MINUTES

STATE BOARD OF EDUCATION

JUNE 2026

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

WILL HICKMAN, Houston
Secretary of the State Board of Education
District 6

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KEVEN ELLIS, Lufkin
District 9

TOM MAYNARD, Florence
District 10

BRANDON HALL, Aledo
District 11

TIFFANY CLARK, DeSoto
District 13

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

Minutes

State Board of Education

June 26, 2026

State Board of Education
General Meeting
June 26, 2026

The State Board of Education met at 9:00 a.m. on Friday, June 26, 2026, in Room 2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Tom Maynard.

Staff called the roll.

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

Items were considered in the following order: 9, 5, 3, 4, 6, 7, 8, C3, C2. Items 10-15 were then adopted on a second consent calendar.

Approval of Minutes
The State Board of Education approved the minutes of the April 10, 2026, meetings of the State Board of Education and the April 21, 2026, Committee on Instruction Special Called Meeting.

1. Resolutions and Presentations
Laurie Schrimpsher, TEA's Milken Award Coordinator, introduced Olivia Joseph from Hutto Texas, who was the 2025 honoree.

Secretary Will Hickman presented the 2026 Student Heroes Award Recipients and presented a resolution in their honor, which was adopted.

(Attachment A, page 12)

Public testimony was presented.

2. Approval of Consent Agenda

Chair Kinsey announced that the following items were removed from the Consent Agenda:

C2. Adoption of the Annual Report on the Status of the Bond Guarantee Program for Fiscal Year Ended August 31, 2025
Agenda Page III-4

PROPOSED RECOMMENDATION: Adopt the annual report on the status of the Bond Guarantee Program for fiscal year ended August 31, 2025.

C3. Recommendation for Two Reappointments and One Appointment to the Fort Sam Houston Independent School District Board of Trustees
Agenda Page IV-1

PROPOSED RECOMMENDATION: Based on Brigadier General Oakland's recommendation, approve the reappointments of Ms. Andrea D. Nicholas and Col. Rebecca A. Zinnante and the appointment of Msg. Jason L. Strickland to serve terms of office from June 26, 2026, to June 25, 2028, on the Fort Sam Houston Independent School District Board of Trustees.

Without objection, the State Board of Education approved the following items on the consent agenda.

C1. Approval of Updates and Substitutions to Approved Instructional Materials
Agenda Page II-51

ADOPTED RECOMMENDATION: Approve requests to update content in instructional materials previously approved through the IMRA process from: Carnegie Learning; Cosenza and Associates, LLC; Edmentum, Inc.; HMH Education Company; IXL Learning; McGraw Hill; MIND Education; Progress Learning, LLC; Savvas Learning Company; Scholastic; Studies Weekly; and Texas Education Agency Bluebonnet Learning materials, with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval.

C4. Approval of Revisions to Required School Safety Training for School District Trustees
Agenda Page IV-134

ADOPTED RECOMMENDATION: Approve revisions to the curriculum of the school safety training for school district trustees.

C5. Adoption of Review of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts
Agenda Page IV-330

ADOPTED RECOMMENDATION: Adopt the review of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts.

COMMITTEE OF THE FULL BOARD

3. Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten–Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6–8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works 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, §128.10, Literary Works Lists, Kindergarten–Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English

Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026
(Second Reading and Final Adoption)
(Board agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works 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, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026 *as amended*; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works 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, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted, *as amended,* 9-5-1 on a roll call vote

For: Francis, Hickman, Pickren, Young, Ellis, Maynard, Little, Hall, Kinsey
Against: Reveles, Perez-Diaz, Childs, Clark, Brooks
Absent: Bell-Metereau

Following the adoption, Member Maynard moved to reconsider the vote on this motion. The rule text was further amended regarding implementation dates for K-5 ELAR and SLAR, and the recommendation, as further amended, was adopted 9-4.

SEE SBOE ATTACHMENT 1 (FIGURES), page 13

SEE SBOE ATTACHMENT 2 (RULE TEXT), page 46

SEE SBOE ATTACHMENT 3 (IMPLEMENTATION DATES), page 50

4. 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)

RECOMMENDATION: 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 A, Elementary *as amended*; and

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

The recommendation was adopted, *as amended,* 9-4. Later in the meeting the vote on the adoption was reconsidered. The recommendation was again adopted by a vote of 9-4.

SEE SBOE ATTACHMENT 4, page 51

RECOMMENDATION: That the State Board of Education:

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

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

The recommendation was adopted 8-4.

SEE SBOE ATTACHMENT 5, (AS RECONSIDERED LATER IN THE MEETING)

RECOMMENDATION: That the State Board of Education:

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

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

The recommendation was adopted, *as amended,* 9-5 on a roll call vote

For: Francis, Hickman, Pickren, Young, Ellis, Maynard, Little, Hall, Kinsey
Against: Reveles, Perez-Diaz, Childs, Bell-Metereau, Clark
Absent: Brooks

SEE SBOE ATTACHMENT 6, page 143

RECOMMENDATION: 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 recommendation was adopted 12-0.

SEE SBOE ATTACHMENT 7, page 156

RECOMMENDATION: 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 recommendation was adopted 9-4.

SEE SBOE ATTACHMENT 8, page 165

MOTION: Member Hickman moved 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 new 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.

The recommendation was amended, but was then defeated 6-6.

SEE SBOE ATTACHMENT 9, page 208

5. Report on IMRA Cycle 2025 Confirmation of Changes and Potential Action to Initiate Enforcement Actions for Noncompliance
(Board agenda page I-213)

MOTION: Member Little moved that the State Board of Education:

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

The motion was adopted without objection.

6. 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
(First Reading and Filing Authorization)
(Board agenda page I-215)

RECOMMENDATION: 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.

The recommendation was adopted on a voice vote.

7. 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)

Member Little reported that there was no recommendation on this item, and the State Board of Education members made no motions regarding this item.

8. 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)

RECOMMENDATION: 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 the proposed amendments is necessary and shall have an effective date of August 1, 2026.

The recommendation was adopted 10-2.

SEE SBOE ATTACHMENT 10, page 209

9. Consideration of the Commissioner of Education's Generation 31 Open-Enrollment Charter School Proposals
(Board agenda page I-249)

MOTION: Member Little moved that the State Board of Education:

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

Following amendment by Mr. Hickman, the motion was amended to read: Review and take no action on the commissioner's proposed Generation 31 Subchapter D Open-Enrollment Charter School, Texas High School for Accelerated Learning, scheduled to open in the 2027–2028 school year.

The motion, *as amended*, was adopted 9-5-1 on a roll call vote.

For: Francis, Childs, Hickman, Pickren, Young, Ellis, Maynard, Hall, Kinsey
Against: Reveles, Perez-Diaz, Bell-Metereau, Clark, Brooks
Abstain: Little

Chair Kinsey left the item open for staff and members to review the items one more time.

ITEMS REMOVED FROM THE CONSENT CALENDAR
Chair Kinsey announced that the following items were removed from the Consent Agenda:

C3. Recommendation for Two Reappointments and One Appointment to the Fort Sam Houston Independent School District Board of Trustees
Agenda Page IV-1

RECOMMENDATION: Member Francis moved that, based on Brigadier General Oakland's recommendation, approve the reappointments of Ms. Andrea D. Nicholas and Col. Rebecca A. Zinnante and the appointment of Msg. Jason L. Strickland to serve terms of office from June 26, 2026, to June 25, 2028, on the Fort Sam Houston Independent School District Board of Trustees.

The motion was adopted without objection.

C2. Adoption of the Annual Report on the Status of the Bond Guarantee Program for Fiscal Year Ended August 31, 2025
Agenda Page III-4

RECOMMENDATION: Member Maynard moved that the State Board of Education adopt the annual report on the status of the Bond Guarantee Program for fiscal year ended August 31, 2025.

The motion was adopted without objection.

COMMITTEE CONSENT CALENDAR

Member Ellis moved that the following items and their recommendations be considered on a consent calendar. There was no objection to the motion, and the following recommendations were each adopted on the committee consent calendar:

10. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs
(Second Reading and Final Adoption)
(Board agenda page II-41)

RECOMMENDATION: The Committee on Instruction recommended that the State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs; and

Make an affirmative finding that immediate adoption of the proposed amendment is necessary and shall have an effective date of August 1, 2026. (Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)

The recommendation was adopted on the committee consent calendar.

11. Proposed Repeal of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf
(First Reading and Filing Authorization)
(Board agenda page II-47)

RECOMMENDATION: The Committee on Instruction recommended that the State Board of Education:

Approve for first reading and filing authorization proposed repeal of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf.

The recommendation was adopted on the committee consent calendar.

12. Review of Adoption of Proposed Revisions to 19 TAC Chapter 247, Educators' Code of Ethics, and 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases
(Board agenda page IV-17)

RECOMMENDATION: The Committee on School Initiatives recommended that the State Board of Education:

Take no action on the proposed revisions to 19 TAC Chapter 247, Educators' Code of Ethics, and 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases.

The motion was adopted on the committee consent calendar.

13. Review of Adoption of Proposed Revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs
(Board agenda page IV-40)

RECOMMENDATION: The Committee on School Initiatives recommended that the State Board of Education:

Take no action on the proposed revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs.

The motion was adopted on the committee consent calendar.

14. Review of Adoption of Proposed Revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter B, Approval of Educator Preparation Programs, Subchapter C, Administration and Governance of Educator Preparation Programs, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences
(Board agenda page IV-55)

RECOMMENDATION: The Committee on School Initiatives recommended that the State Board of Education:

Take no action on the proposed revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter B, Approval of Educator Preparation Programs, Subchapter C, Administration and Governance of Educator Preparation Programs, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences.

The motion was adopted on the committee consent calendar.

15. Review of Adoption of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter D, Types and Classes of Certificates Issued, Subchapter E, Educational Aide Certificate, and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States
(Board agenda page IV-119)

RECOMMENDATION: The Committee on School Initiatives recommended that the State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter D, Types and Classes of Certificates Issued, Subchapter E, Educational Aide Certificate, and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States.

The motion was adopted on the committee consent calendar.

COMMITTEE OF THE FULL BOARD

Chair Kinsey returned to item 4:

4. **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**

Member Maynard moved to reconsider the vote on the following motion, noting that he had voted on the prevailing side. There was no objection, and the motion was reconsidered:

RECOMMENDATION: That the State Board of Education:

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

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

The rule text was further amended, and was adopted as reconsidered and amended, 9-4.

SEE SBOE ATTACHMENT 5, page 103

Member Hickman moved to open World History for one amendment. There was no objection, and the course was opened and an amendment was offered and adopted. Chair Kinsey announced that the course had been postponed the previous evening, and would be considered at a future Committee of the Full Board.

SEE SBOE ATTACHMENT 11, page 224

Vice Chair Little announced that along with World History, US History, US Government and World Geography had also all been postponed by the Committee of the Full Board.

Secretary Hickman moved to direct the staff to make such technical and conforming edits as necessary for grammatical and technical correctness. This includes correcting or inserting tags at the end of TEKS where needed. The motion was adopted without objection.

Chair Kinsey announced that most of the Social Studies TEKS (with the exception of the course "Foundation of Economics") were adopted with a total of 9 votes. The earlier effective date findings required a vote of 2/3 of the members of the Board, which required 10 members for that determination. Therefore, while the Social Studies TEKS were all adopted (which required a majority vote), the effective date would not be 20 days after filing with the Texas Register.

There being no further business to come before the State Board of Education, the meeting adjourned at 8:30 p.m.

Will Hickman, Secretary

R E S O L U T I O N

WHEREAS the State Board of Education's Student Heroes Award, established in 2015, recognizes Texas public school students who perform selfless acts of kindness and volunteer service, thereby benefiting their fellow students and communities; and

WHEREAS members of the State Board of Education reviewed nominations and selected 15 outstanding students from across the state to receive the 2026 Student Heroes Award; and

WHEREAS Jaylin Esparza, a senior at Riverside High School in Ysleta Independent School District (ISD), has demonstrated superior leadership, compassion, and dedication through her service in Student Council, athletics, and her church community, uplifting others through her work with special needs children making her an inspiring member of the Riverside community; and

WHEREAS Liam Toledo, a 9th grade student at Science Academy of South Texas in South Texas ISD, has transformed his passion for reading into a powerful, self-sustaining community initiative that provides books, food, and mentorship to families across the Rio Grande Valley, demonstrating extraordinary leadership, compassion, and service at a young age; and

WHEREAS Lynda Guzman, a junior at Harmony Science Academy-San Antonio has shown extraordinary compassion and leadership by transforming her home and daily life to provide safety, stability, and academic support for 52 young immigrant girls—serving as a mentor, advocate, and lifeline who ensures they feel seen, valued, and prepared to succeed; and

WHEREAS Farmata Lo, a junior at Blanson Career and Technical Education (CTE) High School in Aldine ISD, has demonstrated exceptional empathy, initiative, and innovation by creating the *Ether Initiative*—developing thoughtfully designed care kits that bring comfort and accessibility to neurodiverse patients in medical settings, reflecting compassion and leadership far beyond her years; and

WHEREAS Asvini Thivakaran, a junior at McNeil High School in Round Rock ISD, has demonstrated exemplary leadership, innovation, and environmental stewardship by championing STEM education for all, founding impactful initiatives, and empowering over a thousand underrepresented students through mentorship, education, and community action that creates lasting change; and

WHEREAS Lucas Wang, a 9th grade student at Taylor High School in Katy ISD, has shown remarkable leadership, compassion, and vision by co-founding *Music No Boundaries* and expanding free music education to students locally and around the world, using his talent and dedication to break barriers, build confidence, and create lasting opportunities for young musicians; and

WHEREAS Sloane Rooney, a 5th grade student at Port Neches Intermediate in Port Neches Groves ISD, has demonstrated great compassion and a heartfelt commitment to uplifting others through her school leadership, faith-based encouragement, volunteer work with special needs students, and dedicated community service that reflects a maturity and kindness beyond her years; and

WHEREAS Zach Casas, a senior at Hargrave High School in Huffman ISD, has demonstrated superior integrity, vision, and service by founding the large-scale *Pond to Purpose* outdoor learning and wellness initiative—securing major funding, uniting his community, and creating a long-lasting educational resource that will benefit thousands of students for decades to come; and

WHEREAS Jayden West, a senior at Zavalla High School in Zavalla ISD, has shown remarkable resilience, growth, and compassion by transforming personal hardship into a life of service—volunteering as a firefighter, supporting community events, uplifting special needs children, and becoming a confident advocate and role model whose kindness strengthens the Zavalla community; and

WHEREAS Shreyas Ambati, a 9th grade student at Rouse High School in Leander ISD, has shown extraordinary compassion, initiative, and leadership by founding the *Smilebox Foundation* at age 15, creating, funding, and delivering hundreds of activity kits to children in hospitals and child welfare centers, bringing comfort and hope to those facing their hardest moments; and

WHEREAS Emily Doty, a senior at Cleburne High School in Cleburne ISD, has demonstrated exemplary leadership, compassion, and initiative by founding the S.P.L.A.S.H. program—transforming research, collaboration, and CTE learning into a sustainable community effort that equips families of special needs children with life-saving water safety education and long-term support; and

WHEREAS Mary Grace Gibbons, a junior at Paris High School in Paris ISD, has shown exceptional compassion, initiative, and leadership by creating *"Mr. Marvin's Market,"* a sustainable campus food-sharing program that reduces waste, supports students facing food insecurity, and strengthens community partnerships through her thoughtful, service-driven action; and

WHEREAS Hailey Smith, a senior at Yvonne Ewell Townview Center in Dallas ISD, has demonstrated heartfelt dedication to her community through consistent volunteerism, preparing holiday meals, delivering food to the elderly, and creating the *Black Doll Project* to promote confidence among young Black girls, embodying the compassion and service that define a true student hero; and

WHEREAS Evelyn Hatfield, an 8th grade student at Blalack Middle School in Carrollton Farmers Branch ISD, has transformed her own experience with dyslexia into a powerful force by creating accessible assistive-technology tutorials, training students and families, and collaborating with district leaders and software developers to ensure districtwide support for learners with dyslexia; and

WHEREAS Bergan Pinkley, a senior at Big Spring High School in Big Spring ISD, has demonstrated superior leadership, academic excellence, and a servant's heart by uplifting her school and community, creating meaningful traditions for nursing-home residents, honoring first responders and veterans, organizing military care packages, and leading with integrity as a scholar-athlete and student leader whose dedication has made a lasting impact; and

WHEREAS these distinguished students have modeled compassion in their schools and communities; now, therefore be it

RESOLVED, that the State Board of Education extends its heartfelt thanks to each of these kindhearted students and commends them for their selfless volunteerism, good character, and integrity; and be it further

WITNESS our signatures this 26th day of June, two thousand and twenty-six, in Austin, Texas.

