

MINUTES

STATE BOARD OF EDUCATION

APRIL 2026

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

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

INSTRUCTION

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Rebecca Bell-Metereau
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SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
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Aaron Kinsey

SCHOOL INITIATIVES

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

Minutes

State Board of Education

April 10, 2026

**State Board of Education
General Meeting
April 10, 2026**

The State Board of Education met at 8:45 a.m. on Friday, April 10, 2026, in Room 2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Dr. Clark introduced a student performance by the following:

- Honors Choir, Dallas Independent School District
- DeSoto ISD Eaglettes
- Honors Choir Duncanville ISD
- Children's Honor Choir Fort Worth ISD
- Carter Riverside High School Mariachi Fort Worth ISD.

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

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: 1, 2, 3, 4 (partial), 5, 6, 9, 10, 11, C1, C2, C3, C4, 4 (returned to the item), 7, 8

Approval of Minutes

The State Board of Education approved the minutes of the January 30, 2026, and February 25, 2026, meetings of the State Board of Education.

1. Resolutions

No Resolutions were considered.

Public testimony was heard.

2. Approval of Consent Agenda

Chairman Kinsey noted that the following items were **removed** from the Consent Agenda:

- C1. Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations (Adoption of Review)**
Agenda Page II-1
- C2. Approval of Updates and Substitutions to Approved Instructional Materials**

- C3. Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards**
(Second Reading and Final Adoption)
Agenda Page II-16
- C4. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**
(Second Reading and Final Adoption)
Agenda Page III-1
- C8. Recommendation for Two Reappointments to the Fort Sam Houston Independent School District Board of Trustees**
Agenda Page IV-20

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

- C5. Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract**
(Second Reading and Final Adoption)
Agenda Page III-8

ADOPTED RECOMMENDATION: Approve for second reading and final adoption the proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract; and Make an affirmative finding that immediate adoption of the proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)

- C6. Recommendation for One Appointment and One Reappointment to the Randolph Field Independent School District Board of Trustees**
Agenda Page IV-1

ADOPTED RECOMMENDATION: Based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Jimmy D. Cornelius and the

appointment of Mr. Charles N. Kistler to serve terms of office from April 10, 2026, to April 9, 2028, on the Randolph Field Independent School District Board of Trustees.

C7. Recommendation for One Reappointment to the Lackland Independent School District Board of Trustees

Agenda Page IV-12

ADOPTED RECOMMENDATION: Based on Brigadier General Oakland's recommendation, approve the reappointment of Dr. Tonseda Henson to serve a term of office from April 10, 2026, to April 9, 2028, on the Lackland Independent School District Board of Trustees.

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, Grades 6 and English Learners Language Arts (ELLA), Grade 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026**
(First Reading and Filing Authorization)
(Agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization 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.

Member Maynard moved a conforming amendment to be adopted within the rule text of all documents, to amend letter (b) by inserting "or before" prior to "the designated grade level." As amended, (b) would state:

- (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.

The amendment was adopted on a voice vote.

The recommendation was adopted as amended 9-5.

(SEE ATTACHMENT 1, page 12)

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, and Subchapter D, Other Social Studies Courses**
(First Reading and Filing Authorization)
(Board agenda page I-76)

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 A, Elementary, §113.1. Social Studies, Kindergarten, Adopted 2026; §113.2. Social Studies, Grade 1, Adopted 2026; and §113.3. Social Studies, Grade 2, Adopted 2026, each as amended.

The recommendation was adopted 9-5.

(SEE ATTACHMENT 2, page 41)

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 A, Elementary, §113.4. Social Studies, Grade 3, Adopted 2026; §113.5. Social Studies, Grade 4, Adopted 2026; and §113.6. Social Studies, Grade 5, Adopted 2026, each as amended.

The recommendation was adopted as amended 10-5.

(SEE ATTACHMENT 3, page 59)

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 B, Middle School, as amended.

The recommendation was adopted as amended 10-2.

(SEE ATTACHMENT 4, page 80)

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, §113.24 United States History Studies (One Credit), Adopted 2026 and §113.25 United States Government (One-Half Credit), Adopted 2026, both as amended.

The recommendation was adopted as amended 10-5.

(SEE ATTACHMENT 5, page 106)

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, §113.27. World History Studies (One Credit), Adopted 2026, as amended; §113.28. World Geography Studies (One Credit), Adopted 2026, §113.29. Foundations of Economics (One Credit), Adopted 2026, §113.32. Psychology (One-Half Credit), Adopted 2026, §113.33. Social Studies, 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 Subchapter D. Other Social Studies Courses.

The recommendation was adopted as amended 9-5.

(SEE ATTACHMENT 6, page 120)

MOTION: That the State Board of Education:

Authorize staff, for all Social Studies TEKS, to complete making any conforming changes adopted by the Committee of the Full Board.

The motion was adopted without objection.

The Chair left item 4 Texas Essential Knowledge and Skills for Social Studies pending, but moved ahead in the agenda.

5. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum**
(Second Reading and Final Adoption)
(Board agenda page I-219)

RECOMMENDATION: That the State Board of Education:

Postpone until the June 2026 meeting the approval for second reading and final adoption of the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

The recommendation was adopted without objection.

6. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program**
(Second Reading and Final Adoption)
(Board agenda page I-223)

RECOMMENDATION: That the State Board of Education:

Postpone the approval for second reading and final adoption of the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program until the June 2026 meeting.

The recommendation was adopted 10-0.

COMMITTEE ON INSTRUCTION

9. **Action Regarding Innovative Courses**
(Board agenda page II-6)

RECOMMENDATION: That the State Board of Education:

Approve that the innovative courses designated by the Committee on Instruction be sunset in the summer of 2026 and the summer of 2027 per Chapter 74.27, as indicated.

The recommendation was adopted 8-4.

(SEE ATTACHMENT 7, page 131)

RECOMMENDATION: That the State Board of Education:

Approve the designation of an expiration date for Innovative Courses currently identified as TBD as indicated by the Committee on Instruction.

The recommendation was adopted 7-2.

(SEE ATTACHMENT 8, page 133)

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-8)

The item was not considered by the Committee on Instruction.

11. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments**
(Second Reading and Final Adoption)
(Board agenda page II-20)

RECOMMENDATION: 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 that such approval be contingent upon approval by the Committee on Instruction within 60 days.

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, is necessary and shall have an effective date of August 1, 2026.

The recommendation required adoption by a 2/3 vote of the members of the State Board of Education (i.e., 10 members) was defeated 8-1; however, staff had made an error in the language projected on the screen, and without objection, the SBOE reconsidered the vote on the motion.

After reconsideration, the motion was adopted 13-0.

- C1. **Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations**
(Adoption of Review)
Agenda Page II-1

MOTION: Adopt the review of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, and Subchapter C, Texas Certificate of High School Equivalency, and that such approval be contingent upon approval by the Committee on Instruction within 60 days.

The motion was adopted 10-2.

