

**State Board of Education
Committee of the Full Board
Thursday, June 25, 2026**

The State Board of Education Committee of the Full Board met at 12:15 p.m. on Thursday, June 25, 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; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little; Tiffany Clark; Evelyn Brooks

Absent: Staci Childs

Items were taken up in the following order: Tuesday #2, Monday #2, Tuesday #4, Tuesday #3, Monday #3, and Monday #2.

ACTION ITEMS

T2. Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.26, Personal Financial Literacy (One-Half Credit), Adopted 2026

(First Reading and Filing Authorization)
(Board agenda page I-215)

Public testimony was heard.

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

Approve for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.26, Personal Financial Literacy, (One-Half Credit), Adopted 2026.

Chairman Kinsey remind the board that at the previous meeting an alternate Knowledge and Skills section had been offered for this course. The motion returned to the floor with the adoption of the alternate language as the pending question. Member Francis moved a substitute for the alternate language. The substitute was adopted in place of the alternate language, and was then adopted as an amendment to the pending rule text.

The rule text was approved, as amended, for first reading a filing authorization.

ATTACHMENT 7

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)

Member Hickman moved to call up 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter D, Other Social Studies Courses. Without objection, the rule text was on the floor with the following motion:

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 D, Other Social Studies Courses; and

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

Following discussion, the motion was withdrawn.

- T4. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program**
(Second Reading and Final Adoption)
(Board agenda page I-229)

The Committee heard a presentation on My Texas Future, which helps Texas students plan, prepare, and apply to college.

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

Approve for second reading and final adoption the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program; and

Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program, is necessary and shall have an effective date of August 1, 2026.

The motion was adopted as amended 11-0. Following adoption, the motion was reconsidered, another amendment was adopted, the motion was adopted as amended.

ATTACHMENT 8

- T3. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum**
(Second Reading and Final Adoption)
(Board agenda page I-224)

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

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum; and

Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

It was moved to take no action on the pending motion. The motion was adopted.

DISCUSSION ITEMS

- M3. Discussion of Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.11, Vocabulary Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.31, Vocabulary Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.71, Vocabulary Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.11, Vocabulary Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.31, Vocabulary Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.71, Vocabulary Lists, High School, Adopted 2026**
(Board agenda page I-203)

Shannon Trejo, Deputy Commissioner, School Programs, updated the Committee on new sections would add lists of vocabulary to be taught in each grade level. She noted that until the Literature Lists were completed, the Vocabulary List should not be dealt with.

- 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 continued on the following motion:

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 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 C, High School, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

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, §113.25. United States Government (One-Half Credit), Adopted 2026 and §113.28. World Geography Studies (One Credit), Adopted 2026. The motion was adopted without objection. Those two items were set aside.

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, §113.29. Foundations of Economics (One Credit), Adopted 2026. The motion was adopted without objection.

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 C, High School, §113.29. Foundations of Economics (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, §113.29. Foundations of Economics (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 12-0.

ATTACHMENT 9

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, §113.32. Psychology (One-Half Credit), Adopted 2026; §113.33. Sociology (One-Half Credit), Adopted 2026; §113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026; §113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026; §113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026; §113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026; §113.38.

Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026; §113.39. Ethnic Studies: African American 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, §113.32. Psychology (One-Half Credit), Adopted 2026; §113.33. Sociology (One-Half Credit), Adopted 2026; §113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026; §113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026; §113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026; §113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026; §113.38. Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026; §113.39. Ethnic Studies: African American 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 13-0.

ATTACHMENT 10

ATTACHMENT 11 (Sociology only)

Member Ellis moved to reconsider the vote on the adoption of 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 to reconsider was adopted without objection, and the document was amended.

Chairman Kinsey moved to postpone further consideration of 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 to postpone further consideration of the course was postponed 9-4

ATTACHMENT 5

Member Ellis moved to reconsider the vote on the adoption of 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, and the document was amended.

Chairman Kinsey moved to postpone further consideration of 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 to postpone further consideration of the course was postponed 9-3.

ATTACHMENT 6

Member Ellis moved to take up 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.28. World Geography Studies (One Credit), Adopted 2026. The motion was adopted without objection, and the document was amended.

Chairman Kinsey moved to postpone further consideration of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C,

High School, §113.28. World Geography Studies (One Credit), Adopted 2026.
The motion to postpone further consideration of the course was postponed 9-3.

ATTACHMENT 12

Member Maynard moved to take up 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.25. United States Government (One-Half Credit), Adopted 2026. The motion was adopted without objection. Member Maynard moved a substitute for the pending rule text, which was adopted.

Chairman Kinsey moved to postpone further consideration of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.25. United States Government (One-Half Credit), Adopted 2026. The motion to postpone further consideration of the course was postponed 10-2.

ATTACHMENT 13

The meeting adjourned at 8:03 p.m. on June 25, 2026.

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 ~~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)

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.26. Applied Personal Financial Literacy (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2027-2028 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Applied Personal Financial Literacy (PFL) will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) 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.
- (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)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (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.

APPLIED PERSONAL FINANCIAL LITERACY

(d) Knowledge and skills

- (1) Fundamental Concepts of Economics Related to PFL. The student understands fundamental of economics related to personal financial literacy and the role of ethical decision-making and personal responsibility in financial choices. The student is expected to:
 - (A) define the economic concepts of scarcity, supply, demand, opportunity cost, free enterprise, profit incentive, appreciation, depreciation, financial integrity and accountability.
 - (B) understand how scarcity drives market prices by applying supply and demand models (E, S);
 - (C) evaluate how opportunity cost impacts personal financial choices by comparing the value of the next best alternative, including responsible prioritization of needs over wants (E, S);
 - (D) describe characteristics of free enterprise, including private property, freedom of choice, profit incentive, competition, limited government, and voluntary exchange, and explain the importance of integrity and accountability in economic interactions (E);
 - (E) compare how appreciation and depreciation affect asset values and net worth in the context of long-term financial responsibility and planning (E).
- (2) Personal Financial Planning, Goal Setting, and Decision-Making. The student develops a personal framework to guide financial decisions and uses structured critical thinking to evaluate alternatives and discuss decisions. The student is expected to:

- (A) define the economic concepts of retirement, financial independence, emergency fund, life expectancy, and problem model
 - (B) develop one-year, five-year, and ten-year financial, education, career, and personal goals that are specific, measurable, attainable, realistic, and time based (E, S);
 - (C) create a ten year personal financial plan with annual benchmarks that integrates education, career, income, saving, investing, major purchases, long-term financial independence goals, and risk management, including a will, financial power of attorney, medical power of attorney, and living will (E, S);
 - (D) describe a future life in ten years, including desired career, income, education, housing, transportation, saving, emergency funds, retirement, life expectancy or financial independence funding, personal priorities, and life satisfaction (E, S);
 - (E) create a structured decision-making problem model, using relevant information with alternatives, potential outcomes, and financial decisions using evidence and reasoning (E, S); and
 - (F) validate goals and the ten-year personal financial plan as new knowledge, skills, circumstances, and economic conditions are analyzed during the course (E, S).
- (3) Careers, Postsecondary Education, and Earning Potential. The student analyzes personal interests, career pathways, labor-market conditions, and postsecondary education options to align career decisions with personal goals and financial plans. The student is expected to:
- (A) define the economic concepts of labor market data, global competition, comparative advantage, creative destruction, technical training, and internship.
 - (B) identify personal interests, skills, values, and aptitudes and align them with multiple potential career pathways, including careers that may emerge as technology and the economy change (E, S);
 - (C) research career pathways using labor-market data, online resources, and artificial intelligence tools to evaluate income growth, employment trends, global competition, comparative advantage, technological change, creative destruction, required skills, and possible employers (E, S);
 - (D) describe how education, skills, certifications, technical training, internships, and work-based learning influence income opportunities in a competitive free enterprise labor market (E);
 - (E) evaluate postsecondary pathways, including: universities, community colleges, technical programs, certificate programs, military options, and industry credentials (E, S);

- (F) calculate the total cost of postsecondary education or training, including tuition, fees, housing, books, instructional materials, transportation, personal expenses, technology, and related costs. Then evaluate the return on investment, opportunity costs, risks, and debt obligations associated with postsecondary education and career pathways (E, S);
 - (G) list funding sources for postsecondary education, including FAFSA or TAFSA, grants, scholarships, work-study, employer-subsidized tuition, internships, student loans, tax credits, and family or personal contributions (E, G/Civ);
 - (H) add career, education, training, funding, and deadline information to the five-year, and ten-year personal financial plan (E, S).
- (4) Consumer Economics and Financial Decision-Making. The student understands how habits, personal responsibility, consumerism, emotional responses, and external pressures affect personal financial decisions and demonstrates the ability to apply strategies for responsible, ethical, and informed financial decision-making in a digital age. The student is expected to:
- (A) define the economic concepts of consumerism, delayed gratification, marketing strategies, true and sunk costs, risk, simple and compound interest rates and costs,
 - (B) interpret how consumerism behaviors can lead to unfavorable financial outcomes and identify strategies, including self-discipline and delayed gratification, to avoid common errors in financial judgment (E, S);
 - (C) explain how consumerism and marketing strategies, including social media influencers, algorithm-driven recommendations, financial technology platforms, and traditional advertising, influence spending behavior and financial decision-making (Geo/C, E, S);
 - (D) evaluate the credibility and bias of financial information sources by analyzing author, audience, and purpose while considering honesty and integrity in evaluating information (Geo/C, E, S);
 - (E) apply structured financial decision-making frameworks, including cost-benefit analysis and opportunity cost evaluation, to make evidence-based financial decisions and demonstrate accountability for outcomes (E, S);
 - (F) evaluate the true and sunk cost and risks of high-interest credit services by calculating interest costs and analyzing the consequences of missed or late payments (E, S); and
 - (G) examine how generational family financial behaviors influence money patterns, goals, personal responsibility, and decision-making (Geo/C, E, S).
- (5) Earning Income. The student understands sources of income and factors that affect earning potential, compensation, postsecondary pathways, and income-related responsibilities. The student is expected to:

- (A) define the economic concepts of contract income, royalty income, commission income, interest income, dividends, employment forms, FASFA/TASFA, trade-offs, and gross & net pay.
 - (B) identify sources of income, including wages, salaries, tips, contract income, rental income, royalty income, bonuses, commission income, interest income, dividends, and profits (E);
 - (C) research employment forms of the IRS: W-2, W-4, W-9, 1099, and 1040
 - (D) analyze how personal interests, skills, and goals align with potential careers by examining income potential, geographic patterns, workforce demand, and economic conditions (Geo/C, E, S);
 - (E) evaluate the return on investment of postsecondary education, training, or credentialing pathways, including total cost, earning potential, time commitment, and opportunity costs (E, S);
 - (F) analyze postsecondary financing options, including scholarships, grants, work-study programs, and student loans (E, S);
 - (G) explain the purpose of financial aid applications, such as the FAFSA or TASFA, and identify factors that may affect eligibility for federal, state, institutional, and private financial aid (G/Civ, E, S);
 - (H) assess the financial trade-offs of contract employment, independent contracting, and freelance work, including income variability, taxes, insurance, and benefits (E, S);
 - (I) evaluate total compensation by comparing wages and employee benefits, including employer contributions to health insurance, retirement plans, and paid leave (E, S); and
 - (J) differentiate between gross pay and net pay by explaining how taxes, deductions, and withholdings affect take-home earnings using sample pay stubs (E, S)
 - (K) complete a simulated tax scenario by applying knowledge of filing status, income sources, deductions, credits, tax withholding and estimated tax (E,S).
- (6) Budgeting: Spending and Planning. The student understands that financial decision-making impacts budgets and helps achieve financial goals by allocating income to spending, saving, giving, and other financial priorities while reflecting responsible stewardship and intentional use of resources. The student is expected to:
- (A) define the economic concepts of fixed & variable expenses, savings, total income, financial records, accountability, giving, tax benefits, purchasing power, historical data, economic indicators, and 50-30-20 rule of budgeting.