_____ Aaron Kinsey, Chair

_____ Will Hickman, Secretary

Figure: 19 TAC §128.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	April Rain Song	Langston Hughes		Canción de la lluvia de abril	Langston Hughes		Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	El águila de Estados Unidos	Dona Herweck Rice	978-1493829651	Read Aloud
Kinder	The Berenstain Bears and the Golden Rule	Stan Berenstain	978-0310712473	Los Osos Berenstain y La Regla de Oro	Stan Berenstain	978-0829758849	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Arándanos para Sal	Robert McCloskey	978-8484703662	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	The Cat in the Hat/El Gato Ensombrerado (Bilingual English-Spanish Edition)	Dr. Suess	978-0553524437	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Chica Chica Bum Bum	Bill Martin Jr. and John Archambault	978-0439434515	Read Aloud
Kinder	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hickory Dickery Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	La Madre Goose: Nursery Rhymes for los niños (selected excerpts: Maria Had A Little Oveja, Baa Baa Black Oveja, This Little Cerdo Went to Market, Three Little Gatitos, Peter, Peter, Calabaza, Maria, Maria Without Alegria, Little Miss Amarilla, Young Juan Ramon, Monday's Niño, One Potato, Dos Potatoes)	Susan Middleton Elya	978-0399251573	Read Aloud

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	George Washington y el cerezo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439395458	Ricitos de oro y los tres osos	Candice Ransom	978-0769638157	Read Aloud
Kinder	The Grasshopper and the Ants	Jerry Pinkney (retold from Aesop)	978-0316400817	La cigarra y la hormiga y otras fábulas	Estudio PE S.A.C.	978-6070786365	Read Aloud
Kinder	How Grandmother Spider Brought Fire (A Choctaw Story) (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister	978-1847808684	Cómo la abuela araña trajo fuego (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	La colcha de los recuerdos	Patricia Polacco	978-1880507544	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	¡Todos al Rodeo! A Vaquero Alphabet Book	María Alma González Pérez	978-0982242278	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La gallinita roja (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	El león y el ratón (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	A Luna le encanta el museo	Joseph Coelho and Fiona Lumbers	978-6075573175	Read Aloud

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	George Washington: A Bilingual Biography for Kids / Una biografía bilingüe para niños (Bilingual Biographies)	Claudia Alonso	978-1960304384	Read Aloud
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Thomas Edison: La revolución de la luz (selected excerpts: Que se haga la luz, Iluminar el camino, Ver la luz)	Nick Cimarusti	978-1087644523	Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	El conejito andarín	Margaret Wise Brown	978-0060776947	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	The Snowy Day / Un día de nieve (English and Spanish Edition)	Ezra Jack Keats	978-1595192776	Read Aloud
Kinder	The Three Little Pigs / Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	The Three Little Pigs/ Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La liebra y la tortuga (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	The Very Hungry Caterpillar/La oruga muy hambrienta (Bilingual English-Spanish Edition)	Eric Carle	978-0399256042	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Tú eres especial	Max Lucado	978-0789907523	Read Aloud

Figure: 19 TAC §128.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Soy Abraham Lincoln	Brad Meltzer	978-1543386028	Read Aloud
Grade 1	Abuela	Arthur Dorros	978-0140562255	Abuela	Arthur Dorros	978-0140562255	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Ada Magnífica, científica	Andrea Beaty	978-1644730348	Read Aloud
Grade 1	Amelia Bedelia's First Day of School	Herman Parish	978-0061544576	Amelia Bedelia	Peggy Parish	978-1880507759	Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then Your Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	El Vecindario de Quinito	Ina Cumpiano	978-0892392292	Read Aloud
Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	¡Que viene el lobo! (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	La Madre Goose: Nursery Rhymes for los Niños (selected excerpts: Little Boy Azul, Old Madre Rosario, The Itsy Arañita, ¿What are las niñas made of?, ¿What are los niños made of?, Hey Diddle Diddle, Twinkle Twinkle Small Estrella, I see Luna)	Susan Middleton Elya	978-0399251573	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	La Casa Blanca	R. J. Bailey	978-1620315064	Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	La Leyenda de Daniel Boone	Eric Blair	978-1404816565	Read Aloud
Grade 1	Davy Crockett (English)	Emma E. Haldy	978-1634724937	Davy Crockett (Spanish)	Emma E. Haldy	978-1534133150	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0060256678	Invitación (excerpt from Dónde el camino se corta)	Shel Silverstein	978-8440699626	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Jack and the Beanstalk, Grades PK - 3 Juan y los frijoles mágicos (Bilingual Book)	Carol Ottolenghi	978-0769638164	Read Aloud
Grade 1	Jonah and the Whale	Jonah 1:1-5, 10-17, 2:10 ICB					Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie dePaola	978-0698113596	La Leyenda de la flor "el conejo" una antigua leyenda de Texas	Tomie dePaola	978-0590480505	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	La Vida de Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	La pequeña locomotora que sí pudo	Watty Piper	978-0448451091	Read Aloud

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Madeline	Ludwig Bemelmans (translated by Ernesto LivonGrosman)	978-0140557619	Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Medio pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Benjamin Franklin	Emma E. Haldy	978-1534133143	Read Aloud
Grade 1	A Picture Book of Frederick Douglass	David A. Adler	823412059	Frederick Douglass	Emma E. Haldy	978-1668964491	Read Aloud
Grade 1	Amazing Americans: Pocahontas	Sharon Coan	978-1433373534	Estadounidenses asombrosos: Pocahontas (Amazing Americans: Pocahontas)	Sharon Coan	978-1493804399	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Caperucita Roja	Teresa Mlawer	978-0988325333	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	El cuento clásico de Pedrito, el conejo travieso (Little Apple Books) (Spanish Edition)	Beatrix Potter	978-1646430345	Read Aloud
Grade 1	The Ugly Duckling	Jerry Pinkney	978-0688159320	El patito feo	Arianna Candell	978-8494653193	Read Aloud
Grade 1	Wolf in Sheep's Clothing (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El lobo con piel de oveja (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud

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Figure: 19 TAC §128.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is…	Louise Borden	978-1416902867	Mi bandera	Ellen K Mitten	978-1634301299	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Beauty and the Beast / La Bella y la bestia	Joana Costa Knufinke (adapted by)	979-8225030117	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	El Álamo	R. J. Bailey	978-1620315163	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	El coraje de Sara Noble	Alice Dalgliesh	978-8427934627	Read Aloud
Grade 2	David and Goliath (excerpt from The Children's Book of Heroes)	William J. Bennett (editor)	978-0684834450	Una aventurea gigantesca: David y Goliat	CBN	978-1629997810	Read Aloud
Grade 2	The Donkey in the Lion's Skin (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	El burro con piel de oveja (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Cayendo hacia arriba (excerpt from Cayendo hacia arriba)	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	Read Aloud
Grade 2	James Madison: The 4th President	Josh Gregory	978-1642808216	James Madison y la formación de los Estados Unidos	Torrey Maloof	979-8330902071	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	John Henry	Christianne C. Jones	978-1404821743	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	La historia de Johnny Appleseed	Aliki	978-0962516269	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from the Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La Leyenda de la Osa Mayor (excerpt from El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Paul Bunyan: un cuento fantástico	Eric Blair	978-1404816572	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	¿Quién Fue Harriet Tubman? (selected excerpts: ¿Quién fue a Harriet Tubman?, La Conductora, La Moises de su gente)	Yona Zeldis McDonough	978-1631138508	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flournoy	978-0803700970	Braids / Trencitas	Kathleen Contreras	978-1933032276	Read Aloud
Grade 2	Sam: The Minuteman	Nathaniel Benchley	978-0060204808	La Revolución Estadounidense:La lucha por la libertad (selected excerpts: ¡La guerra está cerca!, Y así comienza, El momento decisivo)	Torrey Maloof	978-0743913607	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Stellaluna	Janell Cannon	978-8426131577	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Estadounidenses asombrosos: Susan B. Anthony	Stephanie Kuligowski	978-1493804948	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		El Columpio	Robert Louis Stephenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Jackie Robinson: Un héroe en el campo de béisbol	Stephanie Macceca	978-1433325786	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	El Primer día de acción de gracias	G. Jackson	978-0439317337	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Try, Try Again Spanish Version (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	El Preámbulo: el espíritu de Estados Unidos	Lorin Driggs	978-1087622804	Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne	978-0525555315	Winny de Puh (Capítulo 1 "En el cual conocemos a Winny de Puh y a unas abejas," Capítulo 2 "En el cual Pooh va de visita y se encuentra en un aprieto"	A. A. Milne	978-0525449867	Read Aloud

Figure: 19 TAC §128.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Abraham Lincoln: 16th presidente de los Estados Unidos	Grace Hansen	978-1629703794	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?," Chapter 4 "Archimedes and his Lever," Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Arquímedes: Todo principio tiene un principio	Alvaro Marcos	978-8417137007	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	La teleraña de Carlota	E. B. White	978-0060757403	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	Pastel para enemigos	Derek Munson	978-8426133786	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	El pescador y su mujer	Eric Blair (translated by Patricia Abello)	978-1404816305	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	George Washington	Donna Herweck	978-1433381324	
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell	978-0517570128	Ariadna y el Minotauro (excerpt from Héroes de la mitología griega)	Luisa Mattia	978-8412804669	Read Aloud
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	El Rey Midas	Margarita Ruiz	978-8478648955	Read Aloud
Grade 3	ROAR! – Daniel and the Lion's Den – Children's Adapted Version	CBN	978-1629997407	Daniel y la fosa de leones	Vidalibros	978-1949206005	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	La Senorita Runfio	Barbara Cooney	978-0670868315	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Explora tu mundo : El antiguo Egipto	Penelope Arlon	978-0545695152	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	El más listo (excerpt from Cayendo hacia arriba)	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	El pastorcito mentiroso	Kathleen Bradley	978-1433392870	
Grade 3	Stone Soup	Marcia Brown	978-0689711039	Sopa de piedras	Marcia Brown	978-0962516245	
Grade 3	Benjamin Franklin (Life Stories/Biografías Bilingual Edition)	Gillian Gosman	978-1448832194	Benjamin Franklin (Life Stories / Biografías Bilingual Edition)	Gillian Gosman	978-1448832194	
Grade 3	Stuart Little	E.B. White	978-0064400565	Stuart Little (Spanish Edition)	E.B. White	978-1644739020	Read Aloud
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Thomas Jefferson: Declarar nuestra libertad	Jane Dustman	978-1433325809	
Grade 3	Tomas and the Library Lady	Pat Mora	978-0375803499	Tomás y la señora de la biblioteca	Pat Mora	978-0679841739	
Grade 3	Too Many Tamales	Gary Soto	978-0698114128	Que montón de tamales	Gary Soto	978-0780769021	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated Charles Santore)	978-1604338102	El ratón de cuidad y el ratón de campo (excerpt from Fábulas de Esopo)	Aesop (illustrated	978-1400349326	
Grade 3	What Do You Do with a Problem?	Kobi Yamada	978-1943200009	¿Qué haces con un problema?	Kobi Yamada	978-8416490523	

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	The Wind in the Willows (Chapters "The River Bank," "The Open Road," "The Wild Wood," and "Mr. Badger")	Kenneth Grahame	978-1402736964	El viento en las sauces	Kenneth Grahame	978-1987627930	

Figure: 19 TAC §128.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	El saltamontes y la hormiga (excerpt from Fábulas de Aesop)	Charles Santore	978-1400349326	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	El niño que domó el viento (Prólogo Young Reader's Edition)	William Kamkwamba	978-1644732649	
Grade 4	Brave Irene	William Steig	978-0312564223	Irene, La Valiente	William Steig	978-0374436209	
Grade 4	Dreams	Langston Hughes		Sueños	Langston Hughes		
Grade 4	Number the Stars	Lois Lowry	978-0547577098	¿Quién cuenta las estrellas?	Lois Lowry	978-6070712579	
Grade 4	Robin Hood and the Golden Arrow (excerpt from Robin Hood and the Golden Arrow and Other Legends, pages 11-21)	Geraldine McCaughrean	978-1444002362	Robin Hood (excerpt from El gran libro de los héroes y los aventureros)	Valeria Davila	978-9873503818	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	Sea Fever	John Masefield		Fiebre marina	John Masefield		
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	Stone Fox y la carrera de trineos	John Reynolds Gardiner	978-8427932630	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	Not Available			Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	Sunjata del imperio mandé	Ekiuwa Aire	978-1998041206	
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	La isla del tesoro	Sol y Lápiz	979-8280904040	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	¿Quién fue Leonardo da Vinci? (Chapters 1 - 4)	Roberta Edwards	978-0448458571	
Grade 4	The Necessity of Humility (Luke 14:7-11)	New International Reader's Version: New Testament	978-0310445906	La necesidad de la humildad	Biblia Nueva Versión Internacional: El Nuevo Testamento	978-1535955102	Read Aloud

Figure: 19 TAC §128.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

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Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	Adventures of Don Quixote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913	Don Quixote de la mancha (Children's Version)	Miguel Cervantes and Sol Y Lápiz	979-8280669802
Grade 5	Casey at the Bat	Ernest Lawrence Thayer		La historia de Casey al bate	Benchmark	
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443	La colonización de Texas: Misiones y colonos	Stephanie Kuligowski	978-1433372117
Grade 5	Declaration of Independence in Translation: What It Really Means?	Amy Jane Leavitt	978-1515762508	La Declaración de la Independencia	Jill K. Mulhall	978-1493816491
Grade 5	"Give Me Liberty or Give Me Death" (speech to the Second Virginia Convention)	Patrick Henry		¡dadme libertad o dadme la muerte! (Translation)	Patrick Henry	
Grade 5	Independence Bell – July 4, 1776	Anonymous		Los símbolos de Estados Unidos / Symbols of the United States	VHL	978-1543386325
Grade 5	The Lion, the Witch and the Wardrobe	C. S. Lewis	978-0064471046	El leon, la bruja y el ropero	C. S. Lewis	978-0060086619
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow		El pacto del Mayflower	David Armentrout and Patricia Armentrout	978-1595156488
Grade 5	The Monkey as King (excerpts from Aesop's Fables)	Aesop (adapted and illustrated by Charles Santore)	978-1604338102	El mono como rey (excerpt from Fábulas de Esopo Spanish Edition)	Aesop (adapted and illustrated by Charles Santore	978-1400349326
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923	Una unión más perfecta: La historia de nuestra constitución	Betsy Maestro	978-1880507292

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	Moses (Exodus 3: The Burning Bush and Exodus 14: the Parting of the Red Sea)	New International Reader's Version (NIRV) Bible	978-0310445906	Moses (Exodus 3: La zarza ardiente and Exodus 14: El cruce del Mar Rojo)	Nueva version internacional biblia	978-1535955102
Grade 5	Paul Revere's Ride	Henry Wadsworth Longfellow		Not Available		
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378	La caseta mágica	Norton Juster	978-1984897671
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498	Por qué Sam Houston es importante en Texas	Lynn Peppas	978-1725361126
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088	¿Quién fue Tomás Jefferson? (selected excerpts: Tom el alto, La Declaración, Secretario del estado y vicepresidente, Nuestro tercer presidente)	Dennis Brindell Fradin	978-1631138478
Grade 5	Who was Davy Crockett? (selected excerpts: Who was Davy Crockett?, A Pioneer Family, Young David, On His Own, Crockett Speaks Up, David Goes to Washington, The Alamo, Folk Hero)	Gail Herman	978-0448467047	Davy Crockett: Defensor de la frontera	J.T. Moriaty	978-0823941322

Figure: 19 TAC §128.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789	Not Available		

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 6	├-- Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 “The Road Back to God”)	Joe Wheeler	978-1982116514	Not Available		
Grade 6	├-- The Blue and The Gray	Francis Miles Finch		Not Available		
Grade 6	├--General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant		Not Available		
Grade 6	└— The Gettysburg Address	Abraham Lincoln		El discurso de Gettysburg	David Armentrout	978-1595156471
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839	Todas las criaturas grandes y pequeñas: Aventuras y desventuras de un veterinario en la campiña inglesa (Volumenes 1 – 3)	James Herriot	978-8410025400 978-8410025851 978-8410323834
Grade 6	├-- The Power of the Dog	Rudyard Kipling		Not Available		
Grade 6	├-- A White Heron	Sarah Orne Jewett	978-1479462186	Una garza blanca	Sarah Orne Jewett	
Grade 6	├-- Do Not Be Anxious (Book of Matthew, Chapter 6, Verses 25-34)	English Standard Version: New Testament	979-8874903398	No se preocupen (Book of Matthew, Chapter 6, Verses 25-34)	La Santa Biblia RVR: El Nuevo Testamento	978-1433579660
Grade 6	└— The Peace of the Wild Things	Wendell Berry		La paz de las cosas salvajes (Translation)	Wendell Berry	

