehistory and history ~~writing, settlements, and government~~ (H);
 - (B) describe how ~~development of agriculture during~~ the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);
 - (C) major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, ~~China, and Mesoamerica~~ including ~~settlement patterns and farming~~ (Geo/C); and
 - (D) define primary and secondary sources and ~~identify~~ geographic tools used by historians ~~including maps and GIS~~ (S).
- (2) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Israel. The student is expected to:
- (A) describe the historical development of ancient Israel, including the roots of Judaism, enslavement in Egypt and the Exodus story, the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of ancient Hebrews, including monotheism, ~~moral and ethical teachings found in the Torah~~ ~~biblical text, moral and ethical teachings~~, which influenced the development of Western civilizations, ~~including~~ ~~and~~ the United States (H, G/Civ, Geo/C).
- (3) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Greece. The student is expected to:
- (A) explain how the physical geography of Greece influenced the development of Greek civilizations, including the Greek city-states (H, G/Civ, Geo/C, E);
 - ~~(B) —compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);~~
 - ~~(B) (C)~~ describe the establishment of the Athenian empire as a result of the Persian War, ~~including the battles of Marathon and Salamis (Hickman/2nd w/o)~~ (H);
 - ~~(C) (D)~~ describe the role the Spartans played in the Persian War in the Battle of Thermopylae and the spread of Greek civilization through the Hellenistic empire (H); (Hickman/2nd w/o)
 - ~~(D) (E)~~ describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire (H);
 - ~~(E) (F)~~ explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);
 - ~~(F) (G)~~ describe important contributions of Greek ~~civilizations, scholars~~ including ~~philosophy, science, mathematics, government, the arts,~~

~~architecture, and history~~, Socrates, Hippocrates, Pythagoras, and Heroditus to Western civilizations and the United States and identify contributions of art and architecture including the Parthenon (H, G/Civ, Geo/C, S); and

(G) ~~(H)~~ contrast ancient Greek political systems, including Athens and Sparta including government and democratic processes (H, G/Civ, Geo/C, S).

(4) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Rome. The student is expected to:

(A) describe the development of Roman Empire, including the downfall of kings and the rise of the republic (H, G/Civ, Geo/C, E, S);

(B) explain the course of the Roman Empire, including the Punic Wars, civil wars, and Imperial Rome (H, G/Civ, Geo/C, E, S);

(C) ~~assess~~ identify the contributions of the Romans, including ~~republicanism~~, Roman law, architecture, and transmission of Greek culture and arts along the Roman Road, to Western civilizations and the United States (G/Civ, Geo/C);

(D) describe how the Roman Empire led to the Jewish Diaspora, including the destruction of Jerusalem, the destruction of the Second Temple, and the forced migration and scattering of Jewish communities across the Mediterranean region (H, Geo/C);

(E) explain the idea of self-governance found in ancient Roman texts which influenced the United States, including the inspiration of Cincinnatus to Washington, ~~the structure of a republican government~~, and the influence of Cicero on the American founders (H, S); and

(F) analyze the probable causes for the fall of the Roman Empire, including rampant inflation and moral decay (H, G/Civ, Geo/C).

(5) Classical World and Foundational Ideas. The student understands roots of Western civilization in Christianity. The student is expected to:

(A) describe the origins and early spread of Christianity, ~~foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity including the life and teachings of Jesus, Christianity's roots in Judaism, the role of apostles in spreading Christianity through the Roman Empire, and moral teachings from the Old and New Testaments that influenced Western civilization~~ (H, Geo/C);

(B) describe the persecution of Christians in the Roman empire beginning with Nero and explain the effect of the legalization of Christianity, including the conquests of Emperor Constantine, The Edict of Milan, ~~the debates in the First Council of Nicaea~~, and The Nicene Creed (H, G/Civ, Geo/C, S); and