- C2. **Approval of Updates and Substitutions to Approved Instructional Materials**
Agenda Page II-14

MOTION: Approve requests to update content previously approved through the IMRA process from:

- Amplify Education, Inc. in their Amplify Desmos Math Texas GK–5 full-subject mathematics materials;
- Edmentum, Inc. in their Exact Path Mathematics–Grades K–5 supplemental mathematics materials;
- Heinemann in their K–2 Texas Saxon Reading Foundations Teacher Resource Package English phonics materials;
- HMH Education Company in their HMH Into Reading Texas Version 2 Grades K–5 full-subject English language arts and reading materials, HMH ¡Arriba la lectura! Texas Version 2 Grades K–5 full-subject Spanish language arts materials, and HMH Math 180 Texas Grades 3–8 and HMH Math 180 Flex Texas 3–8 supplemental mathematics materials;
- I Love to Read in Spanish, LLC in their Spanish phonics materials, ¡Estoy Listo! - Desarrollo de Habilidades Fundamentales de Lectoescritura, Kínder and Poquito a Poco-Desarrollo de Habilidades Fundamentales de Lectoescritura, Grado 1;
- Lowman Education in their 3rd–8th Grade Math and Algebra I supplemental mathematics materials and their 6th Grade RLA full-subject English language arts and reading materials;
- MIND Education in their ST Math Texas Grades K–5 supplemental mathematics materials;
- Perfection Learning Corporation in their Measuring Up to the TEKS Mathematics Grade 3 Student /Teacher Package, Measuring Up to the TEKS Mathematics Grade 4 Student /Teacher Package, Measuring Up to the TEKS Mathematics Grade 5 Student /Teacher Package supplemental mathematics materials;
- Progress Learning, LLC in their Progress Learning 3rd Grade–8th Grade Mathematics, Progress Learning Algebra I EOC, Progress Learning Algebra II, Progress Learning Geometry supplemental mathematics materials; and
- Scholastic in their Ready4Reading Grades K–3 English phonics materials;

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher’s or manufacturer’s next press run, and that such approval be contingent upon approval by the Committee on Instruction within 60 days.

The motion was adopted without objection by those present.

C3. Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards

(Second Reading and Final Adoption)

Agenda Page II-16

MOTION: Approve for second reading and final adoption the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards; and that such approval be contingent upon approval by the Committee on Instruction within 60 days; and

Make an affirmative finding that immediate adoption of the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards, is necessary and shall have an effective date of August 1, 2026.

The motion was adopted 11-0.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

C4. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

(Second Reading and Final Adoption)

Agenda Page III-1

RECOMMENDATION: That the State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

The recommendation was adopted 10-0.

COMMITTEE OF THE FULL BOARD (return)

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, and Subchapter D, Other Social Studies Courses

(First Reading and Filing Authorization)

(Board agenda page I-76)

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.

While this item was pending, Member Francis moved to substitute for the pending motion the draft language which was submitted to the SBOE members previously.

While the motion to substitute was pending, it was moved to postpone this item until the June 2026 meeting and recommend to staff to place the version adopted by the COFB

and the Francis amendment on the SBOE website for informal comment, and request staff to review the Francis amendment for statutory compliance.

The motion to postpone, which carried with it the motion to substitute and the pending COFB language, was adopted on a voice vote.

(SEE ATTACHMENT 9, page 135)

7. Approval of Required Parental Rights Training for District Trustees
(Board agenda page I-238)

MOTION: That the State Board of Education:

Approve the parental rights training curriculum as depicted in the agenda Board book.

While the motion was pending, Member Hickman moved to substitute for the training pack received in the Board book the training pack received yesterday. A Point of Order was raised that the substitute was not in order because it violates Rule 2.5.(f), which states:

(f) Official agendas and agenda attachments will be available one week before the board meeting. Any items submitted after this deadline may be considered at the next board meeting.

The Chair was in doubt and asked the members to make the decision: Shall the Point of Order be sustained? By a vote of 3-7 the Point of Order was not sustained and the substitute was considered.

The substitute training pack was adopted 7-5 on a roll call vote.

In favor: Perez-Diaz, Childs, Bell-Metereau, Hickman, Little, Clark, Brooks

Opposed: Francis, Pickren, Ellis, Maynard, Hall

Abstain: Young

Absent: Reveles

(SEE ATTACHMENT 10, page 144)

8. Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members
(Second Reading and Final Adoption)
(Board agenda page I-363)

MOTION: That the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted 8-1, which adopted the rule, but did not adopt the earlier effective date. Member Maynard moved to suspend the rules to reconsider the vote to allow a re-vote. The motion to reconsider was adopted without objection, and the motion was adopted 10-1 with the vote necessary for the earlier effective date.

The meeting adjourned at 5:38 p.m.



Will Hickman, Secretary

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	Title	Author	ISBN	Designated Read Aloud
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	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	Marcia Brown	978-0689814747	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickory 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
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439674065	Read Aloud
Kinder	The Grasshopper and the Ant	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	Read Aloud
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

Grade	Title	Author	ISBN	Designated 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
Kinder	The Three Little Pigs	Paul Galdone	978-0899192758	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from 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	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 First Day of School	Herman Parish	978-0061544576	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 You 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	Title	Author	ISBN	Designated Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Danny and the Dinosaur	Syd Hoff	978-0064440028	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 Folktales and Legends from All Around the World Volume 1)	Angela McAllister	978-1847808684	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	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	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
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Noah's Ark	Peter Spier	978-0385094733	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	0823412059	Read Aloud
Grade 1	Pocahontas (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	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	Hans Christian Anderson (adapted and illustrated by Jerry Pinkney)	978-0688159320	Read Aloud
Grade 1	Wolf in Sheep's Clothing (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	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	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 A 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 4 th 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 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flourney	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	Title	Author	ISBN	Designated 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	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	Hercules and the Wagoner (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
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	Title	Author	ISBN	Designated Read Aloud
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 3	Stone Soup	Marcia Brown	978-0689711039	
Grade 3	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	
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 by 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	978-0451530141	

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	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	The Road Not Taken	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
Grade 4	Sea Fever	John Masefield		

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
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	Thunderstorm in Church	Louise A. Vernon	978-0836117394	
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 4	The Necessity of Humility (Book of Luke, Chapter 14, Verses 7-11)	New International Reader's Version (NIRV) Bible	978-0310445906	

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	Title	Author	ISBN
Grade 5	Adventures of Don Quijote (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	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 and the Camel (excerpts from Fables)	Arnold Lobel	978-0064430463
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923

Grade	Title	Author	ISBN
Grade 5	Moses (Book of Exodus, Chapter 3: The Burning Bush and Book of Exodus, and Chapter 14: The Parting of the Red Sea)	New International Reader's Version (NIRV) Bible	978-0310445906
Grade 5	Paul Revere's Ride	Henry Wadsworth	
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? (Chapter 1 "Who was Davy Crockett?")	Gail Herman	978-0448467047
Grade 5	Independence Bell – July 4, 1776	Anonymous	

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	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	Anansi: En Busca de las Estrellas	Juan Diego González	979-8334061996	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 Ensombrado (Bilingual English-Spanish Edition)	Dr. Suess	978-0553524437	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Chicka Chicka Bum Bum	Bill Martin Jr. and John Archambault	978-0439434515	Read Aloud
Kinder	Cinderella	Marcia Brown	978-0689814747	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickory 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

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	978-0684813530 (editor)	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
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	Nick Cimarusti	978-1087644523	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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	Paul Galdone	978-0899192758	The Three Little Pigs/ Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from 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 First Day of School	Herman Parish	978-0061544576	Amelia Bedelia	Peggy Parish	978-1880507759	Read Aloud

Grade	English Title	Author	ISBN	Spanish 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 You 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	El niño que gritó lobo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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	Danny and the Dinosaur	Syd Hoff	978-0064440028	Danielito y el Dinosaurio	Syd Hoff	978-1933032382	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Davy Crockett	Emma E. Haldy	978-1534133150	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	La liebre en la luna (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El zorro y las uvas (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	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	Carol Ottolenghi	978-0769638164	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
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Madeline	Ludwig Bemelmans (translated by Ernesto Livon Grosman)	978-0140557619	Read Aloud