Figure: 19 TAC §110.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN	Designated Read Aloud
Kinder	April Rain Song	Langston Hughes		Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	Read Aloud
Kinder	The Berenstain Bears and the Golden Rule	Stan Berenstain	978-0310712473	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Read Aloud
Kinder	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hickory Dickery Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	Read Aloud
Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud

Grade	English Title	Author	ISBN	Designated Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439395458	Read Aloud
Kinder	The Grasshopper and the Ants	Jerry Pinkney (retold from Aesop)	978-0316400817	Read Aloud
Kinder	How Grandmother Spider Brought Fire (A Choctaw Story) (Excerpt from A Year Full of Stories: 52 Folktales and Legends from Around the World)	Angela McAllister	978-1847808684	
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	Read Aloud
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	Read Aloud

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Grade	English Title	Author	ISBN	Designated Read Aloud
Kinder	The Three Little Pigs / Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Read Aloud

Figure: 19 TAC §110.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Read Aloud
Grade 1	Abuela	Arthur Dorros	978-0140562255	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Read Aloud
Grade 1	Amelia Bedelia's First Day of School	Herman Parish	978-0061544576	Read Aloud

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then Your Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	Read Aloud
Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Davy Crockett (English)	Emma E. Haldy	978-1634724937	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0060256678	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Read Aloud
Grade 1	Jonah and the Whale	Jonah 1:1-5, 10-17, 2:10 ICB		Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie dePaola	978-0698113596	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Read Aloud

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Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Read Aloud
Grade 1	A Picture Book of Frederick Douglass	David A. Adler	823412059	Read Aloud
Grade 1	Amazing Americans: Pocahontas	Sharon Coan	978-1433373534	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	Read Aloud
Grade 1	The Ugly Duckling	Jerry Pinkney	978-0688159320	Read Aloud
Grade 1	Wolf in Sheep's Clothing (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	Read Aloud

Figure: 19 TAC §110.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is…	Louise Borden	978-1416902867	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	Read Aloud
Grade 2	David and Goliath (excerpt from The Children's Book of Heroes)	William J. Bennett (editor)	978-0684834450	Read Aloud
Grade 2	The Donkey in the Lion's Skin (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Read Aloud
Grade 2	James Madison: The 4th President	Josh Gregory	978-1642808216	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	Read Aloud
Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from the Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	Read Aloud

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flournoy	978-0803700970	Read Aloud
Grade 2	Sam: The Minuteman	Nathaniel Benchley	978-0060204808	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne	978-0525555315	Read Aloud

Figure: 19 TAC §110.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?," Chapter 4 "Archimedes and his Lever," Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell	978-0517570128	Read Aloud
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	Read Aloud
Grade 3	ROAR! – Daniel and the Lion's Den – Children's Adapted Version	CBN	978-1629997407	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 3	Stone Soup	Marcia Brown	978-0689711039	
Grade 3	Benjamin Franklin (Life Stories/Biografías Bilingual Edition)	Gillian Gosman	978-1448832194	
Grade 3	Stuart Little	E.B. White	978-0064400565	Read Aloud
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Tomas and the Library Lady	Pat Mora	978-0375803499	
Grade 3	Too Many Tamales	Gary Soto	978-0698114128	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated Charles Santore)	978-1604338102	
Grade 3	What Do You Do with a Problem?	Kobi Yamada	978-1943200009	
Grade 3	The Wind in the Willows (Chapters "The River Bank," "The Open Road," "The Wild Wood," and "Mr. Badger")	Kenneth Grahame	978-1402736964	

Figure: 19 TAC §110.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	
Grade 4	Brave Irene	William Steig	978-0312564223	
Grade 4	Dreams	Langston Hughes		
Grade 4	Number the Stars	Lois Lowry	978-0547577098	
Grade 4	Robin Hood and the Golden Arrow (excerpt from Robin Hood and the Golden Arrow and Other Legends, pages 11-21)	Geraldine McCaughrean	978-1444002362	
Grade 4	Sea Fever	John Masefield		
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	

Grade	English Title	Author	ISBN	Designated Read Aloud
Grade 4	The Necessity of Humility (Luke 14:7-11)	New International Reader's Version: New Testament	978-0310445906	Read Aloud

Figure: 19 TAC §110.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	English Title	Author	ISBN
Grade 5	Adventures of Don Quixote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913
Grade 5	Casey at the Bat	Ernest Lawrence Thayer	
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443
Grade 5	Declaration of Independence in Translation: What It Really Means?	Amy Jane Leavitt	978-1515762508
Grade 5	"Give Me Liberty or Give Me Death" (speech to the Second Virginia Convention)	Patrick Henry	
Grade 5	Independence Bell – July 4, 1776	Anonymous	
Grade 5	The Lion, the Witch and the Wardrobe	C. S. Lewis	978-0064471046
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow	
Grade 5	The Monkey as King (excerpts from Aesop's Fables)	Aesop (adapted and illustrated by Charles Santore)	978-1604338102
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923
Grade 5	Moses (Exodus 3: The Burning Bush and Exodus 14: the Parting of the Red Sea)	New International Reader's Version (NIRV) Bible	978-0310445906

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Grade	English Title	Author	ISBN
Grade 5	Paul Revere's Ride	Henry Wadsworth Longfellow	
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088
Grade 5	Who was Davy Crockett? (selected excerpts: Who was Davy Crockett?, A Pioneer Family, Young David, On His Own, Crockett Speaks Up, David Goes to Washington, The Alamo, Folk Hero)	Gail Herman	978-0448467047

Figure: 19 TAC §128.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	English Title	Author	ISBN
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789
Grade 6	├-- Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 "The Road Back to God")	Joe Wheeler	978-1982116514
Grade 6	├-- The Blue and The Gray	Francis Miles Finch	
Grade 6	├--General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant	
Grade 6	└── The Gettysburg Address	Abraham Lincoln	
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839
Grade 6	├-- The Power of the Dog	Rudyard Kipling	

Grade	English Title	Author	ISBN
Grade 6	├-- A White Heron	Sarah Orne Jewett	978-1479462186
Grade 6	├-- Do Not Be Anxious (Book of Matthew, Chapter 6, Verses 25-34)	English Standard Version: New Testament	979-8874903398
Grade 6	└— The Peace of the Wild Things	Wendell Berry	

Figure: 19 TAC §128.30(f)(2) Required Literary Works List – ELLA Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	English Title	Author	ISBN
ELLA I	The Diary of a Young Girl, translated from Dutch by B. M. Mooyart	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-0000526359
ELLA I	├— Blessed is the Match	Hannah Szenes	
ELLA I	├— Letter to the Hebrew Congregation at Newport	George Washington	
ELLA I	└— The Shepherd's Psalm (Book of Psalms, Chapter 23)	King James Version: Hebrew Bible/Old Testament	978-0718097905
ELLA I	The Outsiders	S. E. Hinton	978-0142407332
ELLA I	├— The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	King James Version: New Testament	978-0718097905
ELLA I	├— Do Not Go Gentle into That Good Night	Dylan Thomas	
ELLA I	├— Mother to Son	Langston Hughes	
ELLA I	├— Nothing Gold Can Stay	Robert Frost	
ELLA I	└— Thank You, M'am	Langston Hughes	978-0886824785

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Grade	English Title	Author	ISBN
ELLA I	├── The Road Not Taken	Robert Frost	

Figure: 19 TAC §128.30(f)(3) Required Literary Works List – ELLA Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	Title	Author	ISBN
ELLA II	The Giver	Lois Lowry	978-0544336261
ELLA II	├── Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
ELLA II	├── The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
ELLA II	├── O Me! O Life!	Walt Whitman	
ELLA II	└── To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	King James Version: Hebrew Bible/Old Testament	978-0718097905
ELLA II	Night	Elie Wiesel	978-0374500016
ELLA II	Book of Lamentations, Chapter 3	Tanakh: Jewish Publication Society 1917	
ELLA II	The Perils of Indifference (excerpt from White House Official Transcript at Remarks of Millennium Evening)	Elie Wiesel	
ELLA II	The Survivor	Primo Levi	

Figure: 19 TAC §128.70(f)(1) Required Literary Works List – ESOL I

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
ESOL I	Animal Farm	George Orwell	978-0451526342
ESOL I	├──The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
ESOL I	├── I, Pencil	Leonard E. Read	978-1572462090
ESOL I	├──Lyceum Address	Abraham Lincoln	
ESOL I	└── Ozymandias	Percy Bysshe Shelley	
ESOL I	Great Expectations	Charles Dickens	978-0486415864
ESOL I	├──A Brief History of Life in Victorian Britain (excerpt Chapters 1, 2 and 6)	Michael Paterson	978-0762435180

Course	Title	Author	ISBN
ESOL I	├──Love is not all	Edna St. Vincent Millay	
ESOL I	└── Parable of the Prodigal Son (Book of Luke, Chapter 15, Verses 11-32)	English Standard Version: New Testament	979-8874903398

Figure: 19 TAC §128.70(f)(2) Required Literary Works List – ESOL II

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
ESOL II	The Tragedy of Julius Caesar	William Shakespeare	979-8336837506
ESOL II	├──General Douglas MacArthur's Farewell Speech to the Corps of Cadets at the U.S. Military Academy at West Point (excerpt paragraph 3: Duty, Honor, Country)	Douglas MacArthur	
ESOL II	├── Eulogy for President Reagan	Margaret Thatcher	
ESOL II	├── Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
ESOL II	└── The Raven	Edgar Allen Poe	
ESOL II	The Inferno	Dante Alighieri	978-0451531391
ESOL II	├──The Book of Job (Book of Job, Chapters 1-7,11,14,19,28,38-42)	New International Reader's Version: Hebrew Bible/Old Testament	978-0310445906
ESOL II	├──I've Been to the Mountaintop	Martin Luther King, Jr.	
ESOL II	└── Chapter 1 The 'Middle' Ages?, Chapter 2 People and Their Lifestyles, Chapter 3 The Big Idea: Christian Salvation, Chapter 4 Kingship, Lordship, and Government (excerpts from The Middle Ages: a very short introduction)	Miri Rubin	978-0199697298

Figure: 19 TAC §110.70(f)(1) Required Literary Works List – English I

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English I	Animal Farm	George Orwell	978-0451526342
English I	├──The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
English I	├── I, Pencil	Leonard E. Read	978-1572462090
English I	├──Lyceum Address	Abraham Lincoln	

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Course	Title	Author	ISBN
English I	└── Ozymandias	Percy Bysshe Shelley	
English I	Great Expectations	Charles Dickens	978-0486415864
English I	├──A Brief History of Life in Victorian Britain (excerpt Chapters 1, 2 and 6)	Michael Paterson	978-0762435180
English I	├──Love is not all	Edna St. Vincent Millay	
English I	└── Parable of the Prodigal Son (Book of Luke, Chapter 15, Verses 11-32)	English Standard Translation: New Testament	979-8874903398

Figure: 19 TAC §110.70(f)(2) Required Literary Works List – English II

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English II	The Tragedy of Julius Caesar	William Shakespeare	979-8336837506
English II	├──General Douglas MacArthur's Farewell Speech to the Corps of Cadets at the U.S. Military Academy at West Point (excerpt paragraph 3: Duty, Honor, Country)	Douglas MacArthur	
English II	├── Eulogy for President Reagan	Margaret Thatcher	
English II	├── Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
English II	└── The Raven	Edgar Allen Poe	
English II	The Inferno	Dante Alighieri	978-0451531391
English II	├──The Book of Job (Book of Job, Chapters 1-7,11,14,19,28,38-42)	New International Reader's Version: Hebrew Bible/Old Testament	978-0310445906
English II	├──I've Been to the Mountaintop	Martin Luther King, Jr.	
English II	└── Chapter 1 The 'Middle' Ages?, Chapter 2 People and Their Lifestyles, Chapter 3 The Big Idea: Christian Salvation, Chapter 4 Kingship, Lordship, and Government (excerpts from The Middle Ages: A Very Short Introduction)	Miri Rubin	978-0199697298

Figure: 19 TAC §110.70(f)(3) Required Literary Works List – English III

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English III	Fahrenheit 451	Ray Bradbury	978-1451673319

Course	Title	Author	ISBN
English III	├──Dear Mr. McCarthy, I am very real (excerpt, Section 1 from Palm Sunday: An Autobiographical Collage)	Kurt Vonnegut	978-0385334266
English III	├──What is Capitalism? (excerpt, Section 1 from Capitalism, The Unknown Ideal)	Ayn Rand	
English III	├──Flattering Unction (excerpt, Chapter 1 from The Vision of the Anointed)	Thomas Sowell	978-0465089949
English III	└── The Veldt (excerpt from The Illustrated man)	Ray Bradbury	978-0006479222
English III	The Scarlet Letter	Nathaniel Hawthorne	978-0486280486
English III	├──Adam and Eve (Book of Genesis, Chapters 2 and 3	New International Reader's Version: Hebrew Bible/Old Testament	978-0310445906
English III	├──The Minister's Black Veil	Nathaniel Hawthorne	979-8394407857
English III	└── We Wear the Mask	Paul Laurence Dunbar	

Figure: 19 TAC §110.70(f)(4) Required Literary Works List – English IV

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN / LCCN
English IV	Hamlet	William Shakespeare	978-0743477123
English IV	├── Hamlet and His Problems (excerpt from The Sacred Wood: Essays on Poetry and Criticism)	T. S. Eliot	
English IV	├── If	Rudyard Kipling	
English IV	└── The Love Song of J. Alfred Prufrock	T. S. Eliot	
English IV	Pride and Prejudice	Jane Austen	978-0141439518
English IV	├--The Definition of Love (Book of 1 Corinthians, Chapter 13)	English Standard Version: New Testament	979-8874903398
English IV	├── "Hope" is the thing with feathers	Emily Dickinson	
English IV	├── The Parson's Daughter of Oxney Colne	Anthony Trollope	978-1482079876
English IV	└── When I Was One-and-Twenty	A. E. Housman	

All amendments conforming throughout the rule text. Implementation dates adopted but appear in a different attachment.

Text of Proposed New 19 TAC

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.10. Literary Works Lists, Kindergarten-Grade 5, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). These Texas Essential Knowledge and Skills will be implemented ~~no earlier than~~ in the 2030-2031 school year. (Maynard/2nd (K-5 conforming with 128.10) w/o)

(b) The literary works included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at or before the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(6) of this section.

(c) Students shall demonstrate proficiency in the student expectations described in §§110.2-110.7 of this chapter (relating to English Language Arts and Reading, Kindergarten, Adopted 2017; English Language Arts and Reading, Grade 1, Adopted 2017; English Language Arts and Reading, Grade 2, Adopted 2017; English Language Arts and Reading, Grade 3, Adopted 2017; English Language Arts and Reading, Grade 4, Adopted 2017; and English Language Arts and Reading, Grade 5, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(6) of this section. The literary works required by this section represent a portion of the ~~minimum~~ literary works to be read by or for students in that grade, and does not include texts that would cover all of the essential knowledge and skills for that grade. Additional literary works to be used in instruction ~~may~~ must be selected at the local level, which may be accomplished by using literary works provided in a local adoption of instructional materials. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should include texts to cover the remainder of the essential knowledge and skills and that prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies. Additional locally selected literary works must be of similar rigor as required by the list in the figures for the given grade level. Maynard (conforming) VV

(d) Research consistently shows that print-based reading supports stronger comprehension and retention than screen-based reading. It is strongly recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices. (Francis conforming/2nd 7-5)

(e) Students in Kindergarten-Grade 4 are still developing proficiency in beginning reading and writing skills. Specific reading material used to develop those reading and writing skills, including decodable readers and grammar and handwriting guidance documents, are necessary to support that instruction but are not referenced in this section. Student expectations related to listening and speaking in those grades can be supported by exposing students to a range of literary works with more complex vocabulary. Consequently, certain literary works required by this section in Kindergarten-Grade 4 are noted as being recommended for implementation as being read aloud to the student as noted in the figures in subsection (f)(1)-(6) of this section. Even if a literary work is listed with a recommendation that it be read aloud, it may be read directly by students when appropriate, potentially with adult assistance. If a literary work is not listed with a recommendation that it be read aloud, it must be read by students, with adult assistance where necessary.