- (C) identify the contributions of Christianity to Western civilization and early America, including the universality of human dignity that resulted from the Christianization of the Roman Empire, ~~including the universality of human dignity~~ (H, G/Civ, Geo/C, E, S).
- (6) Classical World and Foundational Ideas. The student understands ancient Indian civilization. The student is expected to:
- (A) identify central religious texts of Hinduism, including the Vedas and Upanishads (Geo/C); (Hickman/2nd w/o)
- (B) describe significant beliefs of Buddhism, including the Four Noble Truths and the Eightfold Path (Geo/C); and
- (C) explain important aspects of Indian history during the Mauryan Empire, including the importance of monsoon effects on trade and agriculture, and Gupta Empire, including Indian mathematics (H, G/Civ, Geo/C, E, S).
- (7) Classical World and Foundational Ideas. The student understands ancient Chinese civilization. The student is expected to:
- (A) ~~identify that Confucian beliefs are found in the Analects~~ (Geo/C); (Hickman/2nd w/o)
- (B) describe important developments of Chinese dynasties including conquest of Southern China during the Qin dynasty, the spread of Buddhism along the Silk Road and the invention of paper during the Han dynasty, and the inventions of the compass and gunpowder during the Tang dynasty (Geo/C, S); and
- ~~(C) describe the diffusion of Buddhism, including trade along the Silk Road~~ (Geo/C); and
- ~~(C) (D) explain how the compass, gunpowder, and printing transformed societies~~ (H, Geo/C, E); (Hickman/2nd w/o)
- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
- (A) explain how the contributions of the Byzantine Empire influenced later developments in Western civilization, including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);
- (B) describe the influence of Christianity in medieval society, including monasticism, missionary activity, hospitals, and orphanages (H, Geo/C);
- (C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, Anglo-Saxon England, and the Viking Era (H, G/Civ, Geo/C, E);
- (E) explain early Islam in terms of the Prophet Mohammed's brutal military campaigns against Jewish and Christian tribes, the institutionalization of slavery, and the taking of female captives as harem slaves. (Hall/2nd 9-5)

- (E) describe the teachings of jihad and how these teachings led to the expansion of Islam and the conquest of Christian lands (H, G/Civ, Geo/C, E);
 - (F) explain the practice of slavery, the origin of the word "slave" from Viking enslavement of the Slavs, and the enslavement and slave trade carried out by Viking and Muslim raiders (H, G/Civ, Geo/C, E); and
 - (G) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of ~~the~~ Tours (H, S).
- (9) Faith, Empires, and Medieval Transformations. The student understands the High Middle Ages from 1000-1300. The student is expected to:
- (A) describe the developments of Medieval Europe, including the rise of feudalism and the Norman Conquest (H, G/Civ, Geo/C, E);
 - (B) describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians' Crusades and The Reconquista (H);
 - (C) explain **intellectual** developments of Western civilization, including The Great Schism of 1054, ~~Roman and canon law, Romanesque and Gothic architecture,~~ and the creation of universities (H, G/Civ, Geo/C); ([Hall/2nd 7-6](#))
 - (D) describe **the significance of technological advancements on daily life developments,** ~~including windmills, watermills, armored knights, and crossbows~~ (H, G/Civ, Geo/C, E); and ([Hickman/2nd w/o](#))
 - (E) compare European and Japanese feudalism, including knights and samurai (H, G/Civ, Geo/C, E, S).
- (10) Faith, Empires, and Medieval Transformations. The student understands the Late Middle Ages from 1300-1450. The student is expected to:
- (A) analyze developments in medieval English legal history, including common law, Parliament, habeas corpus, and private property rights (H, G/Civ, S);
 - ~~(B) describe social developments, including Babylonian Captivity of the Papacy and Black Death, and military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);~~
 - (B) Describe the effects of the Black Death and the medieval military revolution. ([Hickman/2nd w/o](#))
 - (C) explain the decline of Byzantium in the 14th and 15th centuries, including the rise of the Ottoman Empire and Islamic slave trade and the capture of Constantinople in 1453 (H, G/Civ, Geo/C, E); and
 - (D) analyze the influence of the Magna Carta on Western civilization, including the rights of citizens (H, G/Civ, Geo/C, S).

- (11) Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:
- (A) describe key aspects of Indian history, including the centralized power and absolute monarchical rule of the Mughal Empire and the building of the Taj Mahal (H, G/Civ, Geo/C);
 - (B) describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and expansion of the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and
 - (C) describe how the Mongol Conquest unified China through conquering rival kingdoms and expanding trade (H, G/Civ, Geo/C, E).
- (12) Renaissance to Global Interaction. Renaissance and the Reformation. The student understands the influence of the Renaissance on Western civilization. The student is expected to:
- (A) identify characteristics in the development of the Renaissance through the arts, architecture, and The Gutenberg Press, and explain how this led to the expansion of knowledge (H, Geo/C);
 - (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) identify the origins of the Protestant Reformation, including the 95 Theses, and effects of the Protestant Reformation, including the Catholic Counter Reformation (H, Geo/C, S);
 - (E) describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church, including The Great Peasants' War, The French Wars of Religion, and the Thirty Years War (H, G/Civ, Geo/C, E, S); and
 - (F) identify Renaissance elements in art, including The Duomo, The Mona Lisa, The Pieta, ~~and The School of Athens~~ using pictures (H, G/Civ, Geo/C, E, S). ([Hickman/2nd w/o](#))
- (13) Renaissance to Global Interaction. The student understands the Scientific Revolution and Enlightenment. The student is expected to:
- (A) describe innovations of the Scientific Revolution, including the heliocentric model, laws of motion and gravitation, the scientific method, and calculus (H, Geo/C); and
 - (B) explain key ~~ideas and~~ philosophies of the Enlightenment, including primacy of reason over superstition, natural rights, and describe the ~~impact~~ influence of the Enlightenment on American political thoughts (H, G/Civ, Geo/C, E).