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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	Noah's Ark	Peter Spier	978-0385094733	El Arca de Noé	Peter Spier and Manu Manzano	978-8417114343	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	0823412059	Frederick Douglass	Emma E. Haldy	978-1668964491	Read Aloud
Grade 1	Pocahontas (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Estadounidenses asombrosos: Pocahontas (Amazing Americans: Pocahontas)	Sharon Cohen	978-1493804399	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Rapunzel (excerpt from Cuentos ilustrados de los hermanos Grimm)	Gillian Doherty	978-1835406496	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

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 A Children's Book of Heroes)	William J. Bennett (editor)	978-0684834450	Un aventure 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 4 th 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 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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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? (¿Quién fue a Harriet Tubman?, La Vida en Maryland, En busca de la estrella del Norte, La esposa de un hombre libre, ¡Al fin libre!, La Moises de su gente)	Yona Zeldis McDonough	978-1631138508	Read Aloud
Grade 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	El ratoncito de la moto	Beverly Cleary	978-0060000578	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	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 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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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 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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Hercules and the Wagoner (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Hércules y el carretero (excerpt from El libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
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	Teseo y Ariadna (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 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	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	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	Benjamin Franklin (Life Stories / Biografias)	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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated 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 ciudad y el ratón de campo (excerpt from Fábulas de Esopo)	Aesop (illustrated Charles Santore)	978-1400349326	
Grade 3	What Do You Do with a Problem?	Kobi Yamada	978-1943200009	¿Qué haces con un problema?	Kobi Yamada	978-8416490523	
Grade 3	The Wind in the Willows (Chapters "The River Bank," "The Open Road," "The Wild Wood," and "Mr. Badger")	Kenneth Grahame	978-0451530141	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	La paloma y la hormiga	European Language Institute	978-8881488018	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	El niño que domó el viento (Chapter 1 Cuando la magia dominaba el mundo Young Reader's Edition)	William Kamkwamba	978-1644732649	
Grade 4	Brave Irene	William Steig	978-0312564223	Irene, la valiente	William Steig	978-0374436209	

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
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	The Road Not Taken	Robert Frost		El Camino no elegido	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Robinhood y la flecha dorada (excerpt from El libro de virtudes para niños)	William J. Bennett (editor) (adapted by Sagrario Luna)	978-8440665089	
Grade 4	Sea Fever	John Masefield		Fiebre marina	John Masefield		
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	San Jorge y el dragón (excerpt from El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	
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	King Arthur (English and Spanish Edition)	Benjamin Strickler	978-6072124400	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	Sunjata del imperio mandé	Ekiuwa Aire	978-1998041206	
Grade 4	Thunderstorm in the Church	Louise A. Vernon	978-0836117394	Marcelino pan y vino	José María Sánchez-Silva	978-0195010435	
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	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	The Necessity of Humility (Luke 14:7-11)	New International Reader's Version (NIRV) Bible	978-0310445906	La necesidad de la humildad	Nueva version internacional biblia	978-1535955102	Read Loud

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.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913	Don Quijote 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 and the Camel (Excerpts from Fables)	Arnold Lobel	978-0064430463	El mono y el camello (excerpt from Fábulas)	Arnold Lobel	978-8420445526
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 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	English Title	Author	ISBN	Spanish Title	Author	ISBN
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? (excerpt from ¿Quién fue Tomás Jefferson?)	Dennis Brindell Fradin	978-1631138478
Grade 5	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?" excerpt from Who was Davy Crockett?)	Gail Herman	978-0448467047	Davy Crockett: Defensor de la frontera	J.T. Moriaty	978-0823941322
Grade 5	Independence Bell – July 4, 1776	Anonymous		Los símbolos de Estados Unidos / Symbols of the United States	VHL	978-1543386325

Figure: 19 TAC §110.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	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	└─ The Gettysburg Address	Abraham Lincoln	
Grade 6	└─ General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant	
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839
Grade 6	└─ The Power of the Dog	Rudyard Kipling	
Grade 6	└─ A White Heron	Sarah Orne Jewett	978-1479462186
Grade 6	└─ Do Not Be Anxious (Book of Matthew, Chapter 6, Verses 25-34)	New Testament (trans. ESV)	979-8874903398
Grade 6	└─ The Peace of the Wild Things	Wendell Berry	

Figure: 19 TAC §110.30(f)(2) Required Literary Works List – Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-0000526359
Grade 7	└─ Blessed is the Match	Hannah Szenes	
Grade 7	└─ Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	└─ The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└─ The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 7	└─ Do Not Go Gentle Into That Good Night	Dylan Thomas	

Grade	Title	Author	ISBN
Grade 7	└─ Mother to Son	Langston Hughes	
Grade 7	└─ Nothing Gold Can Stay	Robert Frost	
Grade 7	└─ Thank You, M'am	Langston Hughes	978-0886824785

Figure: 19 TAC §110.30(f)(3) Required Literary Works List – Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└─ Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└─ The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└─ O Me! O Life!	Walt Whitman	
Grade 8	└─ To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 8	Night	Elie Wisel	978-0374500016
Grade 8	└─ Book of Lamentations, Chapter 3	Tanakh, JPS 1917	
Grade 8	└─ The Perils of Indifference (excerpt from White House Official Transcript at Remarks of Millenium evening)	Elie Wiesel	
Grade 8	└─ The Survivor	Primo Levi	

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 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	James Herriot	9788410025400
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)	New Testament (trans. ESV)	979-8874903398	No se preocupen (Book of Matthew, Chapter 6, Verses 25-34)	New Testament (trans. ESV)	979-8874903398
Grade 6	└ The Peace of the Wild Things	Wendell Berry		La paz de las cosas salvajes (Translation)	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	Title	Author	ISBN
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-0000526359
Grade 7	└─ Blessed is the Match	Hannah Szenes	
Grade 7	└─ Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	└─ The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└─ The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 7	└─ Do Not Go Gentle Into That Good Night	Dylan Thomas	
Grade 7	└─ Mother to Son	Langston Hughes	
Grade 7	└─ Nothing Gold Can Stay	Robert Frost	
Grade 7	└─ Thank You, M'am	Langston Hughes	978-0886824785

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
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└─ Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└─ The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└─ O Me! O Life!	Walt Whitman	
Grade 8	└─ To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
Grade 8	Night	Elie Wisel	978-0374500016
Grade 8	Book of Lamentations, Chapter 3	Tanakh, JPS 1917	
Grade 8	The Perils of Indifference (excerpt from White House Official Transcript at Remarks of Millenium evening)	Elie Wiesel	
Grade 8	The Survivor	Primo Levi	

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	
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's Son (Book of Luke, Chapter 15, Verses 11-32)	New Testament (trans. ESV)	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	—Duty, Honor, Country: speech to the Corps of Cadets at the U.S. Military Academy at West Point	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)	Hebrew Bible / Old Testament (trans. NIRV)	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
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 Uction (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)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English III	---The Minister's Black Veil	Nathaniel Hawthorne	979-8394407857
English III	---We wear the mask	Paul Lawrence 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)	New Testament (trans. ESV)	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	

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
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	
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's Son (Book of Luke, Chapter 15, Verses 11-32)	New Testament (trans. ESV)	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
English II	The Tragedy of Julius Caesar	William Shakespeare	979-8336837506
English II	---Duty, Honor, Country: speech to the Corps of Cadets at the U.S. Military Academy at West Point	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)	Hebrew Bible / Old Testament (trans. NIRV)	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