(f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.

(1) Kindergarten list, entitled "Required Literary Works - Kindergarten."

Figure: 19 TAC §110.10(f)(1)

(2) Grade 1 list, entitled "Required Literary Works - Grade 1."

Figure: 19 TAC §110.10(f)(2)

(3) Grade 2 list, entitled "Required Literary Works - Grade 2."

Figure: 19 TAC §110.10(f)(3)

(4) Grade 3 list, entitled "Required Literary Works - Grade 3."

Figure: 19 TAC §110.10(f)(4)

(5) Grade 4 list, entitled "Required Literary Works - Grade 4."

Figure: 19 TAC §110.10(f)(5)

(6) Grade 5 list, entitled "Required Literary Works - Grade 5."

Figure: 19 TAC §110.10(f)(6)

(g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(6) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(6) of this section or the information maintained on the TEA website.

(h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.

(i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(6) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Text of 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

§128.10. Literary Works Lists, Kindergarten-Grade 5, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).

(b) The literary works in an English or Spanish version included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at or before the designated grade level for students receiving instruction in Spanish language arts and reading. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(6) of this section.

(c) Students shall demonstrate proficiency in the student expectations described in §§128.2-128.7 of this chapter (relating to Spanish Language Arts and Reading, Kindergarten, Adopted 2017; Spanish Language Arts and Reading, Grade 1, Adopted 2017; Spanish Language Arts and Reading, Grade 2, Adopted 2017; Spanish Language Arts and Reading, Grade 3, Adopted 2017; Spanish Language Arts and Reading, Grade 4, Adopted 2017; and Spanish Language Arts and Reading, Grade 5, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(6) of this section. The literary works required by this section represent the minimum literary works to be read by or for students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.

(d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.

(e) Students in Kindergarten-Grade 4 are still developing proficiency in beginning reading and writing skills. Specific reading material used to develop those reading and writing skills, including decodable readers and grammar and handwriting guidance documents, are necessary to support that instruction but are not referenced in this section. Student expectations related to listening and speaking in those grades can be supported by exposing students to a range of literary works with more complex vocabulary. Consequently, certain literary works required by this section in Kindergarten-Grade 4 are noted as being recommended for implementation as being read aloud to the student as noted in the figures in subsection (f)(1)-(6) of this section. Even if a literary work is listed with a recommendation that it be read aloud, it may be read directly by students when appropriate, potentially with adult assistance. If a literary work is not listed with a recommendation that it be read aloud, it must be read by students, with adult assistance where necessary.

(f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.

(1) Kindergarten list, entitled "Required Spanish Literary Works - Kindergarten."

Figure: 19 TAC §128.10(f)(1)

(2) Grade 1 list, entitled "Required Spanish Literary Works - Grade 1."

Figure: 19 TAC §128.10(f)(2)

(3) Grade 2 list, entitled "Required Spanish Literary Works - Grade 2."

Figure: 19 TAC §128.10(f)(3)

(4) Grade 3 list, entitled "Required Spanish Literary Works - Grade 3."

Figure: 19 TAC §128.10(f)(4)

(5) Grade 4 list, entitled "Required Spanish Literary Works - Grade 4."

Figure: 19 TAC §128.10(f)(5)

(6) Grade 5 list, entitled "Required Spanish Literary Works - Grade 5."

Figure: 19 TAC §128.10(f)(6)

(g) All titles must be taught, either in English or in Spanish. If a Spanish version is not available, the English version must be taught. The determination as to whether a title is taught in English or Spanish is based on the language of instruction determined by the Language Proficiency Assessment Committee (LPAC), as applicable, and the bilingual program model as described in Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students) and further adjusted based on individual student need. (Hickman/Brooks w/o)

(h) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(6) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(6) of this section or the information maintained on the TEA website.

(i) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.

(j) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(6) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Implementation Date Amendment for Literary Works List

Amendment to: 19 TAC 110 Subchapter B (ELAR) §110.30. Literary Works Lists, Grades 6-8, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). [~~These Texas Essential Knowledge and Skills will be implemented no earlier than the 2030-2031 school year.~~] The provisions of this section applicable to Grade 6 shall be implemented beginning with the 2031-2032 school year, in conjunction with §110.21 of this chapter. The provisions of this section applicable to Grades 7 and 8 shall be implemented beginning with the 2032-2033 school year, in conjunction with §§110.22-110.23 of this chapter.

Amendment to: 19 TAC 110 Subchapter C (ELAR) §110.70. Literary Works Lists, High School, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). [~~These Texas Essential Knowledge and Skills will be implemented no earlier than the 2030-2031 school year.~~] The provisions of this section shall be implemented beginning with the 2033-2034 school year, in conjunction with §§110.36-110.39 of this chapter.

Amendment to: 19 TAC 128 Subchapter B (SLAR & ESL) §128.30. Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). [~~These Texas Essential Knowledge and Skills will be implemented no earlier than the 2030-2031 school year.~~] The provisions of this section applicable to grade 6 shall be implemented beginning with the 2031-2032 school year, in conjunction with §128.21 of this chapter. The provisions of this section applicable to grade 7 and 8 shall be implemented beginning with the 2032-2033 school year, in conjunction with §§128.22-§§128.23 of this chapter.

Amendment to: 19 TAC 128 Subchapter C (SLAR & ESL) §128.70. Literary Works Lists, High School, Adopted 2026.

(a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1). [~~These Texas Essential Knowledge and Skills will be implemented no earlier than the 2030-2031 school year.~~] The provisions of this section shall be implemented beginning with the 2033-2034 school year, in conjunction with §§128.34-128.35 of this chapter.

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

§113.1. Social Studies, Kindergarten, Adopted 2026.

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

(b) Introduction.

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

(A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice critical thinking as an individual, respectful discussion, and identify the Constitution as the supreme law of the land, an important national document that protects freedoms and liberty. Students recognize community helpers and public servants, learn how people honor service, and develop an understanding of patriotism through national and state symbols, pledges, songs, and stories. Through these experiences, students begin to see themselves as citizens who show respect, responsibility, and pride in their community, state, and country.

(B) Students explore history, geography, and culture through stories of American Indians, early explorers, and early American communities. They learn about the Iroquois, Cherokee, and Comanche by examining stories, homes, foods, artifacts, and regions using maps and images. Students hear stories of exploration, the Plymouth Colony, the first Thanksgiving, and important historical figures such as George Washington. These studies help students understand how people lived in different places, how geography influenced daily life, and how cooperation and leadership shaped early communities.

(C) The course introduces foundational economic and geographic concepts by helping students distinguish between wants and needs, goods and services, and individual ownership. Students use maps and globes to identify

continents, oceans, and important locations, describe relative location, and understand where they live in relation to other places. The year concludes with stories of innovation and leadership, highlighting individuals whose ideas and service contributed to the growth of America and Texas. Throughout Kindergarten, students build essential social studies vocabulary and skills that prepare them for deeper historical, civic, and geographic study in later grades.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to:

(A) use primary and secondary sources, including stories, artifacts, and documents to learn about people, events, and places in the past (H, Geo/C, S);

(B) identify what happened and why in a story or event, using the words "because" and "so" to describe simple cause-and-effect relationships (H, G/Civ, S);

(C) use the sequential terms first, next, then, and last to retell events from stories and describe the change over time (H, Geo/C, S);

(D) answer a question about the past by pointing to or describing information from a story, image, or artifact shared in class (H, G/Civ, Geo/C, S); and

(E) practice civil discourse by taking turns speaking, listening respectfully while others share ideas, and expressing disagreement using kind words, recognizing that working together and following rules helps communities function (G/Civ, S).

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms such as over, under, near, far, left, and right to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of places to explain how geographic location influenced human characteristics. (Little/2nd VV)

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps in the study of historic events; and

(E) identify geographic patterns and relationships across time and place. (Little/2nd w/o)

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples. (Little 2nd w/o)

(8) There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:

(A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (H, Geo/C, S);

~~(B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (H, Geo/C, S);~~ (Young/2nd 8-2)

(C) identify the bison (buffalo) in pictures as food hunted by the Comanche (Geo/C, H, S);

(D) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (H, Geo/C, S);

(E) identify, on a map, that the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (H, Geo/C, S);

(F) describe trading as giving something to get something in return (H, Geo/C, E, S); and

(G) identify artifacts, including arrowheads, pottery, and animal hides, traded by the Iroquois, Comanche, and Cherokee (H, Geo/C, S).

(2) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:

(A) define a continent as a large piece of land on Earth and locate a continent on a map (Geo/C, S);

(B) identify North America as the continent where we live (Geo/C, S);

(C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and

(D) describe relative location using the spatial terms near and far (Geo/C, S).

(3) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:

(A) retell, using pictures, a globe, and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S); (Little/2nd w/o)

(B) retell, using pictures and a map, the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and

(C) retell, using pictures and a map, the story of Coronado who went in search of gold in the Americas (H, Geo/C, S).

(4) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:

(A) retell, using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);

(B) explain that the Pilgrims were people from England who came to America seeking religious freedom to practice and share their Christian faith, make choices about their government, and to work together to build a community (H, G/Civ, Geo/C, S);

(C) explain that the Mayflower Compact was an agreement based on Christian values to work together, to choose leaders, and to follow rules for the good of the community (H, G/Civ, Geo/C, S); and

(D) locate on a map England and Massachusetts (Geo/C, S).

(5) The Plymouth Colony. The student knows the story of the Plymouth Thanksgiving. The student is expected to:

(A) describe Squanto as a Wampanoag Indian leader who helped the Pilgrims learn to grow food and survive in a new place (H, Geo/C, S);

(B) describe Massasoit as a Wampanoag Indian who worked with the Pilgrims to make peace and share food during the Plymouth Thanksgiving story (H, Geo/C, S); and

(C) retell the story of the Plymouth Thanksgiving between the Pilgrims who gave thanks to God and their Wampanoag neighbors (H, Geo/C, S).

(6) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:

(A) identify a portrait of George Washington as a primary source and describe details in the portrait that tell about who George Washington was and the time period in which he lived (S);

(B) locate North America; the United States; Washington, D.C.; and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S);

(C) retell, using a timeline, stories of George Washington, including his life as a responsible and respectful child, a general in the military, and the first president of the United States (H, G/Civ, S);

(D) explain why George Washington is called the Father of Our Country, including his role in uniting the nation and as the first president of the United States (H, G/Civ, S); and

(E) identify Washington, D.C., as the capital of the United States, named after George Washington, where the current president lives and works (Geo/C, S).

(7) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:

(A) identify examples ~~and sort pictures~~ of goods and services~~, including food, clothing, and shelter~~ (G/Civ, E, S);

~~(B) identify examples and sort pictures of services, including a teacher teaching students, a doctor caring for patients, and a worker building homes (G/Civ, E, S);~~

(C) identify examples ~~and sort pictures~~ of wants and needs~~, including toys, games, and desserts~~ (G/Civ, E, S);

~~(D) identify and sort pictures of needs, including food, water, clothing, and shelter (G/Civ, E, S); and~~ (Young/2nd adopted 6-3)

(E) describe individual ownership using the words mine and yours (G/Civ, E, S); and

(F) describe how people choose what goods and services to buy, including important family decisions to purchase food and water as a need instead of toys and snacks as wants (G/Civ, E, S).

(8) American Citizenship. The student knows symbols of patriotism. The student is expected to:

(A) identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and

(B) identify "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).

(9) American Citizenship. The student understands examples of patriotism. The student is expected to:

(A) identify the American flag as a national symbol of freedom ~~and independence~~ (H, G/Civ, S); (Young/2nd 8-4)

(B) retell the story of Betsy Ross, who is remembered as a good citizen and for making the first American flag, using the sequential terms beginning, middle, and end (H, S);

(C) recite the Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S); and

(D) use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (G/Civ).

(10) We the People: Rules in the Community. The student understands the role of rules. The student is expected to:

(A) define community as a group of people who live and work together (Geo/C, S);

(B) distinguish among the terms community, city, state, and country (Geo/C);

(C) explain the purpose for having rules at home, school, and in the community (G/Civ, S); and

(D) identify the Constitution as the most important rule book in our country, protecting freedoms for Americans (G/Civ, S).

(11) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:

(A) retell the story about Father Damián Massanet, who came to Texas to help people build missions and teach Christianity to American Indians (H, Geo/C, S);

(B) retell the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to present day San Antonio, Texas (H, Geo/C, S); and

(C) retell the story about Sam Houston that describes his leadership role in Texas independence from Mexico, including his role as a general (H, Geo/C, S).

(12) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas pride. The student is expected to:

(A) identify the Texas flag as a symbol of Texas pride (H, G/Civ, S);

(B) recite the Texas Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S);

(C) explain that reciting the Texas Pledge of Allegiance shows pride and is an example of being a good citizen (G/Civ); and

(D) recite the state song "Texas, Our Texas, " including the first verse and refrain, identify the song from the melody, and demonstrate good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (G/Civ, S).

(13) American Citizenship. The student understands the importance of community helpers. The student is expected to:

(A) identify police officers, firefighters, military members, veterans, and elected officials as community helpers (G/Civ, S);

(B) describe how police officers, firefighters, military members, veterans, and elected officials help people in the community (G/Civ, S);

(C) identify ways people honor members of the military on Memorial Day and Veterans Day, including saying thank you for your service, attending parades, and flying the American flag (G/Civ, S); and

(D) retell, using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).

(14) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:

(A) retell, using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights contributions as an inventor, including the invention of bifocals and the lightning rod, and as a business owner (H, G/Civ, S);

(B) retell, using pictures, the story of Charles Goodnight, including his work as a Texas rancher and his invention of the chuck wagon, which helped feed cowboys working on the open range (H, Geo/C, S); and

(C) retell, using pictures, the story of Bessie Coleman who was born in Atlanta, Texas, and became the first African American and Native American woman to earn an international pilot's license, showing courage in pursuing her dream of flight (H, Geo/C, S).

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

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

(b) Introduction.

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

(A) Students examine symbols, traditions, and civic ideals that represent freedom and unity in Texas and the United States. They study Texas symbols such as the Lone Star, the Texas flag, and state songs, as well as national symbols, including the American flag, Independence Hall, and the Liberty Bell. Students explore the meaning of liberty through the Declaration of Independence and learn how holidays such as Independence Day, Veterans Day, Memorial Day, Juneteenth, and Martin Luther King, Jr. Day honor freedom, service, and equality. Through these

studies, students connect patriotic symbols and celebrations to shared civic values.

(B) Students investigate key historical events, people, and communities that shaped Texas and the nation. They learn about Thanksgiving stories in both Texas and early America, Pilgrim life and self-government, and cooperation between American Indians and settlers. Students study Texas settlement and independence through stories of the Comanche, missions, Stephen F. Austin, William B. Travis, and the Texas Declaration of Independence. They also explore the American Revolution, the Civil War, and the Civil Rights Movement by examining the roles of leaders such as Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr., and other individuals who worked to expand liberty, justice, and equality. Maps, timelines, and storytelling help students understand place, sequence, and historical change.

(C) The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources, including oil and natural gas, contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a

distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to**:**

(A) distinguish between a primary source, such as a photograph, artifact, or document and a secondary source such as a textbook or storybook, and explain what the source can tell us about people or events in the past (H, Geo/C, S);

(B) identify the cause and effect in a historical event or story (H, G/Civ, S);

(C) use sequential terms, including first, next, then, and last, and before and after to place events on a timeline and describe one way life has changed over time (H, Geo/C, S);

(D) describe what a photograph, artifact, map, or image shows, and explain what it reveals about the people or place it represents (H, Geo/C, S);

(E) answer a question about the past by identifying information from a source and explaining in a complete sentence how that information supports the answer (H, G/Civ, Geo/C, S); and

(F) practice civil discourse by listening respectfully to the perspectives of others, taking turns during discussion, and expressing disagreement using respectful language, recognizing that democratic communities depend on people who can share ideas and work through differences (G/Civ, S).

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) Thanksgiving. The student understands the story of Thanksgiving in El Paso as giving thanks to God. The student is expected to:

(A) locate North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande on a map and identify their relative location using cardinal directions north, south, east, and west (Geo/C, S); and

(B) retell the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598, after safely crossing the desert (H, Geo/C, S).

(2) Thanksgiving. The student understands the story of Thanksgiving. The student is expected to:

(A) locate on a map Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S);

(B) identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities freedom to worship God and to advance the Christian faith (G/Civ, Geo/C, S);

(C) identify Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);

(D) retell the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C);

(E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and

(F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).