- (14) Renaissance to Global Interaction. The student understands political developments in Europe from 1500-1800. The student is expected to:
- (A) describe ~~the consolidation of nation states ruled by European monarchs~~ how European monarchs strengthened national governments by increasing royal power, collecting taxes, creating national armies, and unifying kingdoms including England, France, and Spain (H, G/Civ, Geo/C, E);
 - (B) compare the rise of the Russian Empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and
 - (C) ~~describe the causes, key events, and consequences of the rise of English liberty, including the English Civil War, Glorious Revolution, and English Bill of Rights which later influenced the United States~~ describe the rise of English liberty, including the conflict between the monarchy and Parliament leading to the English Civil War, the progression of political change through the Glorious Revolution, and the establishment of rights in the English Bill of Rights and its influence on the United States (H, G/Civ, Geo/C, S).
- (15) American Civilizations and European Conflicts. The student understands Pre-Columbian civilizations and empires in the Americas. The student is expected to:
- (A) identify key features of Pre-Columbian civilizations, including Aztec tribute systems, human sacrifice ~~and cannibalism rituals, and city states~~; Incan road networks, ~~and centralized rule~~ agricultural terracing; and Taíno village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and (Childs/2nd 10-2)
 - (B) analyze the ~~impact~~ effect of geography on Pre-Columbian civilizations including agriculture and settlement patterns (H, Geo/C, E, S).
- (16) American Civilizations and European Conflicts. The student understands European expansion from 1500-1800. The student is expected to:
- (A) compare the ~~causes~~ motivations of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);
 - (B) locate and describe European expansion in the Americas, including the North American colonies (Geo/C, E, S);
 - (C) compare the effects of European expansion of empires in the Americas, including imperial competition over land and resources, conflicts with native peoples, and mixing of cultures (H, G/Civ, Geo/C, E, S);
 - (D) ~~describe the causal reasons that led slavery to emerge as a global institution, from warfare, raids, and participation in regional slave trading networks within African societies to the Mediterranean in relation to the Barbary Pirates, and to the Americas, including the Atlantic Slave Trade~~ describe how slavery emerged and expanded as a global institution through warfare, raids, and regional slave trading networks in Africa, the Mediterranean world, and the Americas, including the role of the Barbary slave trade and the Atlantic Slave Trade (H, G/Civ, Geo/C, E); and

- (E) explain how William Wilberforce's belief in the inherent dignity and rights of all people based on his Christian faith motivated his efforts to abolish the slave trade and influenced movements to end slavery around the world (H, G/Civ); and
- (F) ~~(E)~~ describe indentured servitude and slavery as practiced in the Americas by American Indians and Europeans (H, G/Civ, Geo/C, E).
- (17) Revolution, Industry, Empire, and the Rise of Liberty. The student understands revolution, industry, empire, and the rise of liberty. The student is expected to:
- (A) describe how the ideals of the Enlightenment were used to justify American Independence, the French Revolution, and Latin American independence movements (H, G/Civ, Geo/C, E, S);
- (B) explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis ~~XIV~~ XVI (H, G/Civ, Geo/C, E);
- (C) explain the Napoleonic Wars and the effects of the Napoleonic Wars on the Americas, including the weakening of Spanish and French colonial control, the encouragement of independence movements in Haiti and Mexico, and territorial expansion of the United States through the Louisiana Purchase (H, G/Civ, Geo/C, E); and
- (D) explain how the universality of natural rights expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the rise of Napoleon (H, G/Civ, E, S).
- (18) Revolution, Industry, Empire, and the Rise of Liberty. The student understands the Industrial Revolution and social, economic, and political change from 1800-1914. The student is expected to:
- (A) explain the development of the Industrial Revolution, including factories, new energy sources, ~~and~~ urbanization, ~~and~~ the growth of the United States as a melting pot in which people from diverse backgrounds contributed to a shared American society (H, G/Civ, Geo/C, E);
- (B) explain free enterprise ideals, including division of labor, the Invisible Hand, and self-interest which influenced the Industrial Revolution as noted by Adam Smith in "An Inquiry into the Nature and Causes of the Wealth of Nations" (H, G/Civ, Geo/C, E, S);
- (C) explain the foundation of communist and socialist ideology in The Communist Manifesto, including class struggle, the bourgeois and the proletariat, and the abolition of private property (H, G/Civ, Geo/C, E, S); and
- (D) compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise (G/Civ, Geo/C, E, S).