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 [rule] 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. Skills should include:
 - (A) distinguish, with adult assistance, between a photograph or artifact and a story or textbook as different ways of learning about the past and identify what each source shows about people or places (H, GEO/C, S);
 - (B) identify, with adult assistance, what happened and why in a story or event, using the words "because" and "so" to describe simple cause-and-effect relationships (H, G/Civ, S);
 - (C) use the sequential terms beginning, middle, and end to retell events from stories and describe how things changed over time (H, Geo/C, S);
 - (D) answer a question about the past by pointing to or describing information from a story, image, or artifact shared in class (H, G/Civ, Geo/C, S); and
 - (E) practice civil discourse by taking turns speaking, listening respectfully while others share ideas, and expressing disagreement using kind words, recognizing that working together and following rules helps communities function (G/Civ, S).
- (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) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:
 - (A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (Geo/C, H, S);
 - (B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (Geo/C, H, S);
 - (C) identify the bison in pictures as food hunted by the Comanche (Geo/C, H, S);
 - (D) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (Geo/C, H, S);
 - (E) identify, with adult assistance, where on a map, the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (Geo/C, H, S);
 - (F) describe trading as giving something to get something in return (E, Geo/C, H, S); and

- (G) identify artifacts traded by [of] the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).
- (8) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:
- (A) identify, with adult assistance, and sort pictures of goods and services (E, G/Civ, S);
 - (B) identify, with adult assistance, and sort pictures of wants and needs (E, G/Civ, S);
 - (C) describe individual ownership using the words mine and yours (E, G/Civ, S); and
 - (D) describe how people choose what goods and services to buy (E, G/Civ, S).
- (9) 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) recognize "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).
- (11) 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);
 - (D) demonstrate respectful listening and responding during classroom discussions (S); and
 - (E) identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms for Americans (G/Civ, S).
- (13) 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, if able, and facing the flag, and 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; and
 - (D) recognize the state song "Texas, Our Texas" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag with hand over heart, as physically able (G/Civ, S).
- (14) 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) explain why community helpers are important to the community (G/Civ, S);
 - (D) identify ways people honor community helpers by saying thank you, celebrating holidays, including Memorial Day and Veterans Day, and showing respect for uniforms, symbols, and service (G/Civ, S); and []

- (E) retell, with adult assistance using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).
- (2) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:
- (A) locate on a map and define a continent as a large piece of land on earth (Geo/C, S);
 - (B) identify North America as the continent that we live on (Geo/C, S);
 - (C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and
 - (D) describe relative location using the spatial terms near and far (Geo/C, S).
- (3) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);
 - (B) retell, with adult assistance using pictures and a map, the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures and a map, the story of Coronado who went in search of gold in the Americas (H, Geo/C, S).
- (4) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).
- (5) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);
 - (B) explain that the Pilgrims were people from England who came to America seeking religious freedom, ~~and~~ political freedom, to advance the Christian faith, to work together to build a community (H, G/Civ, Geo/C, S); and
 - (C) explain that the Mayflower Compact was an agreement to work together, choose leaders, and follow rules, based on Christian values, for the good of the community (H, G/Civ, Geo/C, S).
- (6) 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 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).
- (7) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:
- (A) identify, with adult assistance, an image of George Washington in primary sources (S);
 - (B) locate North America; 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, with adult assistance using a timeline, stories of George Washington, including his life as a responsible and respectful child, a General in the military, and the first President of the United States (H, G/Civ, S);
 - (D) explain, with adult assistance, why George Washington is called the Father of Our Country (H, G/Civ, S) ; 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).
- (12) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions, and teach Christianity to American Indians. (H, Geo/C, S);
 - (B) retell, with adult assistance using pictures and a map, the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures and a map, the story about Sam Houston that describes his leadership role in Texas independence from Mexico (H, Geo/C, S).
- (15) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:
- (A) retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as an inventor and business owner, including the Franklin stove (H, G/Civ, S); and
 - (B) retell, with adult assistance and 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).

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

- (A) distinguish, with adult assistance, 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 on a map and describe, with adult assistance, North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande using cardinal directions north, south, east, and west on a map (Geo/C, S); and
 - (B) retell, with adult assistance, the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598, which occurred 23 years before the Plymouth Thanksgiving, 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, with adult assistance, 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 freedom to worship God and advance the Christian faith (G/Civ, Geo/C, S);
 - (C) recognize Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);
 - (D) summarize using pictures, with adult assistance, the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C, S);
 - (E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and
 - (F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).
- (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 people prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);
 - (D) use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and
 - (E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, 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, with adult assistance, North America, Boston, Massachusetts, and Philadelphia, Pennsylvania on a map (Geo/C, S);
 - (B) retell, with adult assistance, the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);

- (C) describe the role that Paul Revere played in alerting the colonists that the British army was coming (H, G/Civ, S);
 - (D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);
 - (E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S);
 - (F) recite the phrase "Life, Liberty, and the pursuit of Happiness" as an important phrase in American history (H, G/Civ, S); and
 - (G) identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ).
- (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) recognize "America the Beautiful" when played aloud (H, Geo/C, S);
 - (C) explain the historical development and influences of "America the Beautiful" by Katherine Lee Bates (H, Geo/C, S); and
 - (D) explain the historical significance of Independence Hall and the Liberty Bell in Philadelphia, Pennsylvania, 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 (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 the Comanche as a nomadic tribe (H, Geo/C, S);
 - (B) describe how the use of horses helped the nomadic Comanche to migrate and hunt bison (H, Geo/C, S);
 - (C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and
 - (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).
- (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 (H, Geo/C, S); and
 - (C) retell the story of Antonio de Olivares and the mission 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:

- (B) retell, with adult assistance, the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);
 - (A) retell, with adult assistance, the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);
 - (C) retell, with adult assistance, the story of William B. Travis, including his role as a commander at the Alamo who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and
 - (D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).
- (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) identify the song "Deep in the Heart of Texas" when played aloud which describes the geography 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) recognize slavery as taking away people's freedom and forcing them to work without pay and 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);
 - (C) describe how the country was divided over different views of slavery which led to the Civil War (H, S);
 - (D) retell, with adult assistance, stories of Abraham Lincoln using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
 - (E) identify Abraham Lincoln as the president who worked to end slavery and protect 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 served as an inspiration for 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:
- (A) identify Dr. Opal Lee as the Honorary Grandmother of Juneteenth for her contributions of advocating for Juneteenth to become a national holiday (H, Geo/C, S); and
 - (B) identify Juneteenth as a national holiday occurring on June 19th that celebrates when enslaved people in Texas learned they were free (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 Patillo 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 help with land and oil projects, showing courage and skill (H, E, S); and
 - (E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).
- (14) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:
- (A) identify racial segregation as keeping people apart based on the color of their skin (G/Civ, Geo/C);
 - (B) retell, with adult assistance, 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);
 - (C) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);
 - (D) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);
 - (E) identify the Martin Luther King, Jr. Memorial in Washington, D.C., in pictures (H, Geo/C, S); and
 - (F) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality. (H, Geo/C, S).
- (15) 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. Skills should include:
- (A) distinguish between primary and secondary sources, identify the author or creator and purpose of a source, and explain 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);
 - (E) answer a question about the past in writing by stating what they think happened, and identifying at least one detail from a source that supports their answer (H, G/Civ, Geo/C, E, S); and
 - (F) 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, tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);
 - (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
 - (C) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);
 - (D) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);
 - (E) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);
 - (F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
 - (G) identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).
- (3) American Heroes in the War for Independence. The student knows the locations of the original thirteen colonies. The student is expected to:
 - (A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and
 - (B) locate the original American thirteen colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).
- (4) American Heroes in the American Revolutionary War. The student understands the reasons for the American Revolutionary War. The student is expected to:

- (A) define 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); and
 - (C) explain the reasons for the American Revolutionary War, including taxation without representation and a desire for liberty (H, E, S).
- (5) American Heroes in the American Revolutionary War. The student understands stories about the American Revolutionary War. The student is expected to:
- (A) explain the importance of Patrick Henry's famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S);
 - (B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American 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) identify George Washington as the leader and General of the American Army (H, G/Civ, S);
 - (E) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolutionary War (H, G/Civ, Geo/C, S);
 - (F) 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
 - (G) explain that the Black Robe Regiment were 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 State Constitution. The student is expected to:
- (A) explain how leaders are chosen by the people at the national, state, and local levels through voting (G/Civ);
 - (B) explain that rule of law means everyone must follow the same rules to keep society fair and safe (G/Civ);
 - (C) identify the Constitution as the highest law in the United States (G/Civ);
 - (D) define amendment as a change in a written document (S);
 - (E) explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S); and []
 - (F) describe the story of the Constitutional Convention using pictures and explain how these sources help people learn about the past (S).
- (7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:
- (A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britain, which strengthened American identity (H, G/Civ, Geo/C, S);
 - (B) retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);
 - (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 it 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 Goliad!" 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, with adult assistance, 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 Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:
- (A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);
- (B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);
- (C) retell the story of how German and Czech immigrants [settlers] established farming communities that contributed to local economies and regional development in what would become known as the Hill Country of Texas (H, Geo/C, E, S);

- (D) retell the story of how Irish immigrants [settlers] in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow (H, Geo/C, E, S);
 - (E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);
 - (F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and
 - (G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).
- (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, with adult assistance, 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 and slaves were treated as property instead of human beings (H, G/Civ, E, S);
 - (F) explain that the Civil War was fought because of disagreements over the right to have slaves (H, G/Civ, E, S);
 - (G) explain Abraham Lincoln was the president who worked to preserve the Union and to end slavery (H, G/Civ, S);
 - (H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);
 - (I) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);
 - (J) locate, with adult assistance, Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);
 - (K) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);
 - (L) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);
 - (M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);
 - (N) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
 - (O) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

§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. Skills should include:
 - (A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explaining 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) construct and interpret timelines to sequence events and identify 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) River Valley Civilizations and Connections to America and Texas. The student understands the River Valley civilizations and their connections to America and Texas. The student is expected to:
- (A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris and Euphrates Rivers on a map (Geo/C, S);
 - (B) describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);
 - (C) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);
 - (D) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);
 - (E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous 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) describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);
 - (C) explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);
 - (D) 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);
 - (E) describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);
 - (F) ~~(G)~~ locate on a map the Poverty Point civilization ~~[on a map]~~ and describe the civilization as an early culture of people that traveled along the Ohio and Mississippi rivers (H, Geo/C, E, S);
 - (G) explain how artifacts, including copper and seashells, found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);
 - (H) locate on a map Mesoamerica (Geo/C, S);
 - (I) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and
 - (J) identify Mayan civilization contributions, including the building of temples for religion and community life, the development of writing to record history, the study of astronomy to create calendars, and the use of the mathematical concept of zero to help with counting (H, Geo/C).
- (3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:
- (A) locate and label on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);
 - (B) locate on a map the Gault Site in Williamson County and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);
 - (C) explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and
 - (D) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).
- (4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:
- (A) identify early civilizations, including Caddo, Karankawa, Coahuiltecan, and Ancestral Pueblo, in what would become Texas (H, Geo/C);
 - (B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);

- (C) explain how early civilizations farmed corn, beans, and squash in fertile river valleys; hunted bison and deer on the plains; used coastal resources, including fish and alligators for food; and gathered plants, including cactus roots (H, Geo/C);
 - (D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);
 - (E) describe the practice of slavery through captive-taking among 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);
 - (F) identify how people used trade to solve the problems of resource scarcity (H, Geo/C, E);
 - (G) compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and
 - (H) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).
- (5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate 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 alphabet on the English alphabet (H, Geo/C);
 - (E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);

- (F) describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world and daily life (H, Geo/C);
 - (G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);
 - (H) compare the Library of Alexandria named for Alexander the Great as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);
 - (I) explain how citizens in ancient Greece 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);
 - (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 ideas from Ancient Rome, including written laws and representative government, influenced the United States Constitution (H, G/Civ);
 - (D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and 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 Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);
 - (H) identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and
 - (I) explain that the Western Roman Empire weakened because emperors were spending more money than they had, causing instability, and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).

- (8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:
- (A) identify Jesus of Nazareth as the central figure in Christianity and describe how his teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);
 - (B) identify that Christianity began among Jewish communities living under Roman rule and that the Christians faced persecution and were enslaved for not worshipping the emperor (H, Geo/C);
 - (C) describe how Christian beliefs such as valuing every individual, doing what is right, and showing compassion for others helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);
 - (D) identify that the Roman Road 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 the Romans forced many Jewish people to leave their homeland and settle in other parts of the world (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 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. Skills should include:
- (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) 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, 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 (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);
 - (D) identify monasteries as centers of learning and [s] knowledge preservation during the Middle Ages that served local communities (H, Geo/C); and
 - (E) explain 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, Mali, China, the Indian Ocean, and the Middle East (Geo/C);
 - (B) locate on a map the routes of Sub-Saharan trade (Geo/C); and
 - (C) identify how Mansa Musa's wealth from gold, salt, and the slave trade later inspired worldwide exploration and trade in the Western Hemisphere (H, Geo/C).
- (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 helping 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, drafted by the Archbishop of Canterbury, was the first document that limited the power of the king and protected individual rights, based on Christian beliefs (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, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, 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 Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);
 - (D) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);
 - (E) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor for building projects and farming, terrace farming as an agricultural innovation, and road networks for communication and regional trade (H, G/Civ, Geo/C, E);
 - (F) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);
 - (G) 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
 - (H) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).
- (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) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);
 - (B) identify Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);
 - (C) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);
 - (D) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);
 - (E) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived (H, Geo/C, S);

- (F) identify characteristics of Jumano settlements as villages built with adobe and locate the rock art site at Paint Rock (H, Geo/C);
- (G) identify that the Jumano played a significant role in regional trade networks by exchanging goods with Pueblo and Caddo people across Texas and the Southwest (H, Geo/C, E);
- (H) locate the Plains of Texas on a map and identify this region as where the Apache lived (H, Geo/C, S);
- (I) explain that the Apache participated in seasonal movement patterns, including traveling to hunt bison (buffalo) and moving in response to the availability of scarce resources (H, Geo/C);
- (J) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, hunting bison (buffalo), and the use of bison (buffalo) jumps to obtain food and materials (H, Geo/C);
- (K) identify how the Apache interacted with other peoples through conflict, including fighting other tribes to control access to scarce resources on the Plains of Texas (H, Geo/C);
- (L) identify Apache participation in trade networks, including exchanges that reached the Rio Grande region (H, Geo/C, E);
- (M) identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools (H, Geo/C);
- (N) identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi (H, Geo/C); and
- (O) compare the differences between natural resources 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 states of Florence, Genoa, and Venice [~~on a map~~] (H, Geo/C, S);
 - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);
 - (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);
 - (D) explain that Leonardo da Vinci was described as a "Renaissance man" because he was an artist, scientist, and inventor that inspired others (H, G/Civ, Geo/C);
 - (E) explain that the term "Renaissance Man" was used to describe American founders Benjamin Franklin and Thomas Jefferson and that the term is still used today (H, G/Civ, Geo/C); and
 - (F) explain that wealthy patrons, including the Medici family, played a crucial role in developing traditions of private investment and sponsorship that helped shape modern banking systems and contributed to the development of free enterprise in the economic systems of the United States and Texas (H, G/Civ, Geo/C, E).
- (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 the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);