(3) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:

(A) describe the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S);

(B) explain the ways Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S);

(C) explain the purpose of a meeting house as a place where Pilgrims prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S); and

(D) use voting as a method for decision making and identify that this method was also used by Pilgrims (G/Civ, S).

(4) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. The student is expected to:

(A) locate on a map North America, Boston, Massachusetts, and Philadelphia, Pennsylvania (Geo/C, S);

(B) retell the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);

(C) describe the role that Paul Revere, William Dawes, and Samuel Prescott played in alerting the colonists that the British army was coming (H, G/Civ, S);

(D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);

(E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S); and

(F) recite the phrase "Life, Liberty, and the Pursuit of Happiness" as an important phrase in American history (H, G/Civ, S).

(5) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. The student is expected to:

(A) explain the meaning of the stars and stripes on the American flag (H, Geo/C, S);

(B) recite the first stanza and identify the song from the melody of "America the Beautiful" (H, Geo/C, S);

(C) explain the meaning of "America the Beautiful" by Katherine Lee Bates, and including features of America's landscape (H, Geo/C, S);

(D) identify historical symbols of liberty in Philadelphia, Pennsylvania, including the Liberty Bell and Independence Hall (G/Civ, Geo/C); and

(E) explain the historical significance of Independence Hall, including the signing and first public reading of the Declaration of Independence (H, G/Civ, Geo/C, S).

(6) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. The student is expected to:

(A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th, including attending parades and watching fireworks displays (H, G/Civ, Geo/C, S); and

(B) identify Veterans Day and Memorial Day as holidays that honor members of the military who have served to defend American freedom (H, Geo/C, S).

(7) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:

(A) describe how the use of horses helped the nomadic Comanche to migrate and hunt bison (buffalo) (H, Geo/C, S);

(B) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and

(C) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).

(8) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. The student is expected to:

(A) define missions as communities where American Indians lived, worked, and learned Christianity (H, Geo/C, S);

(B) explain that American Indians and the Spanish lived together in missions, resulting in a blending of cultures, including food, clothing, and languages (H, Geo/C, S); and

(C) retell the story about Antonio de Olivares founding the mission near the San Antonio River that became the Alamo (H, Geo/C, S).

(9) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:

(A) retell the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);

(B) retell the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);

(C) retell the story of William B. Travis, including his role as a commander at the Alamo who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and

(D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).

(10) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:

(A) identify the symbolism of the Texas flag: the Lone Star as a symbol of Texas freedom because it represents unity and the colors on the flag: blue represents loyalty, white represents purity, and red represents bravery (H, G/Civ, Geo/C, S); and

(B) recite the first 4 stanzas from and identify from the melody the song "Deep in the Heart of Texas" (H, Geo/C, S).

(11) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:

~~(A) identify slavery as taking away people's freedom and forcing them to work without pay in unfair and harmful conditions (H, S);~~

~~(B) identify that Africans were enslaved in the United States because of the color of their skin (H);~~ (Hickman/2nd

(C) describe how the country was divided over different views on slavery, including people who supported slavery and people who did not, which led to the Civil War (H, S);

(D) retell events of Abraham Lincoln's life using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);

(E) identify Abraham Lincoln as the president who ended slavery and protected liberty for all people in America (H, G/Civ, S);

(F) locate Washington, D.C., on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and

(G) explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).

(12) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to identify Juneteenth as a national holiday that celebrates when enslaved people in Texas learned they were free and Dr. Opal Lee as the Grandmother of Juneteenth (H, Geo/C, S).

(13) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:

(A) identify oil and natural gas as valuable natural resources that are found deep in the ground or under the seabed (Geo/C, E, S);

(B) explain that the discovery of oil in Texas led to new towns, transportation, products, and support of education (H, E, S);

(C) describe Pattillo Higgins and Anthony Lucas as wildcatters who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S);

~~(D) describe Henry O. Flipper as an engineer and surveyor who worked in Texas to measure land and help plan water and drainage projects for farmers and communities (H, E, S);~~ (Young/2nd 8-5)

(E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S); and

(F) describe H.L. Hunt as a wildcatter and speculator who worked in Texas to develop land and oil projects, showing courage and skill (H, E, S).

(14) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:

(A) identify farmers as producers who grow crops and ranchers as producers who raise livestock (G/Civ, E);

(B) identify that people in the community are considered consumers, including when they buy food from the grocery store (G/Civ, E);

(C) explain how people in the community trade goods and services to meet needs and wants (G/Civ, E);

(D) explain why people have jobs, including to earn money, care for the family, and contribute to the community (G/Civ, E, S); and

(E) identify jobs in the local community, including teacher, business owner, and truck driver (G/Civ, Geo/C, S).

(15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:

(A) retell stories of Martin Luther King, Jr. using sequential terms, including his life as a pastor and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S);

(B) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);

(C) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);

(D) identify the Martin Luther King, Jr. Memorial in Washington, D.C., in pictures (H, Geo/C, S); and

(E) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality (H, Geo/C, S).

(16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:

(A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S);

(B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and

(C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S).

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

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

(b) Introduction.

(1) In Grade 2, students learn about people, places, and events that helped shape America and Texas by exploring stories from long ago through maps, timelines, and historical examples. Students study how early civilizations lived, how communities made rules, and how people worked together to seek freedom, safety, and opportunity. Through age-appropriate stories and symbols, students build an understanding of geography, citizenship, and history while making connections between the past and their lives today.

(A) Students begin by learning about the world and early civilizations to understand that people have lived in many places for a long time. They identify the continents and oceans and explore how early groups met their needs by farming, trading, building communities, and creating rules. Students learn about ancient peoples such as the Clovis, Hebrews, Greeks, Romans, and African civilizations, focusing on how their ideas, tools, and laws helped shape later societies. These early examples introduce students to important ideas such as leadership, fairness, and cooperation.

(B) Students explore the fight for freedom and the growth of American democracy through stories of the American Revolution and the early nation. They learn why colonists wanted independence, what liberty means, and how people worked together to create a new country. Students study important individuals from the Revolutionary era and learn how the Constitution and Bill of Rights protect freedoms and require everyone to follow the same laws. They also learn about the War of 1812 and how shared symbols and stories helped strengthen American identity.

(C) The course emphasizes Texas history and growth by examining how people settled the land, built communities, and worked toward independence. Students learn about Spanish missions, the Texas Revolution, and the leaders and groups who helped Texas become independent. They explore why people came to Texas seeking opportunity

and how different groups contributed to farming, ranching, trade, and community life. The year concludes with a study of the Civil War and the struggle for freedom and equality, helping students understand how the past continues to shape Texas and the United States today.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to:

(A) distinguish between primary and secondary sources, identify the author or creator and purpose of a source, and interpret how the type of source affects what it can tell us about people or events in the past (H, Geo/C, S);

(B) identify causes and effects of a historical event or story (H, G/Civ, Geo/C, E, S);

(C) construct and interpret a timeline to place events in chronological order, identify whether events are close together or far apart in time, and describe how a person, place, or community changed over time (H, Geo/C, S);

(D) analyze a photograph, artifact, map, or other visual source as historical evidence by describing what it shows and explaining what it reveals about the people or events it represents (H, S); and

(E) practice civil discourse by listening respectfully to the perspectives of others, asking clarifying questions, and expressing disagreement through reasoned response rather than personal attack, recognizing that democratic self-government depends on citizens who can discuss differences productively (G/Civ, S).

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) Ancient Civilizations: People and Places that Influenced America and Texas. The student knows the continents and oceans of the world. The student is expected to:

(A) identify on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and

(B) explain that people have lived in many parts of the world for a long time (H, Geo/C, S).

(2) Ancient Civilizations: People and Places That Influenced America and Texas. The student understands stories about early civilizations and their characteristics. The student is expected to:

~~(A) describe characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);~~ (Young/2nd 10-4)

(B) identify the Clovis in North America ~~as one of the first known civilizations and describe archeological evidence that shows the Clovis people lived in areas that are now part of~~ and Texas (H, G/Civ, Geo/C, E, S); (Young/2nd 9-3)

(C) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);

(D) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo

who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);

(E) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship, and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);

(F) identify the Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S);

(G) identify the continent of Africa on a map~~, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations (H, G/Civ, Geo/C, E, S);~~ and identify contributions from ancient African Kingdoms, including art, trade, and irrigation (H, Geo/C, E).

~~(H) identify contributions from ancient African Kingdoms, including art, trade, and irrigation (H, Geo/C, E).~~ (Young G&H/2nd 7-5)

(3) American Heroes in the American Revolutionary War. The student knows the locations of the original thirteen colonies. The student is expected to:

(A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and

(B) locate the original thirteen American colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).

(4) American Heroes in the American Revolutionary War. The student understands the reasons for the American Revolutionary War. The student is expected to:

(A) define the American Revolutionary War as the war in which Americans fought the British for independence (H, G/Civ, Geo/C, S);

(B) locate America, the Atlantic Ocean, and Great Britain on a map (Geo/C, S);

(C) explain the reasons for the American Revolutionary War, including taxation without representation and a desire for liberty (H, E, S); and

(D) recite the phrase from the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal," and identify the phrase as coming from the Declaration (H, G/Civ).

(5) American Heroes in the American Revolutionary War. The student understands stories about the American Revolutionary War. The student is expected to:

(A) identify**,** "Give me liberty, or give me death!" as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S);

(B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);

(C) explain that Martha Washington helped injured American soldiers in the American Revolutionary War (H, G/Civ, Geo/C, S);

(D) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolutionary War (H, G/Civ, Geo/C, S);

(E) explain that the Continental Army led by General George Washington, with the assistance of the French allies and James Armistead, won the Battle of Yorktown (H, G/Civ, Geo/C, S); and

(F) explain that pastors who preached about freedom, inspired America's independence, and served in the Continental Army (H, G/Civ, Geo/C).

(6) The Rule of Law. The student understands the concept of rule of law and its connection to the United States Constitution. The student is expected to:

(A) explain how people choose leaders at the national, state, and local levels through voting (G/Civ);

(B) explain that rule of law means everyone, including leaders, must follow the same rules to keep society fair and safe (G/Civ);

(C) identify the Constitution as the highest law in the United States (G/Civ);

(D) define amendment as a change in a written document (S);

(E) explain that the Bill of Rights are amendments to the Constitution that protect liberties, including speech and religion (H, G/Civ, S); and

(F) describe the story of the Constitutional Convention, including James Madison and the debates to decide what kind of government the United States would have (H).

(7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:

(A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britain, which strengthened American identity (H, G/Civ, Geo/C, S);

(B) retell the story of Francis Scott Key writing the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);

(C) recite from memory Verse 1 of the "Star-Spangled Banner" (H, G/Civ, Geo/C); and

(D) retell the story of First Lady Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S).

(8) People and Events that Made Texas. The student understands stories about people and events of the Texas Revolution. The student is expected to:

(A) explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, Geo/C, G/Civ, S);

(B) describe how people in the mission grew crops, raised animals, traded goods, and shared religion (H, G/Civ, Geo/C, S);

(C) explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);

(D) explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, at Washington-on-the-Brazos (H, G/Civ);

(E) explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico allowing the formation of the Republic of Texas (H, G/Civ, S);

(F) identify the Alamo as a place where Texans, including James Bowie and David Crockett, fought bravely against Mexican forces and explain why the Alamo is remembered as a symbol of courage and sacrifice in Texas (H, G/Civ, Geo/C);

(G) explain that the Battle of Goliad was a pivotal battle that served as a rallying cry for Texian soldiers (H, G/Civ, Geo/C);

(H) explain that the phrase "Remember the Alamo !" motivated Texian resolve for the final battle at San Jacinto (H, G/Civ, Geo/C, S);

(I) explain that the Battle of San Jacinto in the Texas Revolution was the final victory that gave Texas its independence from Mexico (H, G/Civ, Geo/C, S);

(J) explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto (H, G/Civ, Geo/C, S);

(K) explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence (H, G/Civ, Geo/C, S);

(L) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);

(M) explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and

(N) sequence major events of the Texas Revolution using a timeline, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S).

(9) Texas as a Land of Opportunity. The student understands that people came to America and Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:

(A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era, including vaquero skills and irrigation through acequias (H, Geo/C, E, S);

(B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);

(C) retell the story of how German and Czech immigrants established farming communities that contributed to local economies and regional development in what would become known as the Hill Country of Texas (H, Geo/C, E, S);

(D) retell the story of how Irish immigrants in the mid-1800s contributed to agriculture and railroads as Texas continued to grow (H, Geo/C, E, S);

(E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);

(F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and

(G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).

(10) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).

(11) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:

(A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);

(B) identify the Union as states who remained in the United States (H, G/Civ, Geo/C, S);

(C) identify the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);

(D) identify the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);

(E) explain that slavery took away people's freedom forcing them to work without pay in harmful conditions and slaves were treated as property instead of human beings (H, G/Civ, E, S);

(X) identify that Africans were enslaved and transported to the Americas against their will and they remained enslaved in the United States (H); (Hickman strike 1.11.A&B, and replace with this 2.11.E & X/2nd 8-1)

(F) explain that the Civil War was fought because of disagreements over the right to have slaves (H, G/Civ, E, S);

(G) explain that Abraham Lincoln was the president who worked to preserve the Union and to end slavery, and recite and explain the meaning of "Four score and seven years ago" (H, G/Civ, S);

(H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);

(I) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);

(J) locate Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);

(K) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);

(L) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);

(M) identify Robert Smalls as an African American who helped the Union cause by boldly taking control of a Confederate ship, the Planter, and sailing it to freedom, carrying his family and other enslaved people to safety (H, G/Civ, S);

(N) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and

(O) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

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

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

(b) Introduction.

(1) In Grade 3, students study the development of early civilizations and their lasting influence on Western civilization, the United States, and Texas. Students examine how geography, natural resources, and human innovation shaped the ways people lived, worked, governed, and interacted over time. Through the study of ancient river valley civilizations, early American and Texas cultures, and the civilizations

of Israel, Greece, and Rome, students develop an understanding of how ideas, beliefs, and systems from the past continue to affect life in America and Texas today.

(A) Students analyze the movement of people and the development of societies from hunting and gathering to farming and trade. They explore how access to land and water influenced settlement patterns, how scarcity led to trade, and how cultural and technological contributions such as writing systems, architecture, calendars, laws, and forms of government supported growing civilizations. Students compare different systems of leadership and government, including unlimited and limited forms of power, and examine early ideas of citizenship, democracy, and the rule of law.

(B) Students also study the histories and cultures of early peoples in Texas, including how geography influenced where communities formed, how natural resources were used to meet basic needs, and how trade and leadership systems supported cooperation and survival. The course emphasizes the use of maps, artifacts, and primary sources to understand the past and make connections across time and place.

(C) Throughout Grade 3, students connect ancient civilizations to modern America and Texas by identifying shared ideas, values, and structures. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a

distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to**:**

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, interpreting what the source reveals about the people or civilization being studied (H, Geo/C, S);

(B) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(C) sequence events to illustrate how civilizations changed over time (H, Geo/C, S);

(D) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows and explaining what it reveals about the people who created it (H, Geo/C, S);

(E) answer a question about the past using information from a source and explain how the source supports the answer (H, G/Civ, Geo/C, E, S); and

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

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

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government;

economics, with emphasis on the free enterprise system and its benefits; and geography;

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) The Neolithic Revolution and the Fertile Crescent and Connections to America and Texas. The student understands the Neolithic Revolution and the Fertile Crescent and their connections to America and Texas. The student is expected to:

(A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris and Euphrates Rivers on a map (Geo/C, S);

(B) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);

(C) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);

(D) describe the transition from hunting and gathering to herding and farming that produced a more stable food supply, less scarcity, and allowed civilizations to develop (H, Geo/C, E);

(E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous civilizations, including the Greeks, which resulted in expanded trade opportunities (H, E);

(F) explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages (H, Geo/C);

(G) compare ancient Egyptians pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and

(H) compare the difference between systems of government, including the ancient Egyptian pharaohs who held unlimited political and religious power and the limited government of the United States in which power comes from the people (H, G/Civ).

(2) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:

(A) identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);

(B) explain how plains, river valleys, and water sources influenced the movement of the Clovis culture across North America and areas that are now part of Texas (H, Geo/C);

(C) locate on a map the Poverty Point civilization and describe the civilization as an early culture of people that traveled and traded goods along the Ohio and Mississippi rivers (H, Geo/C, E, S);

(D) locate on a map Mesoamerica (Geo/C, S);

(E) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and

(F) identify Mayan civilization contributions, including ~~the building of temples for religion and community life, the development of~~ architecture, writing ~~to record history, the study of~~ astronomy, and ~~to create calendars, and the use of the mathematical concept of zero to help with~~ counting (H, Geo/C). (Young/2nd 8-4)

(3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:

(A) locate ~~and label~~ on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S); (Young/2nd 7-4)

(B) ~~locate on a map~~ identify the Gault Site in Williamson County ~~and explain that the site contains artifacts of some of the earliest Texans~~ (H, Geo/C, S); and (Young/2nd 8-4)

(C) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).