- (B) develop a balanced budget that accounts for income, fixed and variable expenses, and savings as a proportion of total income using digital or manual tools (E, S);
 - (C) design a system for tracking income, expenses, and financial records to support accountability and careful oversight (E, S);
 - (D) model a purposeful giving plan, including 10-10-80, that considers time, talents, and monetary donations while evaluating budget impact, recordkeeping, and potential tax benefits (G/Civ, E, S);
 - (E) calculate and compare the costs of utilities and insurance, benefits, and long-term affordability of renting versus buying a home by analyzing total cost, contract terms, and mortgage options (E, S);
 - (F) compare the cost of living in different geographic locations in Texas and the United States by considering housing, multiple forms of taxation transportation, health care, and income (Geo/C, E, S);
 - (G) calculate and compare the costs and benefits of purchasing versus leasing different types of vehicles by analyzing lease agreements, purchase contracts, loan payments, insurance requirements, depreciation, and total cost of ownership (E, S);
 - (H) compare financial exchange options, including cash, checks, debit cards, credit cards, electronic bank transfers, peer-to-peer payment platforms, and digital wallets, by evaluating costs, benefits, security risks, and consumer protections (E, S);
 - (I) analyze how inflation impacts purchasing power, savings, and budgeting using historical data and economic indicators (E, S);
 - (J) create a monthly and annual household budget based on the 50-30-20 rule of budgeting (E, S); and
 - (K) identify assets and liabilities and construct a personal net worth statement to measure financial health and demonstrate prudent stewardship of resources (E, S).
- (7) Saving and Investing. The student understands that saving and investing are essential components of building wealth, financial security, and long-term independence, including principles of ethical stewardship, personal responsibility, and respect for individual liberty. The student is expected to:
- (A) define the economic concepts of liquidity, deposit insurance protections, small & large cap stocks, corporate and government bonds, mutual funds, exchange-traded funds, index funds, traditional IRA, Roth IRAs, 401(k) plans, 403(b) plans, pension plans, Social Security, employer matching programs in long-term retirement planning, simple, compound interest and apply the Rule of 72, savings growth, investment growth, borrowing costs, FDIC, NCUA, SEC, CFPB, qualified financial professional, fiduciary duty, and investment profiles;

- (B) compare the features, benefits, and limitations of various savings options by evaluating interest rates, liquidity, fees, and deposit insurance protections (E, S);
- (C) compare investment options, including small-cap and large-cap stocks, corporate and government bonds, mutual funds, exchange-traded funds, and index funds, by analyzing risk, return, fees, and historical performance (E, S);
- (D) compare retirement savings options, including traditional and Roth IRAs, 401(k) plans, 403(b) plans, and pension plans, and explain the role of Social Security and employer matching programs in long-term retirement planning (G/Civ, E);
- (E) calculate simple and compound interest and apply the Rule of 72 to estimate savings growth, investment growth, and borrowing costs (E, S);
- (F) define personal risk tolerance and determine a hypothetical investment strategy based on time horizon, market conditions, and financial goals (E, S);
- (G) explain how regulation of financial institutions, including the FDIC, NCUA, SEC, and CFPB, contributes to financial security and consumer protection (G/Civ, E);
- (H) evaluate when to use a qualified financial professional versus managing investments independently by comparing knowledge, fees, fiduciary duty, professional credentials, and investment options (E, S);
- (I) analyze the characteristics, risks, regulatory landscape, and role of cryptocurrency and digital assets in the broader financial ecosystem (E, S);
- (J) appraise responsible use of financial technology through automated investment platforms, including robot-advisors and micro-investing apps, by analyzing fee structures, investment strategies, algorithmic limitations, and suitability for different investor profiles (E, S);
- (K) distinguish how automatic enrollment and opt-in versus opt-out retirement and savings plan designs affect participation rates and long-term wealth building (E, S); and
- (L) create an investment plan using stocks, bonds, mutual funds or other type of financial instrument that builds a diversified portfolio that has a reporting period of two to four weeks.
- (8) Credit and Debt. The student understands the costs and benefits of borrowing and lending and how they impact financial health, including principles of ethical stewardship, personal responsibility, and wise financial decision-making. The student is expected to:
 - (A) define the economic concepts of revolving credit, collateralized loans, collateral, creditworthiness, predatory lending, fixed versus variable

- interest rates, length of term, snowball and avalanche methods, truth in lending disclosures and repayment capacity;
- (B) compare types of credit, including revolving credit, installment credit, collateralized loans, and unsecured credit, by evaluating interest rates, fees, repayment terms, the role of collateral, and how these factors affect responsible credit use (E, S);
 - (C) identify factors in credit reports including potential errors that impact credit scores and analyze behaviors that can improve or harm creditworthiness over time, including accountability and consistent financial habits (E, S);
 - (D) develop a plan to build or maintain creditworthiness (E,S);
 - (E) analyze sources of credit, including banks, credit unions, online lenders, peer-to-peer lenders, and retail financing, and explain how creditworthiness factors influence access to different types of credit (E, S);
 - (F) analyze the components of the cost of borrowing, including annual percentage rate, fixed versus variable interest rates, length of term, grace period, and additional fees (E, S);
 - (G) evaluate high-cost and predatory lending practices, including payday loans, auto title loans, pawn shop loans, rent-to-own agreements, high-interest installment loans, and deceptive lending terms, and compare their total cost to traditional credit options (E, S);
 - (H) evaluate and apply debt management strategies, including snowball and avalanche methods, to address student loans, credit cards, and consumer debt (E, S); and
 - (I) evaluate truth-in-lending disclosures to determine borrowing costs, borrower rights and responsibilities, and whether repayment terms align with financial goals and repayment capacity (E, S).
- (9) Risk Management and Insurance. The student understands that managing risk through saving, insurance, fraud prevention, and legal protections helps safeguard against potential loss and ensure long-term financial well-being. The student is expected to:
- (A) define economic concepts of insurance terms: including premium, deductible, copayment, coinsurance, out-of-pocket maximum, and policy limits, deductibles, replacement costs, and coinsurance. (E);
 - (B) explain how geographic factors influence insurance needs and costs, including flood, fire, wind, and hail coverage (Geo/C, E);
 - (C) analyze how personal risk factors and coverage choices affect insurance premiums, including coverage amounts, deductibles, replacement costs and policy limits (E, S);

- (D) classify insurance coverage options, including health, auto, renters or homeowners, life, and disability insurance, by comparing coverage, costs, suitability, and financial impact across different life scenarios (E, S);
 - (E) evaluate health insurance options, including premiums, deductibles, copayments, coinsurance, out-of-pocket maximums, health savings accounts, and flexible spending accounts, by comparing costs, tax advantages, and out-of-pocket risk (E, S);
 - (F) explain the role of government programs, including unemployment insurance, disability insurance, Medicaid, and Medicare, in managing financial risk across the lifespan (G/Civ, E);
 - (G) identify and respond to financial fraud, including investment scams, Ponzi schemes, identity theft, and consumer fraud, by using reporting procedures and consumer protection agencies or resources (G/Civ, E, S);
 - (H) explain the importance of estate planning, including wills, beneficiaries, powers of attorney, and advance directives (G/Civ, E); and
 - (I) explain how an emergency savings fund works together with insurance as part of ensuring long-term financial well-being (E).
- (10) Entrepreneurship and Personal Financial Opportunity. The student understands that entrepreneurship in a free enterprise system rooted in individual initiative and economic liberty can provide opportunities for individuals to create value, assume risk, earn profit, build personal financial stability, and contribute to economic growth through responsible and ethical financial decision-making. The student is expected to:
- (A) define value, financial risk, profit, innovation, entrepreneurship, profit distribution, capitalist, free enterprise, and innovation;
 - (B) analyze how entrepreneurs create value, assume financial risk, earn profit, and build wealth through individual initiative, innovation, and responsible management of resources (E, S);
 - (C) evaluate how entrepreneurship, self-employment, and multiple income streams can support personal financial stability, resilience, and long-term financial goals (E, S);
 - (D) compare entrepreneurial ownership structures by analyzing how ownership, liability, taxation, and profit distribution can affect personal financial risk and income potential (G/Civ, E, S);
 - (E) examine how entrepreneurs respond to supply-and-demand trends and unmet needs in the marketplace through innovation, problem-solving, and responsible service to consumers (E, S);
 - (F) analyze how entrepreneurs respond to supply-and-demand trends and evaluate how entrepreneurship in a capitalist, free enterprise system contributes to personal financial opportunity, job creation, innovation, and economic growth (E, S);

(G) create a business plan for a hypothetical product or service operation that includes the necessary budgetary, accounting, financing, organizational labor charting, marketing, and sales.

ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.11. High School Graduation Requirements.

- (a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:
 - (1) in accordance with subsection (d) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);
 - (2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and
 - (3) demonstrated proficiency, in Grade 8 or higher, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
- (b) Beginning with students enrolled in Grade 12 during the 2021-2022 school year, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school.
 - (1) A student may graduate under the Foundation High School Program without completing a financial aid application if:
 - (A) the student's parent or other person standing in parental relation submits a signed form, approved by the Texas Education Agency (TEA), indicating that the parent or other person declines to complete and submit the application or authorizes the student to decline to complete and submit the financial aid application;
 - (B) the student signs and submits the form described by paragraph (1) of this subsection on the student's own behalf if the student is 18 years of age or older or has been emancipated under Texas Family Code, Chapter 31; or
 - (C) a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.
 - (2) A school counselor may not indicate that a student has not complied with this subsection if the school district or open-enrollment charter school fails to provide the form described by paragraph (1)(A) of this subsection to the student or the student's parent or guardian.

- (c) Beginning with students enrolled in Grade 9 during the 2026-2027 school year, before graduating high school, a student must elect whether or not to allow the Texas Higher Education Coordinating Board (THECB) to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admission program established by the THECB pursuant to TEC, §61.0511(b)(2). A student satisfies this requirement if: (Young/2nd w/o)
- (1) the student provides documentation that the student has established a profile on the My Texas Future website and elected to participate in the direct admission program;
 - (2) the student's parent or guardian submits a signed form authorizing the student to decline to complete and submit information necessary to participate in the program;
 - (3) the student is 18 years or older or has had the disabilities of minority removed and signs and submits a form declining to complete and submit information necessary to participate in the program; or
 - (4) a school counselor authorizes the student in writing to decline to complete and submit the information necessary to participate in the program.
- (d) ~~(e)~~ A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.
- (e) ~~(d)~~ A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).
- (f) ~~(e)~~ A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:
- (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
 - (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by ~~the~~ TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.
- (g) ~~(f)~~ A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.
- (h) ~~(g)~~ An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a

Texas diploma but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).

- (i) ~~(h)~~ Elective credits may be selected from the following:
- (1) high school courses not required for graduation that are listed in the following chapters of this title:
 - (A) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
 - (B) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics);
 - (C) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science);
 - (D) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
 - (E) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
 - (F) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education);
 - (G) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education);
 - (H) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts); and
 - (I) Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development and Career and Technical Education);
 - ~~[(J) Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education);]~~
 - (2) state-approved innovative courses as specified in §74.27 of this title (relating to Innovative Courses and Programs);
 - (3) Junior Reserve Officer Training Corps (JROTC)--one to four credits;
 - (4) Driver Education--one-half credit; and
 - (5) College preparatory English language arts or mathematics courses developed and offered pursuant to the TEC, §28.014.
- (j) ~~(i)~~ Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may

satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.

(k) ~~(j)~~ A student may not be enrolled in a course that has a required prerequisite unless:

- (1) the student has successfully completed the prerequisite course(s);
- (2) the student has demonstrated equivalent knowledge as determined by the school district; or
- (3) the student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

(l) ~~(k)~~ A district may exempt a student from a specific career and technical education (CTE) course prerequisite for a CTE course that satisfies a mathematics or science credit if the district determines the student is not using the course to complete a CTE program of study.

(m) ~~(l)~~ A district may award credit for a course a student completed without meeting the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

(n) ~~(m)~~ A district shall allow a student who successfully completes AP Computer Science A or IB Computer Science Higher Level to satisfy both one advanced mathematics requirement and one languages other than English requirement for graduation.

(o) ~~(n)~~ Each school district shall annually report to ~~(the)~~ TEA the names of the locally developed courses, programs, institutions of higher education, and internships in which the district's students have enrolled as authorized by the TEC, §28.002(g-1). ~~(The)~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.

(p) ~~(o)~~ Each school district shall annually report to ~~(the)~~ TEA the names of cybersecurity courses approved by the board of trustees for credit and the institutions of higher education in which the district's students have enrolled as authorized by the TEC, §28.002(g-3). ~~(The)~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.