- (B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);
- (C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);
- (D) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);
- (E) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);
- (F) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);
- (G) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
- (H) describe Columbus' alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);
- (I) identify Columbus Day as a holiday that commemorates his voyages (H, G/Civ, Geo/C); and
- (J) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer 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. Skills should include:

- (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 the 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 religious and political authority 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, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);
 - (D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);
 - (E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);
 - (F) explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and
 - (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 the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);
 - (B) identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);
 - (C) explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);
 - (D) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);
 - (E) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);

- (F) explain the founding of New Spain, including the establishment of Mexico City, at the site of the former Tenochtitlan, as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);
 - (G) 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);
 - (H) describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system (H, G/Civ, Geo/C, E);
 - (I) 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);
 - (J) explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C);
 - (K) explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange and identify on maps (H, Geo/C, E, S);
 - (L) describe the inhumane treatment endured by enslaved Africans during conveyance and enslavement (H, Geo/C);
 - (M) 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);
 - (N) Identify economic contributions of enslaved people including harvesting indigo;
 - (O) Identify how the Stono Rebellion showed the resistance of slavery in the American colonies; (Childs/Perez-Diaz 9-3 Adopted)
 - (N) identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);
 - (O) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America (H, Geo/C, E); and
 - (P) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).
- (3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:
- (A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);
 - (B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);
 - (C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity (H, G/Civ, Geo/C);

- (F) explain the effects of Spanish Catholic missions and presidios on Texas settlement, trade in San Antonio de Bexar, and Paso del Norte (H, G/Civ, Geo/C, E);
- (G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);
- (H) explain 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);
- (I) explain how the horse transformed the life of the Comanches and [?] how their expert horsemanship resulted in the expansion in bison (buffalo) hunting, raiding, and travel (H, Geo/C); and
- (J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property in marriage (H, G/Civ, Geo/C, E).
- (4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:
 - (A) describe the role world trade played in the growth of the Ottoman Empire during and after the Age of Exploration, including the conquest of Constantinople (H, G/Civ, Geo/C, E);
 - (B) 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, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and
 - (D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).
- (5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:
 - (A) 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 first 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 (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 impact of the Enlightenment, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals helped shape American and Texan beliefs about fair government (H, G/Civ, Geo/C);
 - (D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and
 - (E) describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).
- (7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:
- (A) 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, and revenue 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);
 - (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);
 - (H) create a timeline of and explain the relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S).
- (8) The American Revolution and the Pursuit of Freedom. The student understands events and 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, 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" and her advocacy for women's rights (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 United States independence (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) analyze the weaknesses of the Articles of Confederation by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);
 - (B) explain the significance of the Northwest Ordinance by describing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);
 - (C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements, including the Connecticut Compromise that created a bi-cameral

legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);

- (D) 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);
- (E) explain the basic principles of American government found in the U.S. Constitution by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power (H, G/Civ, Geo/C);
- (F) describe how the Constitution creates separation of power to prevent tyranny (G/Civ);
- (G) describe 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) explain how the Constitution protects individual rights and freedoms by listing the Bill of Rights;
- (K) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
- (L) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
- (M) explain that the Constitution is the supreme law of the land (G/Civ); and
- (N) 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 school year.
- (b) Introduction.
 - (1) In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.
 - (A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.
 - (B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.
 - (C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.
 - (D) Students examine the Reconstruction Era, including the African Americans' acquiring of citizenship, individual rights, and the long-term effects of the Civil War.
 - (E) ~~(C)~~ 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) ~~(D)~~ Students conclude the course by studying 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) ~~(E)~~ 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 [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 **democratic** republic, a union of sovereign states, with a general government formed for limited purposes; and [Bell-Metereau/no second]
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

- (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3) --Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- ~~(F) TEC, §28.002(h-2)(1)-(3) and (h-3) --Knowledge of Civics;~~
- (F) ~~(G)~~ TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) ~~(H)~~ TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) ~~(I)~~ TEC, §29.907--Celebrate Freedom Week;
- (I) ~~(J)~~ TEC, §29.9071--Texas Military Heroes Day; and
- (J) ~~(K)~~ TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:
- (A) explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);
- (B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);
- (C) describe the causes of the Mexican War of Independence from Spain that led to an independent Mexico, including social inequality and economic crisis (H); and

- (D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).
- (2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:
- (A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);
- (B) explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);
- (C) describe anti-slavery movements within colonial America and how these efforts continued into the national period of the United States, including the work of John Woolman (G/Civ);
- (D) identify 1808 as the year that Congress and Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C);
- (E) identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy (H, G/Civ);
- (F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);
- (G) describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);
- (H) explain how limits on free trade during the War of 1812 affected the United States economy, including encouraging Americans to make more goods at home (E, S); and
- (I) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).
- (3) Texas Settlement. The student understands the motivations of early American settlers in Texas. The student is expected to:
- (A) describe how the Mexican government offered land grants to American settlers to increase population in Texas and helped defend the region from raids and conflicts with American Indian tribes (H, Geo/C);
- (B) summarize how the Panic of 1819, including bank failures, job losses, and falling farm prices, contributed to migration to Texas (E);
- (C) describe how similarities, including federalism and popular sovereignty, between the Texas Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);
- (D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);
- (E) identify how the empresario system supported settlement in Texas (H); and
- (F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).
- (4) Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped Texas, including early settlement from 1825 to 1835. The student is expected to:

- (A) identify how innovations, including steamboats which improved transportation and the cotton gin which increased production, influenced westward expansion (H, Geo/C, E);
 - (B) explain how the term " Manifest Destiny " describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean (H, Geo/C);
 - (C) describe how the presidency of Andrew Jackson shaped the nation, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and
 - (D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).
- (5) 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 Texans 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, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and
 - (E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic (H).
- (6) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:
- (A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);
 - (B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H);
 - (C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C);
 - (D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and
 - (E) compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C).
- (7) Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:

- (A) 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;
 - (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 roles of Frederick Douglass and Sojourner Truth and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);
 - (E) identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);
 - (G) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname (H, Geo/C);
 - (H) explain how major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the Dred Scott decision, and violence in Bleeding Kansas (H, G/Civ, E);
 - (I) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);
 - (J) 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 Court House (H, Geo/C);
 - (K) describe the significance of Civil War battles fought in Texas, including [as] 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) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S); and
 - (N) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H). [3]
- (8) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:
- (A) define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);
 - (B) explain how newly freed African Americans gained citizenship, individual rights, and started to participate in the free enterprise system (G/Civ, E);
 - (C) identify the 13th amendment, which formally abolished slavery in the United States (G/Civ);

- (D) identify that 14th amendment, which gave citizenship to formerly enslaved people born or naturalized in the U.S. (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 that the Freedmen's Bureau helped formerly enslaved people transition to freedom while Black Codes limited African Americans' economic and political participation (G/Civ, E);
 - (I) 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
 - (J) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights (H, G/Civ).
- (9) 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) describe how immigrants entered the United States and Texas through Ellis Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas] (H, G/Civ, Geo/C);
 - (B) explain how the explosion of the USS Maine and the use of yellow journalism increased public support for American overseas expansion and contributed to the outbreak of the Spanish-American War (H, Geo/C);
 - (C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);
 - (D) identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans, and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);
 - (E) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);
 - (F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s (H, Geo/C, E);
 - (G) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas (H, E);
 - (H) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);
 - (I) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);
 - (J) identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, including Galveston, Houston, and El Paso (H, Geo/C);

- (K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);
 - (L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);
 - (M) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);
 - (N) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and
 - (O) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E).
- (10) 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 (H, Geo/C);
 - (B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);
 - (C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E);
 - (D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and
 - (E) identify why cultural traditions are reflected in Mexican American communities in Texas, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos (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 school year.
- (b) Introduction.
 - (1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.
 - (A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.