(4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:

(A) identify early civilizations, including Caddo, Karankawa, Coahuiltecans, and Ancestral Pueblo, in what would become Texas (H, Geo/C);

(B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);

(C) explain how early civilizations farmed ~~corn, beans, and squash~~ in fertile river valleys; hunted ~~bison (buffalo) and deer~~ on the plains; used coastal resources, ~~including fish and alligators~~ for food; and gathered plants, ~~including cactus roots~~ (H, Geo/C); (Young/2nd 11-0)

(D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);

~~(E) describe the practice of slavery through captive-taking among some early American civilizations in Texas and explain that captives taken during conflict were forced to work or live in harmful conditions under the control of others (H, Geo/C);~~ (Young/2nd 7-6)

(F) identify how people used specialization and trade to solve the problems of resource scarcity (H, Geo/C, E); and (Little/2nd 7-1)

(G) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).

(5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:

(A) locate on a map the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem (H, Geo/C, S);

(B) explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);

(C) describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);

(D) explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);

(E) identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);

(F) describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and

(G) describe Moses as a Biblical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas, and as inspiration for Colonists during the American Revolution (H, Geo/C).

(6) Ancient Greece and Connections to America and Texas. The student understands important ancient Greek historical events and contributions to Western Civilization, America, and Texas. The student is expected to:

(A) locate on a map Greece and Greek city-states Athens and Sparta (Geo/C, S);

(B) describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);

(C) explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today (H, Geo/C);

(D) identify the influence of the Greek language on the English vocabulary (H, Geo/C);

(E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);

(F) describe how Greek myths were used to explain daily life, including weather (H, Geo/C);

(G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);

(H) compare the Library of Alexandria, named for Alexander the Great, as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);

(I) explain how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);

(X) Explain the reasons for adopting the Second Amendment, including the natural right of self-defense, the importance of an armed citizenry, and concerns regarding standing armies and governmental tyranny (G/Civ); (Brooks/2nd VV)

(J) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);

(K) describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and

(L) explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).

(7) Ancient Rome and Connections to America and Texas. The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:

(A) locate on a map what constituted the Roman Empire (H, Geo/C, S);

(B) compare the myth of the founding of Rome by Romulus with the story of the founding of the Roman Republic by Brutus and explain what these stories teach about leadership and government (H, G/Civ, Geo/C);

(C) explain how republican ideas from Ancient Rome, including written laws and representative government with a senate, influenced the United States Constitution (H, G/Civ);

(D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and his willingness to relinquish power and return to the farm and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership (H, G/Civ, Geo/C);

(E) explain how Julius Caesar and Augustus changed the Roman Republic into an empire and identify lasting Roman influences on America and Texas, including the naming of the months of July and August (H, G/Civ, Geo/C);

(F) identify Roman architectural features of columns and domes that appear in government buildings, including the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol (H, Geo/C);

(G) explain the meaning and significance of the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C); and

(H) explain that the Western Roman Empire weakened because emperors were spending more money than they had, causing instability, and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).

(8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:

(A) identify Jesus of Nazareth as the central figure in Christianity and describe how His teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);

(B) identify that Christianity began among Jewish communities living under Roman rule and that the Christians faced persecution and were enslaved for not worshipping the emperor (H, Geo/C);

(C) describe how Christian beliefs, including valuing every individual, doing what is right, and showing compassion for others, helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);

(D) identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);

(E) explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C); and

(F) identify that the Jewish diaspora occurred when many Jewish people were forced to leave their homeland and settle in other parts of the world, including by the Romans (H, Geo/C).

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

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

(b) Introduction.

(1) In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in Africa, Asia, Europe, and the Americas developed and how their ideas, systems, and innovations shaped Western civilization, the United States, and Texas. Students examine the role of geography, trade, belief

systems, and leadership in the growth of societies and analyze how interactions among regions led to the exchange of goods, knowledge, and cultural traditions.

(A) Students explore major civilizations and historical developments in Africa, Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.

(B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.

(C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to**:**

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);

(B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);

(C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(D) ~~compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);~~ (Hall conforming to 4 and 5/2nd 7-4)

(E) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);

(F) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);

(G) construct a written response to a historical question by stating a clear claim, supporting it with evidence from sources, and explaining the reasoning that connects the evidence to the claim (H, G/Civ, Geo/C, E, S); and

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions to Western civilization in the Early Middle Ages. The student is expected to:

(A) locate on a map the Alps and Pyrenees mountains, Israel, the North Sea, Germany, Spain, Portugal, France, and the United Kingdom (H, Geo/C, S);

(B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages, including teaching people what the Bible meant when many could not read and influencing kings and leaders (H, Geo/C);

(C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests (H, Geo/C, E); and

(D) describe how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C).

(2) The Middle Ages in Africa and Asia and Connections to America and Texas. The student understands important historical events and contributions from Africa and Asia in the Middle Ages. The student is expected to:

(A) locate on a map Ghana, the Mali Empire, China, the Indian Ocean, and the Middle East (Geo/C);

~~(B) locate on a map the routes of Sub-Saharan trade (Geo/C);~~

(C) ~~identify how~~describe Mansa Musa~~'s~~ of the Mali Empire as one of the wealthiest rulers in history whose wealth came from gold, salt, and slavery using Sub-Saharan trade routes ~~the slave trade later inspired worldwide exploration and trade in the Western Hemisphere~~ (H, Geo/C); and

(D) identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged and identify Marco Polo as an important explorer (H, Geo/C, E)

(E) identify the widespread practice of slavery in the world of the Middle Ages, including the kingdoms of Africa, the nations of southeast Asia, the

Indian subcontinent, and the nations of the Middle East (H, Geo/C). (Hickman (all of #2)/2nd 11-2)

(3) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:

(A) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe (H, G/Civ, Geo/C);

(B) identify the Norse people and explain their influence on Europe through Viking exploration and raids (H, G/Civ, Geo/C);

(C) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas (H, Geo/C);

(D) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus (H, Geo/C);

(E) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe (H, G/Civ, Geo/C);

(F) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and respectful treatment of others (H, Geo/C);

(G) identify English common law as a system in which judges reference precedents to help make fair and consistent rulings in medieval England (H, G/Civ, Geo/C);

(H) explain how English common law influenced American and Texas law by establishing the consistency of law; the rule of law; the idea that laws apply to everyone; and protections for individual rights (H, G/Civ, Geo/C);

(I) use voting as a method for group decision making and explain that voting is an individual right, responsibility, and privilege in America and Texas today (G/Civ);

(J) explain that the Magna Carta, created in 1215 in England with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about individual rights and English legal traditions (H, G/Civ, Geo/C);

(K) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution (H, G/Civ, Geo/C); and

(L) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas (H, Geo/C).

(4) People in the Americas and Texas. The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:

(A) locate on a map the Americas, Andes Mountains, Amazon River, Texcoco Lake, Rio Grande, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea (H, Geo/C, S);

(B) explain that physical geography, including rivers, plains, coastlines, and mountains, impacted locations of communities and trade in the Americas and Texas (H, Geo/C, E);

(C) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);

(D) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor for building projects and farming, terrace farming as an agricultural innovation, and regional trade that meets supply and demand for goods ~~road networks for communication and regional trade~~ (H, G/Civ, Geo/C, E); (Little/2nd w/o)

(E) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);

(F) identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and

(G) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, and musical traditions (H, Geo/C).

(5) People in the Americas and Texas. The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:

(A) identify the geography of the Caddo, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);

(B) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);

(C) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);

(D) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived and traded (H, Geo/C, S);

(E) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, migrating and hunting bison (buffalo), and the use of bison (buffalo) jumps to obtain food and materials (H, Geo/C);

(F) identify how the Apache interacted with other peoples through conflict, including fighting other tribes to control access to scarce resources on the Plains of Texas (H, Geo/C);

(G) identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi (H, Geo/C); and

(H) compare the differences between natural resources and climate in east and west Texas and the effect on American Indian tribes (H, Geo/C).

(6) The Renaissance and Connections to America and Texas. The student understands important contributions to Western civilization from the Renaissance. The student is expected to:

(A) locate on a map the Italian trade states of Florence, Genoa, and Venice (H, Geo/C, S);

(B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);

(C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);

(D) explain that Leonardo da Vinci was described as a "Renaissance Man" because he was an artist, scientist, and inventor that inspired others (H, G/Civ, Geo/C);

(E) explain that the term "Renaissance Man" was used to describe American founders Benjamin Franklin and Thomas Jefferson and that the term is still used today (H, G/Civ, Geo/C); and

(F) explain that wealthy patrons, including the Medici family, played a crucial role in developing traditions of private investment and sponsorship that helped shape modern banking systems and contributed to the development of free enterprise in the economic systems of the United States and Texas (H, G/Civ, Geo/C, E).

(7) Columbus and the Beginning of Exploration. The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:

(A) identify France, Portugal, Spain, and England as major countries who supported exploration and explain the reasons for exploration, including

accumulating wealth and glory and spreading religion during the Age of Exploration (H, G/Civ, Geo/C, E);

(B) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);

(C) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);

(D) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);

(E) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);

(F) describe Columbus's alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);

(G) identify Columbus Day as a holiday that commemorates Columbus's voyages (H, G/Civ, Geo/C); and

(H) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer that identified that the lands Columbus explored were not Asia (H, Geo/C).

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

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

(b) Introduction.

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

(A) Students explore the Protestant Reformation, the Scientific Revolution, and the Enlightenment to understand how questioning religious and political authority led to new ideas about natural rights, limited government, consent of the governed, and economic freedom. They analyze how technological and scientific innovations supported economic growth and helped spread ideas that influenced American colonists and the founders of the United States and Texas.

(B) Students investigate European exploration and colonization in the Americas, including the establishment of New Spain and the British colonies. They examine how geography shaped settlement patterns, regional economies, and trade, as well as how interactions among peoples involved cooperation, conflict, cultural exchange, and the development of labor systems, including indentured servitude and slavery.

(C) Students study the growth of self-government in colonial America, including representative institutions, written agreements, religious freedom, reform movements, and English legal traditions. They examine the causes, major events, and key individuals of the American Revolution and analyze how colonial resistance to British political and economic policies led to independence. Students explore how the ideas expressed in the Declaration of Independence reflected Enlightenment principles and shaped American beliefs about equality and individual rights.

(D) Students conclude the course by examining the challenges faced by the new nation and the creation of the United States Constitution. They analyze the weaknesses of early government, the compromises made to form a stronger union, and the principles embedded in the Constitution, including separation of powers, checks and balances, federalism, and the protection of individual rights through the Bill of Rights. Throughout Grade 5, students use maps, timelines, primary sources, and historical evidence to analyze cause-and-effect relationships, compare perspectives, and connect historical developments to the foundations of American and Texas government, law, economy, and civic responsibility.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a

distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include: ~~Students are expected to:~~ **(Hickman conforming K-12, fix verb tense in lettering/2nd 11-0)**

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);

(B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);

(C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(D) compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);

(E) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);

(F) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);

(G) construct a written response to a historical question by stating a clear claim, supporting it with evidence from sources, and explaining the reasoning that connects the evidence to the claim (H, G/Civ, Geo/C, E, S); and

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

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

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

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

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

(c) Knowledge and skills.

(1) Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas. The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:

(A) identify Martin Luther as a leader of the Protestant Reformation and King Henry VIII as the leader of the protestant movement in England (H, G/Civ, Geo/C);

(B) explain how the Protestant Reformation encouraged people to question church leaders and kings and later influenced American colonists to challenge unfair rule and demand greater freedom (H, G/Civ, Geo/C);

(C) explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible (H, G/Civ, Geo/C);

(D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to later migrate to America, shaping early Separatists, Puritan, and Quaker colonial settlements (H, G/Civ, Geo/C);

(E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);

(F) explain Charles Montesquieu's influence on American government, including his ideas about separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and

(G) explain how Adam Smith's idea of economic freedom, including how people make choices about buying, selling, and working, helped foster capitalism in America and Texas (H, Geo/C, E).

(2) Exploration and Early Settlements in America. The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:

(A) identify Hernán Cortés as a Spanish conquistador who explored central Mexico and conquered with Tlaxcalan allies the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);

(B) identify Francisco Pizarro as a Spanish conquistador who conquered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);

(C) explain the founding of New Spain, including the establishment of Mexico City, at the site of the former Tenochtitlán, as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);

(D) locate New Spain on a map and explain that Spanish control extended into present-day Texas and present-day American Southwest (H, G/Civ, Geo/C, S);

(E) describe the encomienda system and explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C, E);

(F) identify the Columbian Exchange on maps and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);

(G) identify the middle passage as part of the Transatlantic slave trade as the forcible, inhumane transport of enslaved Africans to the ~~West Indies~~Americas (H, Geo/C); (Childs/2nd 10-3)

(H) describe how most enslaved Africans were taken to South America and the Caribbean to support the production of cash crops, with the American colonies receiving a smaller portion of enslaved people compared to other regions in the Americas (H, Geo/C, E);

(I) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America, including claiming the land for France that would become the Louisiana Purchase (H, Geo/C, E); and

(J) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).

(3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:

(A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);

(B) identify Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);

(C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);

(D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);

(E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity, including in modern day San Antonio and El Paso (H, G/Civ, Geo/C);

(F) explain how the blending of the American Indian and Spanish cultures led to contributions in the Americas, including vaquero culture and the religious tradition of Las Posadas (H, G/Civ, Geo/C, E); and

(G) explain how the horse transformed the life of the Comanches and how their expert horsemanship resulted in the expansion of bison (buffalo) hunting, raiding, and travel (H, Geo/C).

(4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:

(A) explain that a cause of the Age of Exploration was a result of the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);

(B) describe the economic concept of mercantilism and explain how exploration of the New World and mercantilism led to the rise of smugglers, pirates, and privateers (H, G/Civ, Geo/C, E);

(C) explain how changes among Christians following the Protestant Reformation influenced events in England creating conflicts between Catholics and Protestants, including the defeat of the Spanish Armada and the Glorious Revolution (H, G/Civ, Geo/C); and

(D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).

(5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:

(A) identify on a map the thirteen American colonies (H, Geo/C, S);

(B) describe the geography of three regions of the thirteen colonies, including New England with rocky soil and good harbors, the Middle Colonies with broad rivers for trade, and the Southern colonies with fertile soil and long crop-growing seasons (H, Geo/C, E, S);

(C) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);

(D) explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);

(E) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);

(F) describe the Plymouth Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);

(G) explain how ideas about private property and economic opportunity at Jamestown laid the groundwork for free enterprise in America (H, G/Civ, Geo/C, E);

(H) compare the self-government modeled in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting consent of the people (H, G/Civ, Geo/C);

(I) explain how religious freedom and John Winthrop's image of a "City Upon a Hill" inspired colonial America's beliefs about community, purpose, and American exceptionalism (H, G/Civ, Geo/C);

(J) describe religious diversity in the American colonies and locate on a map settlements founded by various religious groups, including Anglicans, Catholics, and Quakers (H, G/Civ, Geo/C, S);

(K) compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);

(L) compare the use of indentured servitude and slavery as labor systems in the American colonies, including length of service (H, G/Civ, Geo/C, E); and

(M) describe early reform movements in the American colonies, including the beginnings of the anti-slavery movement by the Quakers (H, G/Civ, Geo/C).

(6) The British Colonies in America. The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:

(A) define salutary neglect as a British policy of loosely enforcing laws and trade regulations in the American colonies, which allowed colonists greater self-government (H, G/Civ, Geo/C, E);

(B) explain that the Great Awakening inspired colonists to pursue the cause of independence and liberty (H, G/Civ, Geo/C);

(C) explain the influence of Enlightenment ideas, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals later shaped American and Texan beliefs about fair government (H, G/Civ, Geo/C);

(D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and

(E) explain the influence of the English Bill of Rights and the Magna Carta on colonial self-government (H, G/Civ, Geo/C).