(q) ~~(p)~~ A school district shall permit a student to comply with the curriculum requirements under the Foundation High School Program by successfully completing appropriate courses in the core curriculum of an institution of higher education (IHE). A student who has completed the core curriculum of an IHE in accordance with TEC, §61.822, as certified by the IHE in accordance with §4.28 of this title (relating to Core Curriculum):

- (1) is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;
- (2) is considered to have earned a distinguished level of achievement under the Foundation High School Program; and

- (3) is entitled to receive a high school diploma.

§74.12. Foundation High School Program.

- (a) Credits. A student must earn at least 22 credits to complete the Foundation High School Program.
- (b) Core courses. A student must demonstrate proficiency in the following.
- (1) English language arts--four credits. Two of the credits must consist of English I and II. (Students who have not yet demonstrated [with limited English proficiency who are at the beginning or intermediate level of] English language proficiency [as defined by §74.4(d) of this title (relating to English Language Proficiency Standards).] may satisfy the English I and/or [and] English II graduation requirements by successfully completing English I for Speakers of Other Languages and/or [and] English II for Speakers of Other Languages , respectively.) A third credit must consist of English III, a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.38 of this title (relating to English Language Arts and Reading, English III (One Credit), Adopted 2017) [~~§110.33 of this title (relating to English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010)~~]. A fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
- (A) English IV;
 - (B) Independent Study in English;
 - (C) Literary Genres;
 - (D) Creative Writing;
 - (E) Research and Technical Writing;
 - (F) Humanities;
 - (G) Public Speaking III;
 - (H) Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of this paragraph;
 - (I) Oral Interpretation III;
 - (J) Debate III;
 - (K) Independent Study in Speech;
 - (L) Independent Study in Journalism;
 - (M) Advanced Broadcast Journalism III;
 - (N) Advanced Journalism: Newspaper III;

- (O) Advanced Journalism: Yearbook III;
 - (P) a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation;
 - (Q) a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in §110.39 of this title (relating to English Language Arts and Reading, English IV (One Credit), Adopted 2017 [~~§110.34 of this title (relating to English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009–2010)~~] ;
 - (R) after the successful completion of English I, II, and III, a locally developed English language arts course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1);
 - (S) Business English; and
 - (T) a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.
- (2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.
- (A) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses or a credit selected from the courses listed in subparagraph (B) of this paragraph:
 - (i) Mathematical Models with Applications;
 - (ii) Mathematical Applications in Agriculture, Food, and Natural Resources;
 - (iii) Digital Electronics;
 - (iv) Financial Mathematics;
 - (v) Applied Mathematics for Technical Professionals;
 - (vi) Accounting II;
 - (vii) Manufacturing Engineering Technology II; and
 - (viii) Robotics II.
 - (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
 - (i) Algebra II;
 - (ii) Precalculus;
 - (iii) Advanced Quantitative Reasoning;

- (iv) Independent Study in Mathematics;
 - (v) Discrete Mathematics for Problem Solving;
 - (vi) Algebraic Reasoning;
 - (vii) Statistics;
 - (viii) a comparable AP mathematics course that does not count toward another credit required for graduation;
 - (ix) AP Computer Science A;
 - (x) IB Computer Science Higher Level;
 - (xi) Engineering Mathematics;
 - (xii) Statistics and Business Decision Making;
 - (xiii) Mathematics for Medical Professionals;
 - (xiv) Discrete Mathematics for Computer Science;
 - (xv) pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this clause; and
 - (xvi) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (C) One credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) may satisfy the additional mathematics credit.
- (3) Science--three credits. One credit must consist of Biology or a comparable AP or IB biology course.
- (A) One credit must be selected from the following laboratory-based courses:
- (i) Integrated Physics and Chemistry;
 - (ii) Chemistry;
 - (iii) Physics;
 - (iv) Physics for Engineering; and
 - (v) a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.

- (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:
- (i) Chemistry;
 - (ii) Physics;
 - (iii) Aquatic Science;
 - (iv) Astronomy;
 - (v) Earth Systems Science;
 - (vi) Environmental Systems;
 - (vii) Specialized Topics in Science;
 - (viii) a comparable AP science course that does not count toward another credit required for graduation;
 - (ix) Advanced Animal Science;
 - (x) Advanced Plant and Soil Science;
 - (xi) Anatomy and Physiology;
 - (xii) Medical Microbiology;
 - (xiii) Pathophysiology;
 - (xiv) Food Science;
 - (xv) Forensic Science;
 - (xvi) Biotechnology I;
 - (xvii) Biotechnology II;
 - (xviii) Physics for Engineering;
 - (xix) Scientific Research and Design;
 - (xx) Engineering Design and Problem Solving;
 - (xxi) Engineering Science;
 - (xxii) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause;
 - (xxiii) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1); and

- (xxiv) one credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).
- (C) Credit may not be earned for both physics and Physics for Engineering to satisfy science credit requirements.
- (4) Social studies--three credits.
 - (A) One credit must consist of United States History Studies Since 1877.
 - (B) One-half credit must consist of United States Government.
 - (C) Beginning with students who enter Grade 9 in the 2026-2027 school year or later:
 - (i) one-half credit must be selected from the following:
 - ~~(I) Personal Financial Literacy or;~~
 - ~~(II) AP Business with Personal Finance; and~~
 - (I) §113.49 of this title (relating to Personal Financial Literacy (One-Half Credit, Adopted 2016) until superceded by §113.26 of this title (relating to Applied Personal Financial Literacy (One-Half Credit), Adopted 2026); or
 - (II) §113.76 of this title (relating to Personal Financial Literacy and Economics) until §113.26 of this title (relating to Applied Personal Financial Literacy (One-Half Credit), Adopted 2026) is implemented
 - (ii) one credit must be selected from the following:
 - (I) World History Studies;
 - (II) World Geography Studies; or
 - (III) Foundations of Economics, (Hickman/2nd all of C amendments 9-0)
 - (D) For students who entered Grade 9 prior to the 2026-2027 school year:
 - (i) one-half credit must be selected from the following:
 - (I) Economics with Emphasis on the Free Enterprise System and Its Benefits; or
 - (II) Personal Financial Literacy/Economics; and
 - (ii) one credit must be selected from the following:
 - (I) World History Studies; or
 - (II) World Geography Studies.
 - ~~[(C) One half credit must be selected from the following:]~~
 - ~~[(i) Personal Financial Literacy; or]~~

~~[(ii) — AP Business with Personal Finance.]~~

~~[(i) — Economics with Emphasis on the Free Enterprise System and Its Benefits; or]~~

~~[(ii) — Personal Financial Literacy/Economics.]~~

~~[(D) — One credit must be selected from the following:]~~

~~[(i) — World History Studies;]~~

~~[(ii) — World Geography Studies;] [or]~~

~~[(iii) — Economics with Emphasis on the Free Enterprise System and Its Benefits; or]~~

~~[(iv)] [(iii)] [a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.]~~

(E) A comparable AP or IB social studies course selected from Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) or an advanced level course offered as dual credit as referenced in §74.11(i) of this title (relating to High School Graduation Requirements) that does not count toward another credit required for graduation may satisfy a credit identified in subparagraphs (A), (B), (C), or (D) of this paragraph.

(5) Languages other than English (LOTE)--two credits.

(A) The credits may be selected from the following:

- (i) any two levels in the same language, including comparable AP or IB language courses that do not count toward another credit required for graduation; or
- (ii) two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.

(B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.

(C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:

- (i) Special Topics in Language and Culture;
- (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;

- (iii) another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
 - (iv) computer programming languages, including computer coding.
- (D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:
 - (i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;
 - (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
 - (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English language arts, mathematics, science, or social studies or two credits in career and technical education for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:
 - (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
 - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
 - (i) To successfully complete a dual language immersion program, a student must:

- (I) have participated in a dual language immersion program for at least five consecutive school years;
 - (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable, in at least one grade level; and
 - (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.
- (ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.
- (G) A student who successfully completes a course in American Sign Language while in elementary school may satisfy one credit of the two credits required in a language other than English.
- (6) Physical education--one credit.
 - (A) The required credit may be selected from one full credit or a combination of two half credits from two different courses from the following courses:
 - (i) Lifetime Fitness and Wellness Pursuits;
 - (ii) Lifetime Recreation and Outdoor Pursuits; and
 - (iii) Skill-Based Lifetime Activities.
 - (B) In accordance with local district policy, the required credit may be earned through completion of any Texas essential knowledge and skills-based course that meets the requirement in subparagraph (E) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement.
 - (C) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:
 - (i) Athletics;
 - (ii) Junior Reserve Officer Training Corps (JROTC); and
 - (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical

education. Such approval may be granted under the following conditions.

- (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
 - (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
- (D) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:
- (i) Drill Team;
 - (ii) Marching Band; and
 - (iii) Cheerleading.
- (E) All substitution activities allowed in subparagraphs (B)-(D) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
- (F) Credit may not be earned more than once for the courses identified in subparagraph (A)(i) and (iii) of this paragraph. Credit may not be earned more than twice for the course identified in subparagraph (A)(ii) of this paragraph. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B)-(D) of this paragraph.
- (G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:
- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A;

- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
 - (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.
- (7) Fine arts--one credit.
 - (A) The credit may be selected from the following courses subject to prerequisite requirements:
 - (i) Art, Level I, II, III, or IV;
 - (ii) Dance, Level I, II, III, or IV;
 - (iii) Music, Level I, II, III, or IV;
 - (iv) Music Studies;
 - (v) Theatre, Level I, II, III, or IV;
 - (vi) Musical Theatre, Level I, II, III, or IV;
 - (vii) Technical Theatre, Level I, II, III, or IV;
 - (viii) IB Film Standard or Higher Level;
 - (ix) Floral Design;
 - (x) Digital Art and Animation; and
 - (xi) 3-D Modeling and Animation.
 - (B) In accordance with local district policy, credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course as defined by Chapter 117, Subchapter C, of this title (relating to High School ~~[, Adopted 2013]~~).
- (c) Elective courses--five credits. The credits must be selected from the list of courses specified in §74.11(g) or (h) of this title [~~(relating to High School Graduation Requirements)~~] or from a locally developed course or activity developed pursuant to the TEC, §28.002(g-1), for which a student may receive credit and that does not satisfy a specific course requirement.

- (d) Substitutions. No substitutions are allowed in the Foundation High School Program, except as specified in this chapter.

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.29. Foundations of Economics (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.
- (c) Introduction.
 - (1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (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) analyze economic data, including graphs, charts, and statistical models, to identify patterns, draw conclusions, and make evidence-based predictions about economic trends (E, S);
 - (B) construct and defend an evidence-based economic argument and use reasoning to connect evidence to the claim (E, S);
 - (C) engage in civil discourse about economics topics, including those with multiple perspectives(G/Civ, E, S); and
 - (D) evaluate the reliability, bias, and perspective of economic sources to determine their validity in supporting an economic argument (E, S).
- (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) History of Economic Thought. The student understands *the history and theories of economics*. The student is expected to:
- (A) define economics (E); ~~and~~
 - (B) identify the relationship between virtue, including trust, courage, and justice, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S);
 - (C) *compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S); and*

- (2) ~~History of Economic Thought. The student understands the economies of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).~~
- (3) ~~History of Economic Thought. The student understands classical economics. The student is expected to:~~
- ~~(A) describe classical economics (E);~~
 - (D) (B) define classical economics and explain the principles of free enterprise described in An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S); and
 - ~~(C) summarize the economic theories of Alexis de Tocqueville by using excerpts from "Democracy in America" (H, G/Civ, E, S); and~~
 - (E) (D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).
- (2) (4) ~~History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:~~
- ~~(A) explain how Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society (H, G/Civ, E, S);~~
 - (A) explain how socialism is a step towards communism according to Marx;
 - (B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and
 - (B) compare individual freedoms in the American free enterprise system with communist collectivism, including Mao Zedong's Great Leap Forward and Joseph Stalin's communist policies that led to the death of over 55,000,000 people through mass famines. (Pickren/2nd sub B VV)
 - (C) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).
- (3) (5) ~~History of Economic Thought. The student understands the ideas of limited government in neoclassical economics. The student is expected to:~~
- (A) describe-define neoclassical economics (E); and
 - ~~(B) explain the basic ideas of neoclassical economics and how economists, including Friedrich Hayek and Milton Friedman, emphasized individual~~

~~choice, market competition, and limited government intervention in the economy (H, E).~~

(B) explain how Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E); and

(C) explain how Milton Friedman supported free-market economics through competition, consumer choice, and limited government involvement in the economy (H, E).