- (B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.
 - (C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its allies responded through diplomacy, economic policy, military strength, and international cooperation.
 - (D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.
 - (E) Students conclude the course by examining contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.
 - (F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;

- (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3) , (h-2)(1)-(3), and (h-3) --Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the

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

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

(c) Knowledge and skills.

- (1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:
 - (A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);
 - (B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);
 - (C) analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, 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) analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E);
 - (E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);
 - (F) identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and
 - (G) explain how Henry Ford used the assembly line in the production of the Model T and how this concept impacted division of labor and economies of scale (H, E).
- (2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:
 - (A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);
 - (B) explain that unrestricted submarine warfare and the Zimmerman Telegram contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H, G/Civ);
 - (C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);
 - (D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);

- (E) explain the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);
 - (F) explain the Selective Service Act and its role in mobilizing soldiers and shaping the World War I homefront (H, G/Civ); and
 - (G) identify that American Doughboys, including Texans of the 90th Infantry, "Tough Ombres," and the 36th Division, fought in major World War I offensives (H).
- (3) 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:
- (A) identify domestic challenges for the United States following World War I, including renewed labor unrest and fears of communism after the Russian Bolshevik Revolution and the Palmer Raids (H, E);
 - (B) identify domestic challenges for the United States following World War I related to racial violence and intolerance, including the resurgence of the Ku Klux Klan and the Tulsa Race Massacre (H);
 - (C) identify domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime (H, G/Civ);
 - (D) describe American economic developments during the 1920s, including the Great Migration, increased consumer spending, growing prosperity, and the expansion of the stock market (H, E);
 - (E) describe cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture, and professional sports (H, Geo/C);
 - (F) describe African American cultural developments during the 1920s, including the Harlem Renaissance, jazz and blues music, and the contributions of Texas blues musician Blind Lemon Jefferson (H, Geo/C);
 - (G) describe life during the Great Depression, including bank runs, widespread unemployment, mass deportations, and the growth of Hoovervilles (H, E);
 - (H) explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);
 - (I) describe the role of President Franklin D. Roosevelt during the Great Depression, including fireside chats and radio to communicate with the public (H, G/Civ);
 - (I2) identify that the Great Depression worsened economic recovery (Hickman/Perez-Diaz wo)
 - (J) describe the role of Texan Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);
 - (K) explain the geographic patterns and processes of the Dust Bowl, including drought, high winds, and over-farming, ~~and that the Great Depression worsened economic recovery~~ (H, Geo/C); and (Hickman/ new TEK I)
 - (L) 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).
- (4) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:
- (A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC), and how these programs reflected Progressive ideas about government responsibility, conservation, and reform (H, G/Civ, E);

- (B) describe the Social Security Act and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long term assistance, on Americans and Texans during the Great Depression (H, G/Civ); and
 - (C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).
- (5) Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:
- (A) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ended Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);
 - (B) identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);
 - (C) explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);
 - (D) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);
 - (E) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);
 - (F) identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);
 - (G) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);
 - (H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);
 - (I) 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
 - (J) describe how fears of communist revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E).
- (6) Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding its military (H, G/Civ).
- (7) World War II: United States and Texas. The student understands the causes, effects, and impacts of World War II on America and Texas. The student is expected to:
- (A) describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);
 - (B) explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);
 - (C) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);

- (D) identify how World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);
 - (E) analyze the causes and effects of the internment of Japanese Americans during World War II (H, S);
 - (F) identify major World War II innovations, including code-breaking technology, ~~tanks~~, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);
 - (G) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);
 - (H) describe American volunteerism and sacrifice during World War II, including victory gardens and savings bonds (H, G/Civ);
 - (I) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);
 - (J) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);
 - (K) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);
 - (L) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);
 - (M) identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);
 - (N) explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);
 - (O) explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and
 - (P) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ).
- (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 during World War II, including oil production in the Permian Basin, refining in Baytown, Port Arthur, and Corpus Christi, the Big Inch and Little Big Inch pipelines, and the petrochemical industry along the Houston Ship Channel, as examples of the American Arsenal of Democracy (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) explain the detention of German prisoners of war, including civilian-administered camps in Hearne and Mexia (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 (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 modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);
 - (G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);
 - (H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);
 - (I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States--Cuba relations (H, G/Civ, E);
 - (J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E); and
 - (K) describe the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation (H, G/Civ).
- (10) Civil Rights Movement. The student understands the causes, effects, and impact of the Civil Rights movement. The student is expected to:
- (A) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by Claudette Colvin and Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ);
 - (B) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);
 - (C) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);
 - (D) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);
 - (E) describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (H, G/Civ);

- (F) explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and
 - (G) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).
- (11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:
- (A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);
 - (B) explain the impact of Great Society programs on American society, including efforts to reduce poverty, expand educational opportunities, and improve health care during the 1960s (H, G/Civ);
 - (C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);
 - (D) describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);
 - (E) explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);
 - (F) identify the Vietnam War as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);
 - (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 changes in civic participation and public opinion resulting from the release of the Pentagon Papers (H, G/Civ, Geo/C).
- (12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:
- (A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and
 - (B) describe causes of a decrease in public trust in government, including the War Powers Act and the Watergate scandal (H, G/Civ).
- (13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:
- (A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and
 - (B) describe the influence of United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).
- (14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:
- (A) analyze Ronald Reagan's presidential leadership, including economic recovery after the oil crisis and relations between the United States and the Soviet Union to bring down the Berlin Wall (H, G/Civ, E);

- (B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);
 - (C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and
 - (D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).
- (15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:
- (A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);
 - (B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and
 - (C) explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ).
- (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 on the United States, including national security concerns and public response (H, G/Civ);
 - (B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);
 - (C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ); and
 - (D) explain the causes and effects of the 2008 economic crisis (E, SS);
 - (E) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).
- (17) Contemporary America and Texas. The student understands important innovations and their effects on society during the computer and technological revolution of the 2000s and 2010s. The student is expected to:
- (A) describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and
 - (B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the history of Texas from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

- (A) Students explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.
 - (B) 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.
 - (C) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.
 - (D) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.
 - (E) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;

- (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
 - (B) evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);
 - (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
 - (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
 - (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);
 - (F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);
 - (G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3) , (h-2)(1)-(3), and (h-3) --Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects

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

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

(c) Knowledge and skills.