(7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:

(A) identify mercantilism as an economic system that limited colonial trade and production to benefit Great Britain, which increased discontent among colonists (H, G/Civ, Geo/C, E);

(B) explain the effects of the French and Indian War on Great Britain, including increased debt, greater control over the colonies, and increased taxes from the colonies (H, G/Civ, Geo/C, E);

(C) identify the Proclamation of 1763 as a British law that limited colonial expansion west of the Appalachian Mountains (H, G/Civ, Geo/C, E);

(D) describe the Stamp Act as one of several acts that required colonists to pay taxes on printed materials and led to protests over taxation without representation (H, G/Civ, Geo/C, E);

(E) describe the Tea Act, including how it gave the British East India Company exclusive control over tea sales in the colonies, and explain how colonists opposed the Act and responded with the Boston Tea Party (H, G/Civ, E);

(F) describe the role of Samuel Adams and the Sons of Liberty in organizing colonial protests and resistance to British taxation and rule (H, G/Civ); and

(G) describe the Intolerable Acts as the British response to colonial resistance and explain how colonists responded, including efforts to unite opposition to British rule (H, G/Civ).

(8) The American Revolution and the Pursuit of Freedom. The student understands events and significant individuals of the American Revolution. The student is expected to:

(A) describe how colonists organized resistance to British rule through the Committees of Correspondence and the Continental Congress (H, G/Civ, Geo/C);

(B) describe the differing perspectives of Patriots and Loyalists and explain how these divisions affected colonial society (H, G/Civ, Geo/C);

(C) explain the significance of the Battles of Lexington and Concord as the first battles of the American Revolution, including the role of the Minutemen, and describe how these events led to the formation of the Continental Army led by General George Washington (H, G/Civ, Geo/C);

(D) explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence from Britain, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);

(E) explain the significance of the Declaration of Independence, adopted on July 4, 1776, including Thomas Jefferson as primary author, and its foundational ideas that all people have unalienable rights, including "life, liberty, and the pursuit of happiness" (H, G/Civ, Geo/C);

(F) describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" (H, G/Civ);

(G) explain how General George Washington's crossing of the Delaware River and victory at the Battle of Trenton affected American morale and the continuation of the Continental Army (H, G/Civ, Geo/C);

(H) explain how the American victory at the Battle of Saratoga was considered a turning point of the Revolutionary War and helped secure French support for the Revolution (H, G/Civ, Geo/C);

(I) explain how American and allied forces, including Marquis de Lafayette and James Armistead Lafayette, defeated the British at the Battle of Yorktown under Washington's command, effectively ending the Revolution (H, G/Civ);

(J) identify the Treaty of Paris of 1783 as the agreement that ended the American Revolutionary War and recognized the independence of the United States (H, G/Civ); and

(K) describe Phillis Wheatley as the first African American woman to publish a book of poetry, an enslaved writer whose work advanced the ideal of liberty during the Revolutionary era (H, G/Civ).

(9) The United States Constitution and the Age of Washington. The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:

(A) explain the weaknesses of the Articles of Confederation, including that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);

(B) describe how the Northwest Ordinance established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);

(C) explain how delegates at the Constitutional Convention made decisions and describe the Connecticut Compromise (H, G/Civ, Geo/C);

(D) identify and recite the phrase from the Constitution "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our

Posterity, do ordain and establish this Constitution for the United States of America" (H, G/Civ, Geo/C);

(E) explain that the three-fifths compromise and the slave trade compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery (H, G/Civ, Geo/C, E);

(F) explain the basic principles of American government found in the U.S. Constitution to prevent tyranny by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, "limited government" as the people protected from unfair use of governmental power, and "separation of powers" by dividing powers between three branches of government (H, G/Civ, Geo/C);

(G) identify and describe the purpose of the three branches of government, including the executive, judicial, and legislative branches (G/Civ);

(H) explain checks and balances among the three branches of government (G/Civ);

(I) explain federalism as the sharing of power between national and state governments (G/Civ);

(J) identify that the Constitution protects individual rights and freedoms with the Bill of Rights (G/Civ);

(K) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);

(L) explain that the Constitution is the supreme law of the land (G/Civ); and

(M) explain how George Washington's Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries (H, G/Civ, Geo/C).

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

§113.21. Social Studies, Grade 6, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the ~~2030-2031~~2031-2032 school year. Maynard/2nd w/o

(b) Introduction.

(1) In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.

(A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.

(B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.

(C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.

(D) Students examine the Reconstruction Era, including African Americans' acquisition of citizenship, individual rights, and the long-term effects of the Civil War.

(E) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.

(F) Students examine the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies.

(G) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:~~Students are expected to~~**: (Hickman/conforming w/o)**

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context , and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

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

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

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(7) In examining history over time, the student analyzes the concept of location and the physical and human characteristics across time and place. The student is expected to:

(A) apply spatial thinking by using precise geographic vocabulary and tools to describe relative and absolute location in the study of historic events;

(B) interpret and analyze the influence of physical characteristics of places, including landforms, bodies of water, natural resources, and climate throughout history;

(C) evaluate how geographic factors have influenced patterns of settlement, economic activity, cultural development, and human–environment interaction across time and place; and

(D) examine how people adapt to and modify their environments in different historical contexts. (Little/2nd VV)

(8) The student further analyzes and applies geographic tools to represent and interpret spatial patterns and relationships in the study of history. The student is expected to:

(A) interpret and construct maps using essential elements including cardinal and intermediate directions, scale, symbols, legends, and coordinates in the study of historic events;

(B) use latitude and longitude to determine absolute location in the study of historic events and places;

(C) analyze and compare thematic maps; and

(D) identify, explain, and draw conclusions about geographic patterns, distributions, and relationships at local, regional, and global scales about historic events. (Little/2nd

(9) The student analyzes and applies economic concepts to understand how individuals and groups made decisions about the use of scarce resources in the study of history. The student is expected to:

(A) explain the influence of scarcity, opportunity cost, and tradeoffs in historic settings

(B) analyze how incentives have influenced decision-making throughout history;

(C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change; and

(~~C~~ D) the role of supply and demand in historic events; and

(~~D~~ E) identify, explain, and draw conclusions about economic patterns, distributions, and relationships across time and place. (Little/2nd VV)

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:

(A) explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);

(B) describe the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans , and Afro-Mexicans (H, Geo/C); and

(C) describe the causes of the Mexican War of Independence from Spain, including social inequality and economic crisis, that led to an independent Mexico (H).

(2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:

(A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);

(B) explain how the Louisiana Purchase in 1803 doubled the size of the United States and strengthened national security by giving the United States control of the Mississippi River (H, G/Civ, E);

(C) describe anti-slavery movements in early America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ);

(D) identify 1808 as the year that Congress and President Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C);

(E) identify the First Barbary War, including the Battle of Tripoli Harbor , as the United States' first major overseas use of military force, and explain that it tested the new United States Navy (H, G/Civ);

(F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);

(G) explain how key events of the War of 1812, including the Battle of New Orleans under Andrew Jackson’s leadership , the writing of the Star Spangled Banner, and how these events strengthened national pride and contributed to the emergence of an American national culture (H, Geo/C); and

(H) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).

(3) Texas Settlement -Geography . The student understands the geography of settling Texas. The student is expected to:

(A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C); and

(B) identify on a map how climate and natural resources in Texas, including timber and farmland influenced where people settled (Geo/C).

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

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

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

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

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

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

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

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

(C) describe how the presidency of Andrew Jackson expanded suffrage and expanded federal power during the nullification crisis and the Indian Removal Act (H, G/Civ, E); and

(D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).

(6) Westward Expansion and Texas. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:

(A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);

(B) describe the contribution of William B. Travis, including how his command at the Alamo became a symbol of defending a just cause (H);

(C) explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);

(D) describe key events of the Texas Revolution and the role of Santa Anna , including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H);

(E) explain the contribution of Sam Houston's leadership of the Texian army , including his role in securing independence at the Battle of San Jacinto (H); and

(F) identify how the Treaties of Velasco helped end the Texas Revolution and led to the establishment of the Republic of Texas (H).

(7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:

(A) explain how the annexation of Texas in 1845 contributed to the outbreak of the Mexican-American War (H, G/Civ);

(B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H); and

(C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C).

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

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

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

(C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);

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

(E) identify the contributions on public opinion against slavery of Frederick Douglass , Sojourner Truth, Harriet Beecher Stowe, and William Lloyd Garrison (H);

(F) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname the "Moses of her People" (H, Geo/C);

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

(H) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);

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

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

(K) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);

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

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

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

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

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

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

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

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

(X) describe the amendment process of the United States Constitution (G/Civ); (Little/2nd w/o)

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

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

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

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

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

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

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

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

(B) describe how immigrants entered the United States through Ellis Island and Angel Island, and ~~who entered~~in Texas through Galveston and El

Paso, ~~faced~~ and identify federal immigration restrictions, including the Chinese Exclusion Act (H, G/Civ, Geo/C); (Hickman/2nd w.o)

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

(D) describe the Spanish-American War , including the service of Texan soldiers in the Rough Riders under Theodore Roosevelt (H);

(E) identify Jim Crow laws and how the Supreme Court case Plessy v. Ferguson established the "separate but equal" doctrine (H, G/Civ);

(F) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);

(G) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s , including the contributions of Alexander Graham Bell and Thomas Edison (H, Geo/C, E);

(H) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas (H, E);

(I) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);

~~(J) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);~~ (Young/2nd w/o)

(K) identify how migration contributed to the growth of Texas cities and the development of the United States as a melting pot ~~, including Galveston and El Paso~~ (H, Geo/C); (Young/2nd 6-5)

(L) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);

(M) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);

(N) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E);

~~(O) compare fascist ideas with American constitutional principles, including a strong dictator with limited government and denial of individual rights~~

~~with the American Bill of Rights (H, G/Civ, E); and~~ (Hickman lift and shift to 7 C.6.I

(P) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E); and

(Q) describe the significance of the Galveston Hurricane of 1900, including significant loss of life and the development of the Galveston Sea Wall (H, Geo/C).

(11) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:

(A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry ~~, and conflicts between settlers and American Indians~~ (H, Geo/C); (Young/2nd 8-3)

(B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);

(C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E); and

(D) identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican American communities in Texas (H, Geo/C).

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the ~~2030-2031~~2032-2033 school year. (Maynard/2nd w/o)

(b) Introduction.

(1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.

(A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.

(B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.

(C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its

allies responded through diplomacy, economic policy, military strength, and international cooperation.

(D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.

(E) Students conclude the course by examining contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.

(F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather

than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to**:**

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context , and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

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

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

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

(1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:

(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);

(B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);

(C) explain the effects of Theodore Roosevelt's major domestic policies , including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);

(D) explain the effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal (G/Civ, E);

(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C); and

(F) explain how Henry Ford’s use of the assembly line developed division of labor and economies of scale leading to the more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price (H, E).

(2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:

(A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);

(B) explain that unrestricted submarine warfare and the Zimmermann Telegram about Texas contributed to United States involvement in World War I (H, G/Civ);

(C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);

(D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);

(E) explain how the Espionage and Sedition Acts limited civil liberties, including speech and dissent during World War I reflecting tensions between the need to preserve liberty and the need to preserve life (H, G/Civ);

(F) explain how the Selective Service Act created a draft to raise troops for World War I (H, G/Civ);

(G) identify that the American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H); and

(H) identify that Armistice Day was a holiday to mark the end of World War I and later became Veteran's Day (H).

(3) Communism and Other Totalitarian Regimes. The student understands the emergence of communism. The student is expected to:

(A) identify the key tenets of communism as:

(i) property is owned by government rather than individuals;

(ii) a single political party makes all decisions; and

(iii) rights come from government not God because communism rejects the existence of God (G/Civ, E);

(B) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government ending Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);

(C) identify differences between the Reds and the Whites during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ); and

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

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

(A) identify domestic challenges for the United States following World War I, related to racial violence, including the Tulsa Race Riots and intolerance of Black Americans, Catholics, Jews, Mexicans, Mexican-Americans, and immigrants by the Ku Klux Klan (H);

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

(D) describe American economic developments during the 1920s, including the Great Migration, ~~increased consumer spending,~~ growing prosperity, ~~and~~ the expansion of the stock market, and how increased consumer demand contributed to economic growth (H, E); (Little/2nd 9-0)

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

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

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

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

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

(J) explain the geographic causes of the Dust Bowl, including drought, high winds, and over-farming , and the effects on agriculture and migration (H, Geo/C); and

(K) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).

(5) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:

(A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC) (H, G/Civ, E);

(B) describe the purpose of the Social Security Act (H, G/Civ); and

(C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).

(6) Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:

(A) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);

(B) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);

(C) identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);

(D) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);

(E) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E);

(F) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including propaganda, Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);

(G) explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ); and

(H) describe how the long history of anti semitism including Jew Badge, Jewish ghettos, and racial pseudo science shaped Nazi policies including Nuremburg Laws and the November Pogrom previously known as Kristallnacht;~~how fears of communist Bolshevik revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E)~~. (Young/2nd 13-1)

(I) compare fascist ideas with American constitutional principles, including a strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E); and (Hickman (from 6.10.O lift and shift wo)

(7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:

(A) identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ);

(B) identify the countries comprised of the Axis and Allied Powers (H);

(C) describe the early Axis invasions, including Japan's invasion of China , Italy's invasion of Ethiopia, and Germany's invasion of Poland with initial Soviet cooperation (H);

(D) explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);

(E) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);

(F) identify how a need for wartime production during World War II led to the Bracero Program and the growth of military facilities and defense industries (H);

(G) identify the causes and effects of Japanese internment during World War II (H, S);

(H) identify major World War II innovations, including code-breaking technology, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);

(I) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);

(J) describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);

(K) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);

(L) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);

(M) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);

(N) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);

(O) identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);

(P) explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);

(Q) ~~explain~~ describe the Holocaust as the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators~~, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps~~ (H); (Young/2nd VV)

(R) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ); and

(S) define the Holocaust as the systematic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi and its collaborators (H); and

(T) describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system. (Young/2nd w/o)

(8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:

(A) identify the contributions of Texans Audie Murphy and Chester Nimitz during World War II (H);

(B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World War II as examples of the American Arsenal of Democracy (H, E);

(C) identify the role of oil production and transportation as part of the American Arsenal of Democracy, during World War II, including oil production in the Permian Basin, the Big Inch and Little Big Inch pipelines, refining in the Texas Gulf Coast and the petrochemical industry along the Houston Ship Channel (H, E);

(D) identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and

(E) identify that Axis prisoners of war were detained in camps in Texas during World War II , including camps in Hearne and Fort Bliss (H, G/Civ).

(9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:

(A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);

(B) describe the development of nuclear weapons as a deterrent during the Cold War (H);

(C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall symbolizing the contrast between communism and western traditions of liberty and representative government (H, G/Civ, E);

(D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);

(E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including containment and the Korean War (H, G/Civ, E);

(F) explain ~~how ideas from the 1890s led to~~ the establishment in 1948 of Israel in the ancestral homeland of the Jewish people (H, G/Civ); (Young/2nd 9-5)

(G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);

(H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);

(I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States and Cuba relations (H, G/Civ, E);

(J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E);

(K) describe the significance of the assassination of President John F. Kennedy in Dallas, Texas, in 1963 , including transfer of the presidency to Lyndon B. Johnson (H, G/Civ); and

(L) describe the important contributions of NASA mathematicians Katherine Johnson, Dorothy Vaughan, and Mary Jackson, whose calculations helped make early American spaceflight possible (H, G/Civ, E).

(10) Civil Rights Movement. The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:

(A) explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice;

(B) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott following the protests by Claudette Colvin and Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ);

(C) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);

(D) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);

(E) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);

(F) describe the significance of the assassination of Dr. Martin Luther King Jr. , including speedy passage of the Civil Rights Act of 1968 (H, G/Civ);

(G) explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and

(H) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).

(11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:

(A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);

(B) explain how the Great Society programs expanded the federal government in contrast of the founding fathers who believed in limited government (H, G/Civ);

(C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);

(D) identify societal changes for women from the 1960s through the early 1970s from laws including Title IX of the Education Amendments of 1972 expanding equal access in school sports but also from the counterculture movement including changing attitudes toward marriage that increased rates of divorce (H, Geo/C);
~~describe the cultural revolution of the 1960s and early 1970s, including the establishment of the Equal Pay Act, Title VII, and Title IX for women (H, Geo/C);~~ (Hickman 2nd wo)

(E) describe demographic changes in the United States after WWII, including suburbanization, the Baby Boom, and urban migration patterns (H, Geo/C);

(F) describe the Vietnam War , including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism according to the Containment Policy and Domino Theory (H, G/Civ, E);

(G) explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and

(H) describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including the Twenty-sixth Amendment and draft resistance (H, G/Civ, Geo/C).

(12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:

(A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and

(B) describe how the Watergate scandal decreased public trust in government, and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ).