~~(6) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).~~

(4) ~~(7)~~ Scarcity and Opportunity Cost (Micro). The student understands ~~the role of capital in the production of goods and services~~ how scarcity influences economic decisions and the role of factors of production in the creation of goods and services.. The student is expected to:

4(C) ~~(A)~~ explain the four factors of production, including land, labor, capital, and entrepreneurs (E);

~~(B) explain types of capital, including physical capital and human capital (E);~~

4(D) ~~(C)~~ explain how ~~the~~ types of capital can produce goods and services (E, S); and

4(E) ~~(D)~~ define types of goods as durable, non-durable, consumer, and capital ~~and~~ define services (E); ~~and~~

~~(E) define services (E).~~

~~(8) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:~~

4(A) define economic opportunity (E); ~~and~~

4(B) explain scarcity in terms of opportunity cost (E); ~~and~~

~~(5) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:~~

~~(A) determine~~ explain how the choices ~~that~~ involve opportunity cost and tradeoffs ~~and result in opportunity cost in decision making~~ (E, S);

~~(B) model the choices that involve opportunity cost and tradeoffs (E, S);~~

~~(E) (C) describe Jevons, Menger, and Walras'~~ the concept of marginal analysis (E); and

~~(D) analyze how geographic relationships lead to the choices made by societies when confronted by the condition of scarcity, using maps and graphs (Geo/C, E, S);~~

- (B) ~~(E) determine ways~~ explain how societies answer the fundamental economic questions of what to produce when faced with scarcity and tradeoffs (G/Civ, E, S);
- (C) ~~(F) determine ways~~ explain how societies answer the fundamental economic question of how to produce when faced with scarcity and tradeoffs (G/Civ, E, S); ~~and~~
- (D) ~~(G) determine ways~~ explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and tradeoffs (G/Civ, E, S); ~~;~~
- (10) ~~Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:~~
- (A) ~~define interest rates (E); and~~
- (B) ~~explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).~~
- (11) ~~Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:~~
- 5(F) ~~(A) graph and~~ explain how ~~the a~~ production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E). ~~;~~
- (B) ~~identify the factors that shift the production possibilities curve (E, S); and~~
- (C) ~~create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).~~
- (6) ~~(12) Supply, Demand, and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:~~
- (A) define the laws of supply and demand (E);
- (B) identify the determinants that shift of supply and demand (E);
- (C) graph supply and demand to illustrate movement along and shifts in supply and demand curves ~~the curve~~ (G/Civ, E, S); ~~and~~
- (D) ~~analyze economic data~~ explain shortages, surpluses, and equilibrium using supply and demand graphs (G/Civ, E, S); ~~;~~
- 6(E) ~~(13) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law (Jean-Baptiste Say) (E); and~~
- (7) ~~(14) Supply, Demand, and Markets (Micro). The student understands the role of buyers and sellers how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit. The student is expected to:~~
- 7(B) ~~(A)~~ explain the role of buyers and sellers in markets (E);
- 6(F) ~~(B)~~ define equilibrium price and identify determinants of change to equilibrium price (E, S); ~~and~~

- 7(A) (C) explain the circular flow model (E); ~~7~~
- ~~(15) — Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:~~
- 7(C) (A) explain how scarcity influences supply, demand, and market prices (E);
- 7(E) (B) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and
- 7(D) (C) explain how price elasticity reflects how consumers and producers respond to changes in price (E); ~~7~~
- 7(F) (16) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in the market economy (G/Civ, E).
- (8) (17) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:
- (A) describe economic institutions the role of competition in market economies (G/Civ, E);
- (B) describe the role of competition in a monopoly (E);
- (C) describe the role of competition in an oligopoly (E); and
- (D) describe the role of competition in pure competition (E);
- ~~(E) — describe market process (E);~~
- ~~(F) — describe competition (E); and~~
- ~~(G) — apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).~~
- (9) (18) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:
- 9(A) define the theory of the firm (E); ~~and~~
- 9(B) define and apply the law of diminishing returns (E); ~~and~~
- ~~(19) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:~~
- 9(C) (A) describe how firms make decisions using game theory (E, S);
- ~~(B) — describe short run one-off game (E);~~
- ~~(C) — describe prisoner's dilemma game (E); and~~
- ~~(D) — describe long-run games (E).~~
- (10) (20) Microeconomics of Public Policy (Micro). The student understands public goods and services; how government actions influence markets, including public goods and services, competition, regulation, incentives, and taxation. The student is expected to:

- 10(A) identify public goods and services (E); and
- 10(B) ~~evaluate how and why individuals make choices regarding their~~ explain factors that influence individuals' use of public goods and services, including cost, access, and benefit to the community (G/Civ, E, S
- 10(C) ~~(21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to~~ describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).
- 10(D) ~~(22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of~~ explain how government policies on influencing wage, including minimum wage, and price controls on affect behaviors of individuals and firms (G/Civ, E, S).
- 10(E) ~~(23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to~~ explain how the moral hazard problem in public policy changes behavior and risk taking when firms and individuals are protected by government action (G/Civ, E).
- 10(F) ~~(24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic~~ identify factors that contribute to natural monopolies, including infrastructure costs and economies of scale (Geo/C, E, S).
- ~~(25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:~~
- 10(G) ~~(A) define examples of~~ sales, income, property, and excise tax (G/Civ, E); and
- ~~(B) define income tax (G/Civ, E);~~
- ~~(C) define property tax (G/Civ, E);~~
- ~~(D) define excise tax (G/Civ, E); and~~
- 10(H) ~~(E)~~ describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).
- ~~(26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).~~
- (11) ~~(27) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:~~
- (A) describe the basic functions of money (E);
- (B) describe the attributes of money (E);
- (C) compare commodity money, representative money, and fiat money (E, S); and

- (D) ~~determine the relationship between~~ identify opportunity cost in using commodity, representative, and fiat monies ~~and opportunity cost~~ (E).
- ~~(13) (28)~~ Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to
- (A) describe the purpose, goals, and tools of the Federal Reserve System in setting monetary policy (G/Civ, E).
- ~~(29) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:~~
- (B) define monetary policy and explain ~~define~~ price stability (E); and
- ~~(B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E).~~
- ~~(30) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:~~
- ~~13(D) (A)~~ define full employment (E); and
- ~~13(C) (B)~~ explain the role of the Federal Reserve in maintaining full employment (G/Civ, E).
- ~~(31) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:~~
- (E) (A) define money supply (E);
- (F) (B) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S); and
- (G) (C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).
- ~~(14) (32)~~ Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:
- (A) explain major revenue and expenditure categories (E); and
- (B) explain the government's role in taxation (G/Civ, E).
- ~~(33) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:~~
- ~~14(C) (A)~~ explain ~~define and identify the difference between~~ budget deficits, debt, and surpluses (G/Civ, E); (Brooks/Clark w/o)
- ~~(B) distinguish between budget deficit and debt (G/Civ, E, S);~~
- ~~14(D) (C)~~ analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); and

- (D) ~~analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S).~~
- (34) ~~Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:~~
- 14(F) (A) ~~analyze~~ explain how Keynesian economics ~~using primary and secondary sources~~ uses fiscal policy to stabilize the economy through aggregate demand (H, E, S). ~~and~~
- 14(E) (B) ~~describe supply-side economics (E); and~~
- (12) (35) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:
- 12(B) (A) identify the components of Gross Domestic Product (GDP) (E, S);
- 12(F) (B) identify the determinants of aggregate supply and aggregate demand (E);
- 12(G) (C) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);
- 12(H) (D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);
- 12(C) (E) identify the types of unemployment as structural, frictional, and cyclical (E);
- 12(I) (F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S); and
- 12(D) (G) describe inflation and its causes (E);
- 12(E) (H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and
- 12(J) (I) explain imprecision in economic measurement (E).
- (36) ~~National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to 12. (A) explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).~~
- (15) (37) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:
- (A) label the business cycle model (E, S);
- (C) (B) explain the factors in productivity increase (E);
- (D) (C) explain the factors in worker earnings (E);
- (E) (D) explain technological advances (E);
- (F) (E) explain entrepreneurship, entrepreneurial ventures and their effects (E);

- (G) ~~(F)~~ determine the relationship between calculated risk and the economy (E, S);
- (H) ~~(G)~~ determine the relationship between creative destruction and the economy (E, S); and
- (I) ~~(H)~~ determine the relationship between centralized capital spending and the economy (G/Civ, E, S).; and
- (B) ~~(A)~~ determine the relationship between productivity and the economy (E, S);
- (16) ~~(38)~~ Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:
- (A) define public choice theory (G/Civ, E); and
- ~~(B) apply economic principles to analyze government decision-making (G/Civ, E, S); and~~
- (B) ~~(C)~~ describe how government officials act as rational actors (G/Civ, E).
- (17) ~~(39)~~ International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:
- (A) explain the concept of comparative advantage in trade (G/Civ, E, S);
- (B) explain the advantages and consequences of trade (E, S);
- (C) determine the effect of trade barriers on trade (G/Civ, E);
- (D) define the balance of trade (E);
- (E) evaluate labor productivity trends on trade (E, S); and
- (F) evaluate the role of exchange rates on trade using economic data (E, S).
- ~~(40) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:~~
- ~~18(A) evaluate the role of voluntary exchange in free enterprise (E); and~~
- ~~18(B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S);~~
- (18) ~~(41)~~ Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:
- ~~18(C) (A)~~ define the competitive nature of free enterprise (E);
- ~~18(F) (B)~~ describe the effects of intellectual property protections (G/Civ, E, S);
- ~~18(D) (C)~~ define consumer sovereignty (E);

18(E) ~~(D)~~ describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);

18(I) ~~(E)~~ evaluate the costs of government policies (G/Civ, E); and

18(G) ~~(F)~~ compare central planning to the free enterprise system (G/Civ, E);

18(H) ~~(G)~~ compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);

~~(H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical transformations of economies (H, Geo/C, E, S); and~~

18(J) ~~(H)~~ evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.32. Psychology (One-Half 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-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.
 - (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) construct and defend an evidence-based argument about a psychological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);
 - (B) engage in civil discourse about psychological topics, including those with multiple perspectives (G/Civ, Geo/C, S);
 - (C) interpret psychological research and evaluate the extent to which research findings can be generalized across populations (S); and
 - (D) analyze how cultural, historical, and social context influences the development and interpretation of psychological theories and research findings (H, Geo/C, S).
 - (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 of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:

 - (A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);
 - (B) identify the unique contributions of foundational psychology, including Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James, and their unique contributions (H);
 - (C) identify the effects of the cognitive revolution in psychology (H, S); and
 - (D) explain the computational theory of mind and criticisms of this theory (Geo/C, S).
- (2) Psychological Research. The student understands the methods and role of psychological research. The student is expected to:

 - (A) describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research (S);
 - (B) explain the difference between correlation and causation when interpreting psychological research (S);
 - (C) identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data (H, G/Civ, S);
 - (D) interpret mean, median, and mode as measures of central tendency and range and standard deviation as dispersion to create and answer questions and demonstrate understanding of the information gathered (S);
 - (E) explain how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and affect the reliability of research conclusions (S); and
 - (F) identify major subfields of psychology and describe career opportunities related to psychology in a free enterprise system (G/Civ, Geo/C, E, S).
- (3) Biological Basis of Psychology. The student understands the biological basis of psychology. The student is expected to:

 - (A) describe the structure and function of the central and peripheral nervous systems and explain how the nervous system influences behavior and psychological development (Geo/C, S);
 - (B) describe the structure and function of the endocrine system and explain how the endocrine system influences behavior and psychological development (Geo/C, S);
 - (C) describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research (H, S); and
 - (D) analyze psychological mechanisms, including preferences, fear, cooperation, jealousy, and patriotism, as products of natural selection (Geo/C, S).
- (4) Philosophical Psychology. The student understands major ideas of philosophical psychology. The student is expected to:

 - (A) compare Plato's and Aristotle's theories of the soul (H, G/Civ, Geo/C, S);
 - (B) explain the concept of freedom of the will as it relates to liberty and American patriotism (H, G/Civ, Geo/C, S); and
 - (C) analyze how the United States Declaration of Independence and "What to a Slave is the Fourth of July?" address liberty and patriotism in America (H, G/Civ, Geo/C, S).
- (5) The Five Senses, Perception, and Cognition. The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:

- (A) explain the processes of sensation and perception in relation to real world experiences (Geo/C, S);
- (B) explain cognition processes of memory, language development, and language acquisition (Geo/C, S); and
- (C) identify states and levels of consciousness, including wakefulness, sleep, and dreaming (S).
- (6) Development, Learning, and Intelligence. The student understands the role of development, learning, and intelligence in psychology. The student is expected to:
 - (A) analyze the nature versus nurture debate (Geo/C, S);
 - (B) summarize Jean Piaget's theory of cognitive development (H, S);
 - (C) summarize Erik Erikson's stages of psychosocial development (H, Geo/C, S);
 - (D) explain principles of operant and classical conditioning and the principles of social learning (S); and
 - (E) define intelligence and evaluate its measurements, including qualitative and quantitative psychological research (Geo/C, S).
- (7) Personality, Motivation, and Emotion. The student understands the role of personality, motivation, and emotion in psychology. The student is expected to:
 - (A) define the concept of personality (Geo/C, S);
 - (B) compare the theories of personality, including psychodynamic, trait, humanistic, and sociocultural (Geo/C, S);
 - (C) evaluate personality assessment tools based on evidence from qualitative and quantitative psychological research (Geo/C, S);
 - (D) compare current theories of motivation, including Maslow's Hierarchy of Needs and Drive Reduction Theory (H, Geo/C, S); and
 - (E) compare current theories of emotion, including James-Lange Theory and Two-Factor Theory (H, Geo/C, S).
- (8) Health, Wellness, and the Mind. The student understands the role of health and wellness of the mind. The student is expected to:
 - (A) describe characteristics of common forms of mental illness, including anxiety disorders, depressive disorders, schizophrenia, and bipolar disorders (Geo/C, S);
 - (B) describe common psychiatric treatments used for mental illness, including cognitive behavior therapy, behavioral therapy, psychodynamic therapy, and biomedical treatment (Geo/C, S); and
 - (C) describe the impact of positive psychology on society, including building a sense of belonging through civic engagement in the United States (Geo/C, S).

§113.34. Special Topics in Social Studies (One-Half 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-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.

- (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
- (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.
- (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) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
 - (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);
 - (D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);
 - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);
 - (F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S); and
 - (G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (S).
 - (2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view (S);
- (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments (H, S);
- (C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (H, S);
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S);
- (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic (S);
- (F) identify bias in written, oral, and visual material (S);
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author (S); and
- (H) use appropriate mathematical skills to interpret social studies information, including maps and graphs (Geo/C, S).
- (3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
 - (A) apply the conventions of usage and mechanics of written English (S);
 - (B) use social studies terminology correctly (S);
 - (C) use appropriate oral communication techniques (S);
 - (D) construct a thesis that is supported by evidence (S);
 - (E) recognize and evaluate counter arguments (S);
 - (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S); and
 - (H) use computer software to create written, graphic, or visual products from collected data (S).

§113.35. Social Studies Research Methods (One-Half 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-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

- (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.
- (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) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
 - (A) select a social studies issue, topic, or area of interest (S);
 - (B) write a rationale and preliminary ideas for research methods (S);
 - (C) develop a literature review (S); and
 - (D) develop a thesis (S).
 - (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:
 - (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques, including questionnaires, interviews, and library research (S);
 - (D) use current technology, including library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews, to collect information about the selected topic (S);
 - (E) use information from sources that take into account multiple perspectives (S);
 - (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments (S);
 - (G) develop and use criteria for the evaluation of qualitative and/or quantitative information (S);
 - (H) describe the results of the research process (S);

- (I) generate logical conclusions from research results (S);
 - (J) justify a conclusion with supporting evidence (S);
 - (K) make predictions as to future actions and/or outcomes based on conclusions of research (S); and
 - (L) develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:
- (A) interpret the historiography of the research topic (S);
 - (B) apply key social science concepts, including time, chronology, causality, change, conflict, and complexity, to explain, analyze, and show connections among patterns of historical change and continuity (S);
 - (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures (S);
 - (D) relate important events, recurring dilemmas, and persistent issues to topic (S); and
 - (E) employ empathy, skepticism, and critical judgment to analysis of topic (S).
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project (S);
 - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas (S);
 - (C) determine the most efficient research approach (S);
 - (D) utilize basic statistical approaches and tools in the analysis of aggregate information (S);
 - (E) define and compute statistical information using various statistical approaches, including means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis (S);
 - (F) analyze information using a spreadsheet or statistical analysis information software (S);
 - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences (S);
 - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding (S); and
 - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data (S).
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English (S);
 - (B) present a thesis and conclusion (S);
 - (C) use appropriate social science terminology (S);
 - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate (S);

- (E) construct visuals, including statistical compilations, charts, graphs, tables, timelines, and maps, to convey appropriate data (S);
- (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software (S);
- (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation (S); and
- (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
 - (A) select a social studies issue, topic, or area of interest (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) describe the results of the research process (S); and
 - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research (S).

§113.36. Social Studies Advanced Studies (One-Half 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-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (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.
- (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) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline (S);

(B) review literature from varied sources from the selected career or discipline (S);

(C) identify a problem, issue, or concern (S);

(D) survey and/or interview professionals to determine the appropriateness of a project (S); and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).

(2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).

(3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product (S);

(B) develop a plan for product completion (S);

(C) develop assessment criteria for successful completion of the project (S);

(D) establish the appropriateness of the product for the intended audience (S);

(E) implement the plan for product completion (S); and

(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).

(4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

(A) review and revise the plan to present the findings (S);

(B) make arrangements for the presentation of findings to an appropriate audience (S);

(C) present findings, simulating the skills used by professionals (S);

(D) consider feedback received from the audience (S);

(E) reflect on the study and its potential for impact on the field (S); and

(F) reflect on personal learning experiences of the study (S).

§113.37. Economics Advanced Studies (One-Half 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 may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (c) Introduction.
 - (1) In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (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.
 - (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) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
 - (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

- (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);
- (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
- (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and
 - (F) reflect on personal learning experiences of the study (S).

§113.38. Ethnic Studies: Mexican American 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 Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (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.
- (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) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (H).
- (2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ, Geo/C, E); and
 - (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma II, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ, Geo/C).
- (3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ, Geo/C, E).
- (4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of significant individuals from the civil rights era, including Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ, Geo/C, E).
- (5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform

- and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and
- (B) identify the contributions of significant individuals, including Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson (H, G/Civ, Geo/C).
- (6) The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history (H, Geo/C);
- (B) identify physical and human geographic factors related to the settlement of American Indian societies (H, Geo/C);
- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution (H, G/Civ, Geo/C, E);
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s (H, Geo/C);
- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program (H, G/Civ, Geo/C, E); and
- (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States (H, Geo/C).
- (7) The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s (E);
- (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest (H, E);
- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages (G/Civ, E);
- (D) analyze the economic contributions of the Mexican American labor force (E);
- (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) (E); and
- (F) discuss current issues related to the Mexican American labor force (G/Civ, E).
- (8) The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government (G/Civ);
- (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm (G/Civ);
- (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement (G/Civ, Geo/C);
- (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement (H, G/Civ, Geo/C, E);
- (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe* (G/Civ); and

- (F) discuss the role of various organizations, including the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR), that have participated in the Mexican American struggle for political power (H, G/Civ, Geo/C, E).
- (9) The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States (G/Civ, Geo/C);
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups (G/Civ, Geo/C);
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups (Geo/C); and
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans, including Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American (H, G/Civ, Geo/C).
- (10) The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature (H, Geo/C);
 - (B) analyze the significance of selected works of Mexican American literature, including "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez (Geo/C);
 - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action, including the role of "Teatro Campesino" during the farmworkers movement (H, G/Civ, Geo/C);
 - (D) identify the contributions of women, including Sandra Cisneros and Norma Alarcón (Geo/C); and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time (H, Geo/C).
- (11) The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans, including Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda García Cubero, and Mario José Molina (Geo/C).
- (12) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly (S);
 - (B) analyze diverse points of view related to contemporary Mexican American issues (S);
 - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and

- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S).

§113.39. Ethnic Studies: African American 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 Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
- (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.

- (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) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:

 - (A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);
 - (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, including educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and
 - (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).

- (2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
- (A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);
 - (C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).
- (3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
- (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).
- (4) The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);
 - (B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);
 - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);
 - (D) explain the circumstances surrounding increased violence and extremism, including the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);
 - (E) explain the impact of the convict leasing system on African Americans, including the Sugar Land 95 (H, G/Civ, Geo/C, E);

- (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);
- (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);
- (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century, including the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);
- (I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and
- (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).
- (5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
 - (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);
 - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);
 - (C) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);
 - (E) describe the impact of racism during World War II (H, G/Civ, Geo/C);
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);
 - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods, sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and
 - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).
- (6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
 - (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);
 - (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience, including John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and

- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, including the evolving role of education in the African American community (H, G/Civ, Geo/C, E).
- (7) The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history (H, G/Civ, Geo/C, E);
 - (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South (Geo/C, E);
 - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans (H, Geo/C, E); and
 - (D) analyze how environmental changes impacted African American communities, including land use, settlement patterns, and urban development (Geo/C, E).
- (8) The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world (H, Geo/C, E);
 - (B) explain how sharecropping and redlining limited economic opportunities for African Americans (G/Civ, E);
 - (C) explain how economic conditions and racism contributed to the Great Migration (Geo/C, E);
 - (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late 19th century to today (G/Civ, E);
 - (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans, including skin color, wealth, and educational background (G/Civ, Geo/C, E);
 - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues (E);
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today (Geo/C, E); and
 - (H) examine the contributions of African American and Black American Business entrepreneurship, including Black Wall Street, black inventors, and the black experience in business, and the economic contributions of individuals, including Madame C. J. Walker and Maggie L. Walker (Geo/C, E).
- (9) The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights (G/Civ);
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 (G/Civ, Geo/C);
 - (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 (G/Civ);

- (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s (G/Civ);
 - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day, including the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition (G/Civ, Geo/C, E); and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present (G/Civ).
- (10) The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights, including the Freedom Riders and the Memphis Sanitation Workers Strike (G/Civ, E);
 - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality, including fair housing, equal opportunity, affirmative action, and voting rights (G/Civ, Geo/C, E); and
 - (C) identify the contributions of African American leaders at local, state, and national levels of government (G/Civ).
- (11) The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery (H, G/Civ, Geo/C);
 - (B) analyze how regional differences influenced political perspectives of African American communities (G/Civ, Geo/C);
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans, including Negro and Black (H, Geo/C);
 - (D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism (G/Civ); and
 - (E) identify and describe the diversity of peoples of African ancestry, including Afro-Latinos, Afro-Caribbeans, and recent African immigrants (Geo/C).
- (12) The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans (Geo/C);
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture (Geo/C); and
 - (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences (Geo/C).
- (13) The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:
- (A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture (Geo/C);
 - (B) describe the influence of enslavement on African American culture (Geo/C);

- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley (Geo/C);
 - (D) explain the origins and characteristics of different musical genres and traditions of African Americans (Geo/C); and
 - (E) describe the expanding influence of African American music through the work of performers, including the Fisk Jubilee Singers (Geo/C).
- (14) The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development and influence of blues, ragtime, jazz, and hip hop music, including the achievements of composers Scott Joplin and James Reese Europe (Geo/C);
 - (B) describe how various African American expressions of dance forms, including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers, including the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland, have contributed to the shared identity of various groups (Geo/C);
 - (C) explain the lasting impact of the Harlem Renaissance on American culture and society, including the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee (Geo/C);
 - (D) describe the reactions to and the influence of selected works by African American authors, including "The Souls of Black Folk" by W.E.B. Du Bois, "Native Son" by Richard Wright, "Their Eyes Were Watching God" by Zora Neale Hurston, "Beloved" by Toni Morrison, and "Eyes on the Prize" by Henry Hampton (Geo/C);
 - (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans, including Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey (Geo/C);
 - (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance (Geo/C); and
 - (G) analyze the impact of popular culture on African Americans during significant eras (Geo/C).
- (15) The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws (G/Civ, Geo/C);
 - (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (H, G/Civ, Geo/C); and
 - (C) describe contemporary issues in education for African American students, including the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities (G/Civ, Geo/C).
- (16) The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:

- (A) identify examples of how advances made by African civilizations in areas, including astronomy, mathematics, architecture, and engineering, have contributed to science and technology in the United States (Geo/C);
 - (B) identify examples of how industrialization was influenced by African Americans over time (H, Geo/C); and
 - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H, Geo/C).
- (17) The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources, including maps, graphs, speeches, political cartoons, and artifacts, to acquire information to answer historical questions (S);
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (S);
 - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);
 - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and
 - (E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).
- (18) The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (S); and
 - (B) use social studies terminology correctly (S).
- (19) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information, including thematic maps, graphs, and charts (S); and
 - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).
- (20) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S).