- (19) Revolution, Industry, Empire, and the Rise of Liberty. The student understands changing political and cultural characteristics of 19th century Europe. The student is expected to:
- (A) describe **how Enlightenment ideas led to** political changes in 19th century England, including suffrage reform and democratization (H, G/Civ, Geo/C, S);
 - (B) describe 19th century France, including cycles between empire and republics (H, G/Civ, S);
 - (C) explain how nationalism and the unifications of Italy and Germany led to a power shift in Europe (H, G/Civ, Geo/C);
 - (D) explain the causes, including the need to modernize due to military weakness and economic backwardness compared to Western Europe, and consequences, including serf emancipation in 1861 and the growth of revolutionary movements, of Russia's partially successful 19th century reforms (H, G/Civ, Geo/C, E); and
 - (E) describe changing European culture in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (H, G/Civ, Geo/C, S).
- (20) Revolution, Industry, Empire, and the Rise of Liberty. The student understands European imperial expansion. The student is expected to:
- (A) explain 19th century developments in Latin America, including the Napoleonic invasion of Spain and Independence of the Latin American republics (H, G/Civ, Geo/C, E);
 - (B) explain the height of British imperialism, including the Apogee of British Raj (H, G/Civ, Geo/C, E);
 - ~~(C) locate and describe imperial expansion in 19th-century Asia and Oceania (H, G/Civ, Geo/C, E, S);~~
 - (D) explain ~~the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference~~ **how competition for land, natural resources, and political power among European nations led to the Berlin Conference and increased imperial expansion in 19th-century Africa** (H, G/Civ, Geo/C, E); and
 - (E) describe European competition in the late 19th century during the Scramble for Africa and Sphere of Influence in Asia (H, G/Civ, Geo/C, E, S).
- (21) World Wars and Global Crisis. The student understands World War I (WWI). The student is expected to:
- (A) explain the causes of WWI, including imperial competition, alliances, nationalism, and militarism (H, G/Civ, E, S);

- (B) ~~identify key events on the western front and describe innovations, including trench warfare and improvements in battlefield trauma care during WWI~~ explain how trench warfare on the Western Front during World War I led to prolonged stalemate, high casualties, and innovations in military technology and battlefield trauma care (H, G/Civ, Geo/C, E, S);
 - (C) explain results of WWI, including the Treaty of Versailles, Sykes-Picot Agreement, changes in territory, and Remembrance days (H, G/Civ, Geo/C, E, S);
 - (D) explain how poverty, war, and food shortages led to the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and
 - (E) use maps to explain territorial changes because of WWI, including Europe, the Middle East, and Africa (H, G/Civ, Geo/C, S).
- (22) World Wars and Global Crisis. The student understands the interwar global crisis in Western Europe. The student is expected to:
- (A) describe the creation of the League of Nations at the close of WWI and explain its ineffectiveness in addressing the encroachments of Italy, Germany, and Japan due to lack of enforcement authority which contributed to World War II (WWII);
 - (B) compare the global depression of the 1930s in the United States and Germany, including how economic hardship led to the New Deal in the United States while instability stemming from World War I led to the rise of the Nazi Party in Germany (H, G/Civ, Geo/C, E, S);
 - (C) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism in Europe (H, G/Civ, Geo/C, E, S);
 - (D) describe actions of the Soviet Union to 1945, including collectivization, the Holodomor, and Stalin's Great Terror (H, G/Civ, Geo/C, E); and
 - (E) describe how fascism, Nazism, and communism used propaganda, public shaming, censorship, and forced conformity to maintain control (H, G/Civ, Geo/C, E, S).
- (23) World Wars and Global Crisis. The student understands India and China from 1900-1945. The student is expected to:
- (A) describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League (H, G/Civ, Geo/C); and
 - (B) explain the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict including the establishment of communism under Mao (H, G/Civ, Geo/C, E).
- (24) World Wars and Global Crisis. The student understands WWII. The student is expected to:

- (A) explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, ~~and~~ economic depression, and Pearl Harbor as the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);
 - (B) identify key events, including the invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki, and describe innovations, including radar and blood banks during WWII (H, G/Civ, Geo/C); ~~and~~
 - (C) ~~explain the causes and consequences of the Holocaust, including Nazi genocide of the Jews and the creation of the modern state of Israel (H, G/Civ, Geo/C);~~ define the Holocaust as the systemic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H);
 - (D) explain the main causes of the Holocaust, including antisemitism (H);
 - (E) identify the consequences of the Holocaust including demographic and cultural shifts and the creation of the term “genocide” (H); and
 - (F) explain how Israel, the ancestral home of the Jewish people, was established in 1948 by the United Nations (H).
- (25) The Cold War, Decolonization, and Global Institutions. The student understands Europe from 1945-1991. The student is expected to:
- (A) describe key events of the Cold War, including the Iron Curtain, the proxy wars, and ~~the Arms and Space Race~~ competition for technological advancement (H, G/Civ, Geo/C); (Hall/2nd w/o)
 - (B) describe ~~Western Europe's postwar history~~ how containment led to , including the Truman Doctrine, the Marshall Plan, ~~American-led free trade system, and the creation of international organizations, including the United Nations, and~~ North Atlantic Treaty Organization (NATO) ~~and the European Union~~ (H, G/Civ, Geo/C, E, S);
 - (C) ~~explain the key causes of the Soviet Union's decay, including glasnost and perestroika (H, G/Civ, Geo/C, E); (Maynard/2nd C-E 9-0)~~
 - (D) explain the ~~decay and the~~ final collapse of the Soviet empire ~~after the fall of the Berlin Wall~~ (H, G/Civ, Geo/C, E); and
 - (E) contrast the outcomes of the Soviet Cold War with the United States.; ~~including views on the dignity of the individual to the state~~ (H, G/Civ, Geo/C, E, S).
- (26) The Cold War, Decolonization, and Global Institutions. The student understands world events and developments from 1945-1991. The student is expected to:
- (A) explain the history of the Communist Regime in China, including the Communist Revolution in 1949, the Great Leap Forward, mass famine, the Cultural Revolution, and labor camps (H, G/Civ, Geo/C, E);

- (B) explain how the relationship between postwar Japan and the United States led to rapid technological and economic growth in Japan (H, G/Civ, Geo/C, E);
- (C) ~~describe the course of the Korean Conflict, including the alliances of each side, the involvement of the United Nations and the United States to end the conflict, allegations of war crimes, and signing of the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ) (H);~~ describe major events of the Korean Conflict, including the North Korean invasion of South Korea, the Battle of Inchon, Chinese intervention, and the signing of the Korean Armistice Agreement (H);
- (D) explain the outcomes of the Korean Conflict, including the establishment and continued maintenance of the Demilitarized Zone (DMZ), the division of Korea into North and South Korea, and continued tensions on the Korean Peninsula (H, G/Civ, Geo/C);
- (E) ~~(D)~~ explain the history of India and Pakistan, including the end of the British Raj and the Partition of India (H, G/Civ, Geo/C, E);
- (F) ~~(E)~~ explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
- (G) ~~(F)~~ explain communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and
- (H) ~~(G)~~ explain the political developments in Africa, including the ~~consequences-effects~~ of decolonization and the leadership of Nelson Mandela in the era of fall of apartheid in South Africa (H, G/Civ, Geo/C, E). (Childs/2nd 6-4)
- (27) Terrorism and Globalization. The student understands world history since the fall of the Soviet Union to 2016. The student is expected to:
- (A) identify the rise of world powers after the fall of the Soviet Union, including People's Republic of China and the Russian Federation, and their competition with the United States (H, G/Civ, Geo/C, E);
- (B) explain reasons for continuing tensions between North and South Korea and describe allegations of human rights abuses in North Korea, including labor camps;
- (C) explain developments in China and Russia since 1991, including the Tiananmen Square Massacre, that contributed to their rivalry as a world power (H, G/Civ, Geo/C, E);
- (D) explain the rise of radical Islam, including Iranian proxies, terrorism, Al Qaeda, September 11, 2001, and Islamic State of Iraq and Syria (ISIS) (H, G/Civ, Geo/C);
- (E) explain America's response to the September 11, 2001, terrorist attack, including the wars in Iraq and Afghanistan, ~~the Patriot Act, and the~~

Department of Homeland Security (H, G/Civ, Geo/C, S); and Maynard/2nd 6-0

- (F) analyze the impact of globalization since the dissolution of the USSR in 1991, including the opening of new economic markets and the advent of the internet (H, G/Civ, Geo/C, E, S). (Childs/2nd 8-1) (Pickren dissolution of USSR 8-0)