(13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:

(A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and

(B) describe United States diplomatic efforts in the Middle East, including the Camp David Accords and the Iran Hostage Crisis (H, G/Civ).

(14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:

(A) identify Ronald Reagan's presidential leadership, including domestic economic recovery after the oil crisis and foreign relations with Soviet Union to end the Cold War, including the fall of the Berlin Wall (H, G/Civ, E);

(B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);

(C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and

(D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).

(15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:

(A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);

(B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and

(C) explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East (H, G/Civ).

(16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama. The student is expected to:

(A) explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

(B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);

(C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ); and

(D) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the ~~2030-2031~~2032-2033 school year. (Maynard/2nd

(b) Introduction.

(1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the major ideas of western civilization as manifest in the history of Texas Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

(A) Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.

(B) Students examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.

(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nation-building influenced Texas's path. They examine annexation,

slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.

(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.

(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.

(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather

than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Students are expected to:

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context , and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

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

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

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

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

(A) identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);

(B) identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);

(C) identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);

(D) identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);

(E) identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and

(F) explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

(2) The Age of Contact. The student understands the Age of Contact. The student is expected to:

(A) describe the experiences of Spaniard Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E);

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

(C) identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas which worked in tension with other imperial goals (H, G/Civ).

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

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

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

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

(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E).

(4) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

(A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to increased tension in Mexican Texas (H, G/Civ);

(B) identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);

(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Mexican General Antonio Lopez de Santa Anna and Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);

(E) identify and recite the Travis Letter (H, S);

(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);

(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);

(H) explain how the Battle of San Jacinto and the Treaties of Velasco established the Republic of Texas but did not guarantee safety from further attacks (H);

(I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

(J) compare the primary structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including three branches of government and the Bill of Rights (H, G/Civ, S);

(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo/C);

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

(M) contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ).

(5) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:

(A) describe Mexican military efforts to reclaim Texas, how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H);

(B) identify that conflicts between Texans and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays contributed to concerns that Texans could not live safely with American Indians (H);

(C) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

(D) contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico , and identify similarities to debates in the Roman Republic over territorial expansions and the preservation of republican government (H, G/Civ);

(E) explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

(F) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and

(G) identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources (H, G/Civ).

(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

(A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its new citizens (H, Geo/C);

(B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier (H, G/Civ, Geo/C);

(C) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories and the Compromise of 1850 , concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and

(D) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ).

(7) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:

(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense , identify how Confederate conscription forced many Texas men who were not supporters of the Confederacy into the army (H);

(B) identify major military events involving Texas during the Civil War, including the Battle of Galveston, the Battle of Sabine Pass, and The Red River Campaign (H, Geo/C);

(C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast (H);

(D) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);

(E) explain the significance of the announcement of Order No. 3 by General Gordon Granger on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);

(F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of Reconstruction amendments (H, G/Civ);

(G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas , including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines during Reconstruction (H, G/Civ);

(H) explain the role of African American institutions during Reconstruction, including the Freedmen's Bureau (H, G/Civ, Geo/C);

(I) explain how Reconstruction ended in Texas , including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);

(J) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ);

(K) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S).

(L) identify the effect of the Civil War and the "equal protection" language of the 14th amendment as expanding the power of the federal government, including the idea that "these United States" became "the United States" (H, G/Civ).

(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:

(A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);

(B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and

(C) describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict, including the role of the bison (buffalo) (H, G/Civ, Geo/C).

(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:

(A) describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported industrial growth in Texas (H, Geo/C);

(B) describe how tenant farming and sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);

(C) identify that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets (H, E);

(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas , including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits (H, Geo/C, E);

(E) identify the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);

(F) identify how conflicts between supporters of free enterprise and organized labor led to the Great Southwest Railroad Strike and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor (H, E);

(G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

(H) identify how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).

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

(A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);

(B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);

(C) explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);

(D) explain how oil production and transportation connected Texas to global markets through the Houston Ship Channel and its development after the Galveston Hurricane of 1900 (H, E);

(E) explain how the Mexican Revolution increased border tensions , including Pancho Villa's raids and the Porvenir Massacre (H);

(F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and

(G) describe the role of Annie Webb Blanton in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C).

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

(A) describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution of the Ku Klux Klan and opposition to the Ferguson political machine, and how these efforts led to transparency in government (H, Geo/C);

(B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);

(C) identify expansion of federal government responses to economic hardship caused by the Dust Bowl during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);

(D) identify effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agriculture goods, and higher prices for consumers, in Texas (H, G/Civ, E); (E) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);

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

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

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

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

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

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

(A) explain how early civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under law, including the Felix Longoria episode (H, Geo/C, E);

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

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

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

(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and population increases (H, E); and

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

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

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

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

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

(D) identify the effect of Mao and the Chinese Communist Party on China, including widespread deaths from the Great Leap Forward and the

Cultural Revolution, and the formation of a republican government in Taiwan (H, G/Civ); and

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

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

(A) identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);

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

(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and

(D) explain how events in the Middle East, including the Yom Kippur War resulted in the oil embargo that led to the growth in the Texas economy (H, E);

(15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:

(A) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ);

(B) explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);

(C) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;

(D) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life, including art and the writings of Fred Gipson and Larry McMurtry; and

(E) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the ~~2030-2031~~2032-2033 school year. (Maynard/2nd w/o)

(b) Introduction.

(1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the major ideas of western civilization as manifest in the history of Texas Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

(A) Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.

(B) Students examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.

(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nation-building influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.

(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.

(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.

(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of

understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. ~~Students are expected to:~~ Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include: (Hickman/ w/o (conforming)

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context , and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

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

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

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

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

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

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

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

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

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

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

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

(H) TEC, §29.907--Celebrate Freedom Week;

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

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

(8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

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

(c) Knowledge and skills.

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

(A) identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);

(B) identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law including the equality of man as created in the image of God (H, G/Civ);

(C) identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);

(D) identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);

(E) identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and

(F) explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

(2) The Age of Contact. The student understands the Age of Contact. The student is expected to:

(A) describe the experiences of Spaniard Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E);

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

(C) identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas which worked in tension with other imperial goals (H, G/Civ).

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

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

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

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

(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson and describe the role of empresarios to

recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E).

(4) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

(A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority leading to increased tension in Mexican Texas (H, G/Civ);

(B) identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);

(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Mexican General Antonio Lopez de Santa Anna and Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);

(E) identify and recite the Travis Letter (H, S);

(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);

(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);

(H) explain how the Battle of San Jacinto and the Treaties of Velasco established the Republic of Texas but did not guarantee safety from further attacks (H);

(I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

(J) compare the primary structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including three branches of government and the Bill of Rights (H, G/Civ, S);

(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States Constitution and 1836 Texas Constitution~~s~~ (Geo/C); (Maynard/2nd wo)

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

(M) contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ).

(5) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:

(A) describe Mexican military efforts to reclaim Texas, how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H);

(B) identify that conflicts between Texans and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays contributed to concerns that Texans could not live safely with American Indians (H);

(C) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

(D) contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico , and identify similarities to debates in the Roman Republic over territorial expansions and the preservation of republican government (H, G/Civ);

(E) explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

(F) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and

(G) identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources (H, G/Civ).

(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

(A) describe the causes of the Mexican-American War, including ~~Manifest Destiny,~~ the Texas annexation, and the Rio Grande boundary dispute, and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its new citizens (H, Geo/C); (Maynard/2nd w/o)

(B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier (H, G/Civ, Geo/C);

(C) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories and the Compromise of 1850 , concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and

(D) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ).

(7) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:

(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense , identify how Confederate conscription forced many Texas men who were not supporters of the Confederacy into the army (H);

(B) identify major military events involving Texas during the Civil War, including the Battle of Galveston, the Battle of Sabine Pass, and The Red River Campaign (H, Geo/C);

(C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast (H);

(D) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);

(E) explain the significance of the announcement of Order No. 3 by General Gordon Granger on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);

(F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of Reconstruction amendments (H, G/Civ);

(G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas , including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines during Reconstruction (H, G/Civ);

(H) explain the role of African American institutions during Reconstruction, including the Freedmen's Bureau (H, G/Civ, Geo/C);

(I) explain how Reconstruction ended in Texas , including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);

(J) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ);

(K) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S).

(L) identify the effect of the Civil War and the "equal protection" language of the 14th amendment as expanding the power of the federal government, including the idea that "these United States" became "the United States" (H, G/Civ).

(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:

(A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);

(B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and

(C) describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict, including the role of the bison (buffalo) (H, G/Civ, Geo/C).

(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:

(A) describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported industrial growth in Texas (H, Geo/C);

(B) describe how tenant farming and sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);

(C) identify that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets (H, E);

(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas , including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits (H, Geo/C, E);

(E) identify the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);

(F) identify how conflicts between supporters of free enterprise and organized labor led to the Great Southwest Railroad Strike and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor (H, E);

(G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

(H) identify how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).(10) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:

(A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);

(B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);

(C) explain the effects of the free enterprise system on Midland, Corpus Christi, and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E); (Francis/2nd 7-2)

(D) explain how oil production and transportation connected Texas to global markets through the Houston Ship Channel and its development after the Galveston Hurricane of 1900 (H, E);

(E) explain how the Mexican Revolution increased border tensions , including Pancho Villa's raids ~~and the Porvenir Massacre~~ (H); (Hickman/2nd 7-5)

(F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and

(G) describe the role of Annie Webb Blanton in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C).

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

(A) describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution of the Ku Klux Klan and opposition to the Ferguson political machine, and how these efforts led to transparency in government (H, Geo/C);

(B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);

(C) identify expansion of federal government responses to economic hardship caused by the Dust Bowl during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);

(D) identify effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agriculture goods, and higher prices for consumers, in Texas (H, G/Civ, E); (E) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);

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

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

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

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

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

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

(A) explain how early civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under law, including the Felix Longoria episode (H, Geo/C, E);

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

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

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

(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and population increases (H, E); and

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

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

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

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

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

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

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

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

(A) identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);

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

(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and

(D) explain how events in the Middle East, including the Yom Kippur War resulted in the oil embargo that led to the growth in the Texas economy (H, E);

(15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:

(A) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ);

(B) explain how civic traditions are demonstrated in American principles including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);

(C) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology;

(D) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life, including art and the writings of Fred Gipson and Larry McMurtry; and

(E) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.29. 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~~ 2033-2034 school year. (Maynard/w/o)

(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. Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:~~Students are expected to~~: (Hickman/2nd (conforming/staff fix gerunds) 11-0

(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);

(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);

(D) 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

(E) 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) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:

(A) explain how socialism is a step towards communism according to Marx (H, G/Civ, E, S);

(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

(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) History of Economic Thought. The student understands the ideas of limited government in neoclassical economics. The student is expected to:

(A) define neoclassical economics (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).

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

(A) define economic opportunity (E);

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

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

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

(E) define types of goods as durable, non-durable, consumer, and capital , and define services (E).

(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) explain how choices involve tradeoffs and result in opportunity cost in decision making (E, S);

(B) explain how societies answer the fundamental economic question of what to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(C) explain how societies answer the fundamental economic question of how to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(D) explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(E) describe the concept of marginal analysis (E); and

(F) graph and explain how a production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E).

(6) 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 supply and demand (E);

(C) graph supply and demand to illustrate movement along and shifts in supply and demand curves (G/Civ, E, S);

(D) explain shortages, surpluses, and equilibrium using supply and demand graphs (G/Civ, E, S);

(E) define Say's Law (E); and

(F) define equilibrium price and identify determinants of change to equilibrium price (E, S).

(7) Supply, Demand and Markets (Micro). The student understands how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit . The student is expected to:

(A) explain the circular flow model (E);

(B) explain the role of buyers and sellers in markets (E);

(C) explain how scarcity influences supply, demand, and market prices (E);

(D) explain how price elasticity reflects how consumers and producers respond to changes in price (E);

(E) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and

(F) define profit in a market economy (G/Civ, E).

(8) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:

(A) describe 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).

(9) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:

(A) define the theory of the firm (E);

(B) define and apply the law of diminishing returns (E); and

(C) describe how firms make decisions using game theory (E, S).

(10) Microeconomics of Public Policy (Micro). The student understands how government actions influence markets, including public goods and services, competition, regulation, incentives, and taxation . The student is expected to:

(A) identify public goods and services (E);

(B) explain factors that influence individuals' use of public goods and services , including cost, access, and benefit to the community (G/Civ, E, S);

(C) describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S);

(D) explain how government policies influence wage, including minimum wage, and price controls affect behaviors of individuals and firms (G/Civ, E, S);

(E) explain how the moral hazard problem changes behavior and risk taking when firms and individuals are protected by government action (G/Civ, E);

(F) identify factors that contribute to natural monopolies, including infrastructure costs and economies of scale (Geo/C, E, S);

(G) define sales , income, property, and excise tax (G/Civ, E); and

(H) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).

(11) 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) identify opportunity cost in using commodity, representative, and fiat monies (E).

(12) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:

(A) explain the factors in the country's overall level of income, employment, and prices (G/Civ, E);

(B) identify the components of Gross Domestic Product (GDP) (E, S);

(C) identify the types of unemployment as structural, frictional, and cyclical (E);

(D) describe inflation and its causes (E);

(E) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S);

(F) identify the determinants of aggregate supply and aggregate demand (E);

(G) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);

(H) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);

(I) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S); and

(J) explain imprecision in economic measurement (E).

(13) 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);

(B) define monetary policy and explain price stability (E);

(C) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E);

(D) define full employment (E);

(E) define money supply (E);

(F) 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) 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) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:

(A) explain major revenue and expenditure categories (E);

(B) explain the government's role in taxation (G/Civ, E);

(C) explain budget deficits and surpluses (G/Civ, E);

(D) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S);

(E) describe supply-side economics (E); and

(F) explain how Keynesian economics uses fiscal policy to stabilize the economy through aggregate demand (H, E, S).

(15) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:

(A) label the business cycle model (E, S);

(B) determine the relationship between productivity and the economy (E, S);

(C) explain the factors in productivity increase (E);

(D) explain the factors in worker earnings (E);

(E) explain technological advances (E);

(F) explain entrepreneurship, entrepreneurial ventures and their effects (E);

(G) determine the relationship between calculated risk and the economy (E, S);

(H) determine the relationship between creative destruction and the economy (E, S); and

(I) determine the relationship between centralized capital spending and the economy (G/Civ, E, S).

(16) 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) describe how government officials act as rational actors (G/Civ, E).

(17) 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).

(18) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:

(A) evaluate the role of voluntary exchange in free enterprise (E);

(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);

(C) define the competitive nature of free enterprise (E);

(D) define consumer sovereignty (E);

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

(F) describe the effects of intellectual property protections (G/Civ, E, S);

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

(H) 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);

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

(J) 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~~2033-2034 school year. (Maynard/conforming all courses from here to end, 2nd w/o)

(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. ~~Students are expected to:~~ Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include: (Maynard/conforming to all courses/staff to fix verbs/2nd w/o)

(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).

§113.33. 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. Students are expected to**:**

(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 (H);

(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);

(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);

(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); and

(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).

(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. The student is expected to:

(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); and

(E) explain how the free enterprise system positively impacts upward social mobility for individuals and groups, including the formation and growth of businesses, reducing poverty, and building social capital (Geo/C, E).

§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, Cherríe 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 Garcia 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 hematic 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).

ATTACHMENT IV
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter D. Other Social Studies Courses

§113.127. Advanced Placement (AP) Business with Personal Finance (One Credit).

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.

(b) General requirements. Students shall be awarded one credit for successful completion of this course. One-half credit may be used to meet the course requirement for personal financial literacy for state graduation and one-half credit may be used to meet elective course requirements.

(c) Content requirements. Content requirements for Advanced Placement (AP) Business with Personal Finance are prescribed in the College Board Publication *Advanced Placement Course Description in Business with Personal Finance*, published by The College Board, and in §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). (Maynard/7-3) .

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:

(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) [~~(c)~~] 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.~~ §113.41 United States History Studies Since 1877 (Adopted 2022) until superceded by **§113.24 United States History Studies (Adopted 2026) (Hickman/2nd) w/o**

(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 superseded 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.

(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.

§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~~

normalization of slavery, and the taking of female captives as harem slaves. (Hall/2nd 9-5) (amended at SBOE – Hickman/2nd 8-5)

(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, and socialism as a transitional stage toward communism (H, G/Civ, Geo/C, E, S); and (Hickman/2nd 9-4)

(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)