§113.33. Sociology (One-Half 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-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.
 - (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) create a claim about a sociological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);
 - (B) engage in civil discourse about sociological topics, including those with multiple perspectives (G/Civ, S); and
 - (C) explain how historical, cultural, political, and economic factors interact to influence social institutions, group behavior, and individual identity across diverse communities (H, G/Civ, Geo/C, S).
- (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) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:
 - (A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);
 - (B) identify prominent sociologists and their key ideas, including Adam Smith, August Comte, Karl Marx, Max Weber, Emile Durkheim, Jane Addams, Harriet Martineau, and Robert Merton explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber (H); (Maynard/
 - (C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);
 - (D) explain ways cultural concepts in society are studied including interpreting literature, media, popular culture, and historical documents (Geo/C, S); and
 - (E) explain how key aspects of deviant behavior regulate conduct in society, including formal violations of official, codified laws and norms, and informal minor violations of unwritten social rules or customs (H, G/Civ, Geo/C).
- (2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:
 - (A) explain how the scientific method is used to study the social world, including formulating a question, developing a hypothesis, designing a study, drawing conclusions, and reporting the results. (S)identify scientific steps social scientists use (S);
 - (B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);
 - (C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm (G/Civ, Geo/C); and
 - (D) evaluate sociological research and value neutrality (S).
- (3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:
 - (A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions, including Robert Merton (G/Civ, Geo/C, E);
 - (B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);
 - (C) explain rational choice theory and how it affects human behavior, including consumer buying habits, the rational choice of committing a crime, and voting behavior (G/Civ, Geo/C, E);
 - (D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and
 - (E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).
- (4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:

- (A) differentiate between types of societies, including pre-industrial, industrial, and post-industrial societies (H, G/Civ, Geo/C, E, S); and
- (B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).
- (5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:
 - (A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);
 - (B) explain the development of self through role theory and the social construction of reality (Geo/C, S);
 - (C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);
 - (D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);
 - (E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and
 - (F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).
- (6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:
 - (A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);
 - (B) describe subcultures and what makes subcultures unique (Geo/C);
 - (C) explain how groups serve emotional and expressive needs (Geo/C);
 - (D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and
 - (E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).
- (7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:
 - (A) analyze the meaning of Lord Acton's quote that "Power tends to corrupt; absolute power corrupts absolutely" with George Washington's voluntary relinquishment of power by declining a third term (H, G/Civ);
 - (B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and
 - (C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).
- (8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:
 - (A) explain how social capital is a form of capital that generates benefits for individuals and groups, including building strong relationships, accessing resources, exchanging ideas, creating opportunities, and increasing trust (GEO/C, E).analyze the characteristics of social capital as a resource in society (G/Civ, Geo/C, E, S);

- (B) explain how social capital fosters entrepreneurship and business creation, including establishing networks, exchanging innovative ideas, accessing financial resources, and building business resilience (GEO/C, E). analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (Geo/C, E, S);
 - (C) evaluate Robert Putnam's view on the importance of civic engagement and social capital in democratic life, including voter turnout, social trust, political engagement, and community well-being (H, G/Civ, Geo/C);
 - (D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); and
 - (E) explain W.E.B. Du Bois' contributions to the study of social stratification (H, Geo/C, E, S);
 - (9) Social Stratification: The student understands social stratification as a hierarchical organization of individuals in society based on factors like wealth, power, education, and social status (GEO/C, E).
 - (A) describe how social stratification is a sociological concept that is metaphorically derived from geology and the study of layered, stratified rock (GEO/C).
 - (B) describe the systems of social stratification, including class systems, caste systems, estate systems, slavery systems, and meritocracy. (GEO/C, E).
 - (C) explain how individuals are ranked into layers based upon socioeconomic factors, like wealth, income, education, occupation, social status, and power (GEO/C, E).
 - (D) explain how social mobility and the upward and downward movement of individuals and groups are influenced by education, occupation, and income (GEO/C, E).
 - (E) explain how individuals are ranked into layers based upon socioeconomic factors, like wealth, income, education, occupation, social status, and power (GEO/C, E).
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§113.28. World Geography 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) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial perspectives of geography. Students describe the influence of geography on events of the past and present. The course includes nine geographic regions that are examined through several thematic lenses such as: the physical processes that shape patterns in the physical environment; the characteristics of major landforms and climates; population geography and human-environment interaction; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.
 - ~~(A) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams, is encouraged.~~
 - ~~(B) The course is structured around the application of two broadly applicable knowledge and skills statements that are applied to all regions, as appropriate. The first statement requires students to think like geographers by applying geographic tools and analytical skills to understand the world and interpret spatial patterns. The second statement builds on these skills by using geographic tools and reasoning to examine world regions through a comparative lens. Specific geographic content is embedded within the key topics for each of the nine regions.~~
 - (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 geographic inquiry questions, including: Where is it located? Why is it there? What are its physical and human

characteristics? How does it interact with other places? How has it changed over time? (Geo/C, S);

- ~~(B) apply spatial thinking to analyze how the location, distribution, and movement of people, places, and phenomena create patterns and relationships across Earth's surface (Geo/C, S);~~
- (C) select and use appropriate geographic tools, including reference maps, thematic maps, Geographic Information Systems (GIS), satellite imagery, population pyramids, and demographic models, to collect, analyze, and interpret spatial data (Geo/C, S);
- ~~(D) evaluate geographic sources for perspective, purpose, and limitation, including analyzing how map projections, data selection, and cartographic choices reflect the values and decisions of their creators (Geo/C, S);~~
- (E) explain spatial patterns of movement, including the diffusion of ideas, goods, and populations, by applying geographic concepts such as push-pull factors, cultural hearths, and globalization (H, Geo/C, E, S);
- ~~(F) construct a written geographic argument that states a defensible claim about a geography topic and uses geographic reasoning to connect evidence to the claim (Geo/C, S);~~
- ~~(G) apply the concept of scale, including local, regional, national, and global, to analyze how geographic phenomena and relationships operate differently at different levels and how changes at one scale affect others (G/Civ, Geo/C, E, S); and~~
- (H) apply civil discourse to engage in meaningful and respectful communication about geographic issues and regional perspectives (G/Civ, Geo/C, S).
- (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) Major Themes in World Geography. The student applies geographic thinking skills to think like a geographer. The student is expected to:
- (A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H, Geo/C);
- (B) explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C);
- (C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS);

- Global Positioning Systems (GPS); and data visualizations (Geo/C, S);
- (D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and
- (E) explain the purposes of regionalization (Geo/C).
- (2) Major Themes in World Geography. The student uses geographic thinking skills to compare regions. The student is expected to:
- (A) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to understand population characteristics (Geo/C, S);
- (B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);
- (C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);
- (D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);
- (E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);
- (F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C);
- ~~(G) compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);~~
- (H) describe how Earth–Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C); and
- (I) describe patterns of culture, including language, religion, land use, education, and customs (Geo/C).
- (3) United States and Canada, including Texas. The student understands the physical geography of the United States and Canada, including Texas. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions, including tornadoes and hurricanes (Geo/C); and
- ~~(B) identify major landforms, including the Rocky Mountains,~~

Appalachian Mountains, Great Plains, Great Lakes, Rio Grande River, and Mississippi River (Geo/C).

- (4) United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:

(A) describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and

~~(B) analyze push and pull forces that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).~~

- (5) United States and Canada, including Texas. The student understands the human-environment interaction of the United States and Canada, including Texas. The student is expected to:

(A) analyze the benefits and consequences of human-environment interactions, including commercial agriculture and use of natural resources (H, Geo/C);

(B) explain how places plan for, mitigate, and respond to natural hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and

(C) explain how places plan for, mitigate, and respond to natural hazards using the National Weather Service (H, G/Civ, E).

- (6) United States and Canada, including Texas. The student understands the economic geography of the United States and Canada, including Texas. The student is expected to:

~~(A) evaluate the economic advantages and disadvantages of globalization related to economic practices or systems, including outsourcing, free trade zones, and supply chains (G/Civ, E); and~~

~~(B) explain how climate, resources, infrastructure, and factors of production affect the spatial patterns of economic activities (Geo/C, E).~~

- (7) United States and Canada, including Texas. The student understands the cultural geography of the United States and Canada, including Texas. The student is expected to:

~~(A) explain cultural convergence and divergence caused by migration, trade, innovations, and diffusion (Geo/C, E); and~~

(B) analyze visual sources to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).

- (8) United States and Canada, including Texas. The student understands the political geography of the United States and Canada, including Texas. The student is expected to:
- (A) explain the role of international and internal boundaries of spatial organization of states, including control of territory and resources (Geo/C);
 - ~~(B) — explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and (All deletions 8B, 11A, 15B, 19B, 35B, 39B Young/Pickren 10-3 (Little/2nd restore w/o)~~
 - ~~(C)~~(B) explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ).
- (9) Latin America and the Caribbean. The student understands the physical geography and human environment interaction of Latin America and the Caribbean. The student is expected to: (All Francis – 10-0)
- (A) identify major landforms, including the Andes Mountains, and the Amazon River Basin, and the Caribbean archipelago (Geo/C);
 - (B) analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, tourism, and the use of natural resources, and the construction of the Panama Canal (Geo/C, E); and
 - (C) describe how places in Latin America and the Caribbean plan for, mitigate, and respond to natural hazards, including flooding and earthquakes (H, G/Civ, E).
- (10) Latin America and the Caribbean. The student understands the population geography of Latin America and the Caribbean. The student is expected to:
- (A) describe how government policies influence the size and distribution of settlements in Latin America and the Caribbean (G/Civ, Geo/C);
 - ~~(B) — describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);~~
 - ~~(C)~~(B) explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America and the Caribbean (H, Geo/C); and
 - ~~(D)~~(C) analyze push and pull forces that affect human migration

patterns, including economic and safety conditions (G/Civ, E).

- (11) Latin America and the Caribbean. The student understands the political geography of Latin America and the Caribbean. The student is expected to:

~~(A) explain advantages and disadvantages of the participation by sovereign states in regional and international organizations, including the Organization of American States and the Inter-American Development Bank (G/Civ); and~~

~~(B)~~(A) compare how political power is distributed in various countries, including Mexico, Cuba, and the United States (G/Civ).

- (12) Latin America and the Caribbean. The student understands the cultural geography of Latin America and the Caribbean. The student is expected to:

(A) identify the cultural characteristics that define Latin America and the Caribbean (Geo/C);

~~(A) explain cultural convergence caused by innovations, including communication technology (Geo/C, E);~~

~~(B) explain cultural divergence within communities in Latin America, including the Nahuatl, Quechua, and Mayan (H, Geo/C); and~~

~~(C) analyze visual sources to identify components of cultural landscape, including Incan architecture, Meso-American pyramids, and favelas (H, Geo/C); (Little 2nd B&C VV)~~

- (13) Sub-Saharan Africa. The student understands the physical geography and human environment interaction of Sub-Saharan Africa. The student is expected to:

~~(A) describe how Earth-Sun relationships impact weather conditions in Sub-Saharan Africa, including wet and dry seasonality (Geo/C);~~

(B) identify major landforms and biomes, including the Congo River, the Sahel, and the Kalahari Desert, Mount Kilimanjaro, and the Great Rift Valley (Geo/C);

(C) analyze the benefits and consequences of human-environment interactions associated with agriculture, deforestation, and commercial mining (Geo/C, E); and

(D) describe how places plan for, mitigate, and respond to natural hazards, including flooding and drought (H, G/Civ, E).

- (14) Sub-Saharan Africa. The student understands the population geography of Sub-Saharan Africa. The student is expected to:

- (A) describe factors that influence the size and distribution of settlements, including industrial development, historical colonial infrastructure, and habitable land (H, G/Civ, Geo/C);
 - (B) analyze the causes and effects voluntary migration in Sub-Saharan Africa, including economic opportunities (H, Geo/C); and
 - (C) analyze the causes and effects of forced migration in Sub-Saharan Africa, including the Rwandan Genocide, conflict in the eastern Democratic Republic of the Congo, and conflict in Sudan (H, Geo/C).
- (15) Sub-Saharan Africa. The student understands the economic and political geography of Sub-Saharan Africa. The student is expected to:
- ~~(A) analyze the shift from primary or secondary economic activities to tertiary or quaternary economic activities in Sub-Saharan Africa (H, E);~~
 - ~~(B) explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and~~
 - ~~(C)(B) compare how political power is distributed in various Sub-Saharan countries (H, G/Civ).~~
- (16) Sub-Saharan Africa. The student understands the cultural geography of Sub-Saharan Africa. The student is expected to:
- (A) explain cultural convergence in Sub-Saharan Africa, including religious syncretism and the Swahili language (H, Geo/C);
 - (B) explain the cultural divergence caused by colonial borders in Sub-Saharan Africa (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including architecture and place names in Sub-Saharan Africa (H, Geo/C).
- (17) Southwest Asia and North Africa. The student understands the physical geography and human environment interaction of Southwest Asia and North Africa. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions in Southwest Asia or North Africa, including extreme heat and haboobs (Geo/C);
 - (B) identify major landforms, including the Sahara Desert, the Nile River, the Red Sea, the Arabian Desert, and the Persian Gulf (Geo/C); and

- ~~(C)~~ analyze the benefits and consequences of human-environment interactions in Southwest Asia or North Africa, including urban development, water management, and oil extraction (Geo/C, E).
- (18) Southwest Asia and North Africa. The student understands the population geography of Southwest Asia and North Africa. The student is expected to:
- (A) describe features, including water availability, historical trade routes, and religious significance, that influence the size and distribution of settlements in Southwest Asia or North Africa (H, G/Civ, Geo/C);
- (B) analyze push or pull forces that affect human migration patterns, including economic opportunity, religion, and conflict, (G/Civ, E); and
- ~~(C)~~ explain how physical geography affects the flows of human migration, including the Silk Road and Trans-Saharan Trade (H, Geo/C).
- (19) Southwest Asia and North Africa. The student understands the economic and political geography of Southwest Asia and North Africa. The student is expected to:
- (A) classify economic activities of Southwest Asia and North Africa as identify the primary, secondary, tertiary, or quaternary, including oil extraction, tourism, and technology (E);
- ~~(B)~~ explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and (Young/2nd restore w/o)
- ~~(C)(B)~~ compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).
- (20) Southwest Asia and North Africa. The student understands the cultural geography of Southwest Asia and North Africa. The student is expected to:
- ~~(A)~~ explain the cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language (H, Geo/C); (Young 2nd w/o)
- ~~(B)~~ explain the cultural divergence caused by trade, including religion (H, Geo/C); and (Young 2nd w/o)
- ~~(C)(A)~~ analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia (H,

Geo/C).

(21) Central and South Asia. The student understands the physical geography and human environment interaction of Central and South Asia. The student is expected to:

(A) describe how Earth–Sun relationships in Central or South Asia impact weather conditions, including monsoons and cyclones (Geo/C);

~~(B) identify major landforms, including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C); and~~

(C) describe how places in Central or South Asia plan for, mitigate, and respond to natural hazards, including earthquakes and monsoons (G/Civ, E).

(22) Central and South Asia. The student understands the population geography of Central and South Asia. The student is expected to:

(A) explain how human and physical features, including being land-locked or having access to the maritime trade routes, influence the size and distribution of settlements in Central or South Asia (H, G/Civ, Geo/C);

(B) analyze the growth of megacities, including Delhi, Dhaka, Mumbai, and Karachi (H, G/Civ, Geo/C); and

~~(C) analyze push or pull forces that affect human migration patterns in Central or South Asia, including conflict, weather, and economic opportunity (E, G/Civ).~~

(23) Central and South Asia. The student understands the economic and political geography of Central and South Asia. The student is expected to:

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

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

~~(C) explain the spatial organization of countries in Central or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C); and~~

~~(D) explain the role of human geography in territorial conflicts, including the USSR invasion of Afghanistan and the disputed territory of Kashmir (Geo/C).~~

(24) Central and South Asia. The student understands the cultural geography of Central and South Asia. The student is expected to:

- (A) explain cultural convergence in Central and South Asia caused by [trade, including the spread of Hinduism and the Sanskrit language war, including religious syncretism](#) (H, Geo/C);
 - ~~(B) explain the cultural divergence [in Central and South Asia](#) caused by [by Islamic jihad against Hindus, Buddhists, and Sikhs, including the differences between India and Pakistan](#) ~~the east~~ [system and religious composition in Central and South Asia](#) (H, Geo/C); and (Hickman A&B 8-5)~~
 - (C) analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples (H, Geo/C).
- (25) Southeast Asia and Oceania. The student understands the physical geography and human environment interaction of Southeast Asia and Oceania. The student is expected to:
- ~~(A) describe how Earth-Sun relationships in Southeast Asia or Oceania impact weather [conditions, including tropical storms and cyclones](#) (Geo/C);~~
 - (B) identify major landforms, including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire (Geo/C);
 - ~~(C) describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to [natural hazards, including mangrove restoration and artificial reefs](#) (G/Civ, Geo/C, E); and~~
 - (D) describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations in planning for, mitigating and responding to natural hazards (G/Civ, E).
- (26) Southeast Asia and Oceania. The student understands the population ~~geography of Southeast Asia and Oceania~~. The student is expected to
explain how the topography influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia or Oceania (H, G/Civ, Geo/C).
- (27) Southeast Asia and Oceania The student understands the economic and political geography of Southeast Asia and Oceania. The student is expected to:
- ~~(A) identify the primary, secondary, tertiary, or quaternary economic activities of Southeast [Asia or Oceania, including agriculture and tourism](#) (E);~~
 - ~~(B) analyze how political power is distributed in archipelagic states, including Indonesia and [the Philippines](#) (G/Civ, Geo/C); and~~
 - ~~(C) describe causes and effects of modern genocides and terrorism,~~

including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).

- (28) Southeast Asia and Oceania. The student understands the cultural geography of Southeast Asia and Oceania. The student is expected to:

~~(A)~~ explain cultural convergence in Southeast Asia or Oceania caused by innovations, including maritime technologies and navigational techniques (H, Geo/C); (Young/2nd w/o)

~~(B)~~(A) explain the cultural divergence in Southeast Asia or Oceania caused by geographic isolation and colonial influence (H, Geo/C); and

~~(C)~~(B) analyze visual sources to identify components of cultural landscape, including the rice terraces and the Sydney Opera House (H, Geo/C).

- (29) East Asia. The student understands the physical geography and human environment interaction of East Asia. The student is expected to:

~~(A)~~ describe how Earth-Sun relationships in East Asia impact weather conditions, including typhoons and tsunamis (Geo/C);

(B) identify major landforms, including the Gobi Desert, the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); and

(C) describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (G/Civ, Geo/C, E).

- (30) East Asia. The student understands the population geography of East Asia. The student is expected to:

(A) describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C);

~~(B)~~ analyze push or pull forces that affect human migration patterns in East Asia, including oppression experienced by people living under communist regimes in North Korea and economic opportunity (H, G/Civ, E);

(C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Civ, E); and

(D) describe the development of family planning policies in East Asia (G/Civ, E).

- (31) East Asia. The student understands the economic and political geography of East Asia. The student is expected to:

- ~~(A) identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E);~~
 - (B) analyze the implications of globalization in East Asia, including supply chains (E); and
 - (C) explain the role of physical and human geography in territorial conflicts, including the disputes over territorial claims in the South China Sea (G/Civ, Geo/C).
- (32) East Asia. The student understands the cultural geography of East Asia. The student is expected to:
 - (A) explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
 - (B) explain the cultural divergence caused by differing political systems, including differences between China and Taiwan and differences between North and South Korea (H, G/Civ, Geo/C); and
 - ~~(C) analyze visual sources to identify components of cultural landscape, including the Great Wall of China, the Forbidden City, and cityscapes~~ (H, Geo/C).
- (33) Russia and the Republics. The student understands the physical geography and human environment interaction of Russia and the Republics. The student is expected to:
 - ~~(A) identify major landforms or biomes, including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River~~ (Geo/C); and
 - (B) analyze the benefits or consequences of human-environment interactions in case studies, including hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster (H, Geo/C).
- (34) Russia and the Republics. The student understands the population geography of Russia and the Republics. The student is expected to:
 - (A) describe features that influence the size and distribution of settlements in Russia or the Republics, including government policies and inhospitable climate (G/Civ, Geo/C);
 - (B) explain the effects of innovation on patterns of human settlement in Russia or the Republics, including the Trans-Siberian Railroad and pylon construction in permafrost zones (H, Geo/C);

- (C) analyze push or pull forces that affect human migration patterns, including economic stagnation and opportunities (G/Civ, E); and
 - (D) explain how international and internal boundaries shape the spatial organization of Russia and its republics through territorial and resource control (Geo/C).
- (35) Russia and the Republics. The student understands the economic and political geography of Russia and the Republics. The student is expected to:
- (A) compare primary, secondary, tertiary, or quaternary economic activities, including military development and defense manufacturing, in Russia or the Republics with those in the United States, (H, G/Civ, E); and
 - ~~(B) explain advantages and disadvantages of participation by sovereign states in regional organizations, including the Commonwealth of Independent States (CIS), the Collective Security Treaty Organization (CSTO), and political tensions within the region (G/Civ).~~
- (36) Russia and the Republics. The student understands the cultural geography of Russia and the Republics. The student is expected to:
- ~~(A) explain cultural convergence caused by war, including shared Soviet era experiences and Cold War history (H, Geo/C); and~~
 - (B) analyze visual sources to identify components of cultural landscape, including the Kremlin, Red Square, St. Basil's Cathedral, and Moscow City (H, Geo/C).
- (37) Europe. The student understands the physical geography and human environment interaction of Europe. The student is expected to:
- (A) identify major landforms, including the Alps, the Scottish Highlands, The Pyrenees, the Rhine River, The Danube River, Norwegian Fiords, and the Greek Archipelago (Geo/C); and
 - (B) analyze the benefits and consequences of human-environment interactions in case studies, including commercial agriculture, the polder system, hydroelectric dams, and acid rain (E, Geo/C).
- (38) Europe. The student understands the population geography of Europe. The student is expected to:
- ~~(A) describe features, including industrial corridors and access to major rivers, that influence the size and distribution of settlements in Europe (G/Civ, Geo/C);~~
 - ~~(B) explain the effects of innovation on patterns of human settlement, including the Channel Tunnel and high-speed rail networks (H,~~

Geo/C); and

- ~~(C)~~ analyze push or pull forces that affect human migration patterns in Europe, including the high cost of urban living, the availability of high-speed rail transportation, and economic opportunities (G/Civ, E).
- (39) Europe. The student understands the economic and political geography of Europe. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E); and
- ~~(B)~~ explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ); (Young/2nd restore original language VV)
- (40) Europe. The student understands the cultural geography of Europe. The student is expected to:
- (A) explain cultural convergence caused by migration and trade, including political or economic integration brought about by the European Union (Geo/C, E);
- (B) explain the cultural divergence in Europe, including linguistic sovereignty (H, Geo/C); and
- (C) analyze visual sources of Europe to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).

§113.25. United States Government (One-Half 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-half credit for successful completion of this course.

(c) Introduction.

(1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded, including the structure, functions, and powers of government at the national, state, county, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

(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) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models (G/Civ, S);
- (B) analyze primary documents, including founding documents, Supreme Court decisions, and legislative texts, to identify constitutional principles, author's purpose, and historical context (H, G/Civ, S);
- (C) construct and defend an evidence-based argument supported with evidence and using reasoning to connect evidence to the claim (G/Civ, S);
- (D) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S);
- (E) evaluate the reliability, bias, and perspective of sources related to government and civic issues (G/Civ, S); and
- (F) apply constitutional reasoning to analyze a public policy issue, identifying relevant constitutional principles, evaluating competing perspectives, and proposing and justifying a solution (G/Civ, S).

(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) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:

- (A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and

(B) contrast communism, socialism, and capitalism (G/Civ).

(2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:

(A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and

(B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).

(3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:

(A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self-interest (G/Civ);

~~(B) describe the relationship between religion and civic virtue (G/Civ);~~

(B) evaluate excerpts from Washington's Farewell Address 1796 as evidence of civic virtue ~~by examining the author's purpose, audience, and message~~ unity and patriotism. (H, G/Civ, S); and

~~(D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).~~

(4) Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:

(A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and

(B) evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S).

~~(5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S).~~

(5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:

- (A) explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
- (B) explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-Fifths Compromise and the Great Compromise (H, G/Civ).

~~(7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ).~~

(6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:

- (A) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
- (B) explain natural law and natural rights based on the writings of Locke and Blackstone (G/Civ);
- (C) identify natural rights in the Declaration of Independence, including "the laws of nature and of nature's God" (G/Civ); and
- (D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S).

(7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:

- (A) ~~describe~~ Identify ~~the principles and~~ the seven articles of the Constitution, ~~including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights~~ (G/Civ); and
- (B) analyze ~~how~~ the principles ~~of the Constitution are~~ embedded within the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government and individual rights. (G/Civ).

~~(10) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S).~~

(8) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:

- (A) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S); and
- (B) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).

(9) American Political Culture. The student understands contributions to America's core ideals. The student is expected ~~to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals~~ (H, G/Civ, S).

- (A) Identify America's core ideals, including liberty, individualism, equality of opportunity, the rule of law and limited government.
- (B) explain the contributions of Alexis de Toqueville's Democracy in America, including his observations of civic participation, equality of condition, liberty and the tyranny of the majority.
- (C) analyze Martin Luther King, Jr.'s "I Have a Dream" speech and Ronald Reagan's "A Time for Choosing," for evidence of America's core ideals.

(10) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:

- (A) describe the legislative branch in relation to its structure, including House and Senate membership, leadership, committees, terms of office and eligibility to hold office
- (B) describe the ~~structure of the~~ legislative branch ~~and explain the~~ in relation to its functions ~~of the legislative branch~~, including ~~the necessary and proper clause~~ drafting and passing proposed laws, declaring war, levying taxes, paying the national debt, raising and supporting armed forces, approving or rejecting treaties (senate), and confirming or rejecting presidential nominations. (G/Civ);

(C) describe the legislative branch in relation to its constitutional role with oversight and investigations and its authority to impeach and remove government officials. (G/Civ)

(D) explain how representative districts are crafted and reapportioned, including use of the using census data ~~and the process of reapportionment using demographic patterns~~ and race neutral factors as held by the Supreme Court in Louisiana v. Callais. (G/Civ, Geo/C, S); and

~~(D) compare responsibilities of the federal government (G/Civ);~~

(E) describe ~~the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders~~ in relation to its authority and responsibility, including enforcing laws, serving as commander-in-chief, conducting foreign policy, appointing officials and signing or vetoing legislation and explain the impact of Clinton v. City of New York concerning the presidential veto. (G/Civ);

(F) describe the executive branch in relation to the role of executive orders and how they enforce or interpret the laws passed by the Congress. (H, G/Civ)

~~(F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and~~

(G) describe the executive branch in relation to presidential succession and disability as outlined in legislative acts and the 25th Amendment.

~~(G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).~~

~~(H)~~ explain the Electoral College in terms of the process to elect the President and Vice President including significant historical elections of 1800, 1824, 1876, 1888, 2000 and 2016, (H, G/Civ)

~~(I)~~ describe the ~~structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review~~ in relation to its federal structure and the appointment and tenure of federal judges. (G/Civ);

~~(J)~~ describe the judicial branch in relation to separation of powers, including the foundational case Marbury v. Madison and the role of judicial review (H, G/Civ)

~~(K)~~ identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);

~~(L)~~ describe the process by which the U.S Constitution may be amended, according to Article V. (H, G/Civ)

(11) Federalism. The student understands the characteristics of Federalism. The student is expected to:

- (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
- (B) explain enumerated, reserved, and concurrent powers, ~~and~~ including how McCulloch v. Maryland clarified the balance of federal and state power through the necessary and proper clause. (H, G/Civ);
- (C) explain the role of the Supremacy Clause in a federal system (G/Civ);
- (D) explain ~~the effects of~~ the 17th amendment, ~~including~~ and the direct election of Senators, including on the effects on the federalist structure of government (H, G/Civ, S);
- (E) describe how ~~conflicts and~~ national crises in United States history changed the balance of power in the federal system ~~in-between the state and national governments~~, including the Civil War, Great Depression, and the civil rights movement, ~~and the Civil War~~ (H, G/Civ, E).

~~(15) Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:~~

- ~~(A) identify representatives and describe roles in the Texas executive branch (G/Civ, S);~~
- ~~(B) identify representatives and describe roles in the Texas legislative branch (G/Civ, S);~~
- ~~(C) identify representatives and describe roles in the Texas judicial branch (G/Civ, S);~~
- ~~(D) identify representatives and describe roles in the local government (G/Civ, S);~~
- ~~(E) identify eligibility requirements for individuals to hold public offices in Texas, including governor, lieutenant governor, senators, representatives, and Texas justices (G/Civ); and~~
- ~~(F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S).~~

(12) Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:

- (A) ~~identify civil liberties and civil rights protected in the Bill of Rights~~ Identify civil liberties protected in the Bill of Rights, including freedom of speech, freedom of the press and freedom of religion (G/Civ, S);

- (B) Identify civil rights guaranteed by the 14th Amendment, including equal protection and due process clauses, (G, Civ, S)
- (C) explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, ~~Pierce v. Society of Sisters~~, Kennedy v. Bremerton School District and Texas v. Johnson (H, G/Civ, Geo/C).

(13) Administrative State. The student understands the Administrative State. The student is expected to:

- (A) describe the administrative growth of the federal government, including the Department of Homeland Security, Department of Veterans Affairs, and the Department of Health and Human Services (G/Civ, E);

~~(B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and~~

- (B) describe the growth of the Texas state government (G/Civ, E).

(14) Political Parties, Elections and Campaigns, and the Media. ~~and Elections. Modern Campaigns, Elections, Media, Political Parties and Participation.~~ The student understands the role of modern campaigns, elections, media, political parties ~~and participation~~ in the United States Government. The student is expected to: :

- (A) explain the ~~roles and~~ responsibilities of citizens in United States elections (G/Civ); and
- (B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);

(C) explain how representative districts are crafted and reapportioned, including ~~use of the using census data and the process of reapportionment using demographic patterns and race neutral factors as held by the Supreme Court in Louisiana v. Callais,~~ (G/Civ, Geo/C, S); and [move to 10(C)]

- (C) explain the role of campaign finance in American elections including the significance of Citizens United v. Federal Election Commission, the role of Political Action Committees, and the effects of money on democratic participation (E, G/Civ); and
- (D) analyze media sources for bias and determine how it shapes political opinion including the practice of leaving out information, selecting information to support

a specific point of view over other views, and raising the prominence of information over opposing information (H, G/Civ, S); and

(15) The student understands basic principles governing parliamentary procedure and its application with presenting and debating motions. The student is expected to:

- (A) explain that Robert's Rules Newly Revised is a code of ethics designed to facilitate democratic process and is considered the parliamentary standard for most organizations and governing bodies, and
- (B) explain guiding principles of parliamentary procedure including: the definition of a deliberative assembly, the majority has the right to decide, but the minority has the right to be heard; while the minority disagrees, it must abide by the decision of the majority; debate must be fair to all concerned, and
- (C) explain that a motion is the means by which a proposal is presented to a body, and
- (D) demonstrate the steps to present a motion, including addressing the chair, recognition by the chair, making the motion using the correct terminology (I move), seconding the motion and statement of the motion by the chair, and
- (E) explain rules of debate, including fairness—both sides must be heard, and a participant is entitled to only two speeches on a question unless the rules of debate have been modified, debate are germane and courteous and bodies may pass motions to limit or end debate, and
- (F) explain different thresholds of and methods for voting: majority, plurality and two-thirds and rising (show of hands or standing), voice, roll call, ballot and unanimous consent and requesting a more accurate vote, and
- (G) define quorum, bylaws, dilatory, nomination, election, and adjournment.

(16) The student understands Texas state government. The student is expected to:

- (A) explain the constitutional requirements to serve as governor, including eligibility, term of office and line of succession (G/Civ); and
- (B) describe the governor's executive authority including appointments, role as commander-in-chief, clemency, veto power and the power to convene special legislative sessions (G/Civ); and
- (C) contrast the federal government's unitary executive branch with the Texas plural executive branch and discuss the philosophical and historical roots of the state constitution's efforts to decentralize government power (G/Civ); and
- (D) identify the terms of office and duties for elected members of the Texas executive branch including Lieutenant Governor, Attorney General, Comptroller, Commissioner of the General Land Office, Commissioner of Agriculture, Railroad Commissioners and members of the State Board of Education (G/Civ); and
- (E) describe the duties and process for appointments for unelected agency heads including Secretary of State, Board of Criminal Justice Texas Transportation Commission and the Public Utility Commission of Texas (G/Civ); and

- (F) identify the Texas State Legislature's structure, leadership, member eligibility, terms of office and member legislative duties (G/Civ); and
- (G) describe how the presiding officer is elected in each legislative chamber, the cadence of legislative sessions, importance and role of the committee process and the power of committee chairs (G/Civ); and
- (H) compare and contrast the state and federal legislative branches, and
- (I) compare the legislative process with the rulemaking process in the executive branch and describe how citizens may access information related to each process and engage in the process both formally and informally (G/Civ); and
- (J) identify the structure of the Texas judicial system including the Texas Supreme Court, Texas Court of Criminal Appeals, Courts of Appeals, District Courts, Business Court, County Courts at Law, Justice of the Peace Courts and Municipal Courts (G/Civ); and
- (K) describe the eligibility requirements for justices and judges in the Texas state judicial system, including appellate and trial court positions (G/Civ).
- (17) The student understands Texas county and local governments, structures, their responsibilities and authority to create ordinances and levy taxes and duty to operate with transparency. The student is expected to:
 - (A) explain laws designed to create transparency, accountability and access including the open meeting laws and freedom of information laws (G/Civ); and
 - (B) describe the roles of the county judge, commissioners, sheriffs, prosecutors, tax assessors/collectors, constables and justices of the peace and identify those who hold those positions (G/Civ); and
 - (C) describe the basic functions of county government including infrastructure, public health and law enforcement (G/Civ); and
 - (D) describe the role of county appraisal boards or districts and their relationship to county commissioner courts (G/Civ); and
 - (E) explain the differences between general law municipalities and home rule municipalities (G/Civ); and
 - (F) describe the common municipal government structures, including council-manager, mayor-council and commission and describe different arrangements for the election of city councils, including at-large, single-member districts and mixed systems (G/Civ); and
 - (G) describe the common responsibilities of municipal governments, including infrastructure, public health, law enforcement, emergency services and utilities (G/Civ); and
 - (H) describe the relationship and interaction between municipal governments with county, state and federal governments when duties overlap or perhaps conflict (G/Civ); and

- (I) describe the parallels between the local boards of trustees and municipal governments (G/Civ); and
- (J) Describe the process by which county and local governments borrow funds through the issuance of bonds (G/Civ); and
- (18) The student understands the Texas electoral process and the role of political parties. The student is expected to:
 - (A) describe the requirements of voter registration, including timelines prescribed by Texas statutes and the requirements to cast a vote in a general election, primary election and a primary run-off election and how to obtain and exercise an absentee ballot (G/Civ); and
 - (B) explain the responsibilities of the Texas Secretary of State, county elections administrators, county party chairs and precinct-level workers in the electoral process (G/Civ); and
 - (C) analyze the functions of the major political parties and their role in the electoral process at the local, county, state and national levels (G/Civ); and
 - (D) explain the differences in nomination processes of the major parties compared to third parties (G/Civ); and
 - (E) explain the delegate selection processes and platform development processes of the major parties, beginning at precinct conventions and progressing to the national party conventions (G/Civ).