- (1) The Days Before Contact. The student understands the geography of Texas. The student is expected to:
 - (A) identify regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and
 - (B) identify on a map Texas river, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).
- (2) The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).
- (3) The Age of Contact. The student understands the Age of Contact. The student is expected to:
 - (A) describe the experiences of 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); and
 - (B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).
- (4) Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:
 - (A) explain the significance of René-Robert Cavelier, Sieur de La Salle, and how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and
 - (B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C).
- (5) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:
 - (A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);
 - (B) explain how Enlightenment ideas, including natural rights, popular sovereignty, and republicanism, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);

- (C) 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 death toll at the Battle of Medina (H);
 - (D) describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);
 - (E) explain how the Mexican Constitution of 1824 shaped governance and the State Colonization Law of 1825 shaped settlement in Texas (H, G/Civ); and
 - (F) describe the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).
- (6) 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) explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);
 - (B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, Geo/C, Gov/C);
 - (C) explain how the Mier y Terán Report led to the Law of April 6, 1830, limiting Texian rights (H, G/Civ);
 - (D) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);
 - (E) compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);
 - (F) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);
 - (G) identify that the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);
 - (H) analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (SS, G/Civ);
 - (I) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);
 - (J) 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 United States and Texas Constitutions (Ellis/Maynard Adopted vv)
 - (J) compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);
 - (K) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
 - (L) explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution (H); and

- (M) compare the structure of the Constitution of the Republic of Texas with the U.S. Constitution, including the Bill of Rights (H, G/Civ, S).
- (7) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
- (A) explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);
 - (B) explain the conflicts between the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays (H);
 - (C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);
 - (D) describe Mexican military efforts to reclaim Texas and how these invasions threatened the security of the Republic (H);
 - (E) explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);
 - (F) compare the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico (H, G/Civ);
 - (G) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
 - (H) explain arguments regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);
 - (I) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ);
 - (J) locate on a map the area of Texas that was ceded to the United States in 1850 (H, G/Civ); and
 - (K) explain the conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).
- (8) Texas Early Statehood. The student understands slavery and secession. The student is expected to:
- (A) describe the causes of the Mexican-American War from U.S. and Mexican perspectives, 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 citizens (H, Geo/C);
 - (B) explain the role of the United States Army in Texas during early statehood, including forts built for border defense (H, G/Civ, Geo/C);
 - (C) explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);
 - (D) explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);
 - (E) describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);
 - (F) 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, 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);
- (G) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union (H, G/Civ, S);
- (H) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ); and
- (I) explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ).
- (9) 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, ports, and frontier defense (H);
- (B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, and the battles of Galveston and Sabine Pass (H, Geo/C);
- (C) explain the goals of Union occupation in Texas to control the transportation of goods, including cotton in coastal South Texas, and the Red River Campaign (H);
- (D) explain causes of frontier violence in Texas during the Civil War, including Elm Creek and Dove Creek conflicts (H);
- (E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war (H);
- (F) identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);
- (G) identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);
- (H) explain the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);
- (I) 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 (H, G/Civ);
- (J) identify African American political leaders who were elected during Reconstruction, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines (H, G/Civ);
- (K) explain the role of African American institutions during Reconstruction, including *Texas Freedom Colonies* and the Freedmen's Bureau (H, G/Civ, Geo/C);
- (L) explain how Reconstruction ended in Texas (H);
- (M) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and
- ~~(N) 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). (Brooks/no second)~~

- (10) 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 that helped to shape the Texas frontier, including Buffalo Soldiers and Britt Johnson (H, Geo/C); and
 - (C) explain how the systematic elimination of the buffalo by hunters in west Texas was used as a strategy to displace the American Indians from their lands and force them onto reservations (H, Geo/C, G/Civ).
- (11) 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 natural resources supported early industrial growth in Texas, including cotton production and the expansion of agriculture (H, Geo/C);
 - (B) describe how sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);
 - (C) identify cattle drives and ranching operations that contributed to economic growth in Texas, including the Espuela, King, and XIT ranches (H, E);
 - (D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas (H, E);
 - (E) explain the role of James "Jim" Hogg and the creation of the Texas Railroad Commission in regulating business and protecting farmers (H, G/Civ, E);
 - (F) identify the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas, including the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike (H, E);
 - (G) describe the social status of African Americans in Texas after Reconstruction, including the effects of Plessy v. Ferguson and the rise of Jim Crow segregation (H, G/Civ, Geo/C, E, S); and
 - (H) identify immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).
- (12) 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 actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid

- violence, and describe the United States military response in the Pershing Expedition (H); and
- (F) explain Texas's role in World War I, including the significance of the Zimmerman Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E).
- (13) 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 during the 1920s and 1930s, including prosecuting the Ku Klux Klan and opposing the Ferguson political machine, that led to transparency in government (H, Geo/C);
- (B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);
- (C) explain how government responses to economic hardship caused by the Dust Bowl expanded during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);
- (D) describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);
- (E) explain the purpose of the Texas Centennial Exposition in shaping state identity and culture by uplifting peoples suffering during the Great Depression (H, Geo/C, E);
- (F) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);
- (G) identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);
- (H) describe the military contributions of Doris Miller and Audie Murphy and explain why they are considered to be American heroes (H);
- (I) explain how the increased number of military bases and home-front industrial mobilization transformed Texas communities during World War II (H, Geo/C, E);
- (J) describe the Bracero Program and explain how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C);
- (K) identify on a map World War II prisoner-of-war camps in Texas, including Hearne (H, Geo/C, S); and
- (L) contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E).
- (14) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:
- (A) explain how early labor and civil rights activism in Texas contributed to demands for equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);
- (B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter which expanded equal rights (H, G/Civ, S);

- (C) explain how Mexican Americans used court cases, including *Delgado v. Bastrop ISD*, to gain civil rights (H, G/Civ, S);
 - (D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer, and how resistance to *Brown v. Board of Education* led to the Mansfield school incident;
 - (E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, and population increases (H, E);
 - (F) explain how popular culture shaped Texas's image, including tourism growth, Disney's interest in Texas, and John Wayne's *The Alamo* (Geo/C, E); and
 - (G) describe physical changes in Texas during the postwar period, including the construction of reservoirs, highways, and airports (H, Geo/C).
- (15) Texas in the 1950s and Civil Rights Era. The student understands how Texas leaders and national events of the 1960s reshaped government, civil rights, culture, and politics in Texas. The student is expected to:
- (A) identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ);
 - (B) describe how the Cold War and the Space Race led to economic development in Texas, including National Aeronautics and Space Administration (NASA), *Johnson Space Center*, and the moon landing (H, G/Civ);
 - (C) explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);
 - (D) identify societal changes in Texas during the 1960s, including the *Astrodome*, the *Tower of the Americas*, and the growth of professional sports and music scenes (Geo/C);
 - (E) explain how the Vietnam War affected Texas, including Vietnamese immigration to flee communism (H, Geo/C, E);
 - (F) 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
 - (G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).
- (16) Contemporary Texas. The student understands how energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends. The student is expected to:
- (A) explain how events in the Middle East led to economic growth in Texas, including the *Yom Kippur War*, that resulted in the oil embargo (H, E);
 - (B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);
 - (C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);
 - (D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);
 - (E) contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ); and
 - (F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grade 11. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States History Studies, students examine United States as a nation that believes in freedom as a supreme value and that the Constitutional republican form of government established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans.
 - (A) United States History Studies builds on content introduced in earlier grades and deepens understanding of American identity. The course examines key events, ideas, and experiences that have shaped the nation and its people over time. Emphasis is placed on analyzing the historical development of a shared commitment to individual liberty, representative government, and the free enterprise system and on evaluating how these enduring values continue to influence American society.
 - (B) The course emphasizes major themes drawn from the knowledge and skills statements and student expectations that highlight defining moments in the development of the nation. Instruction focuses on the American Revolution and the United States Constitution as the founding of the nation; the Civil War as a defining test that strengthened national unity; participation in the First and Second World Wars that established the United States as a global power and tested national principles; the Cold War as a period that challenged national resolve; and the Civil Rights movements as evidence that the Constitution provides a durable framework for reform and the expansion of liberty.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics

chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in United States history (H, S);
 - (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
 - (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);
 - (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
 - (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
 - (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
 - (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
 - (H) Analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);
 - (I) analyze change and continuity over time by identifying patterns, turning points, and long-term consequences in United States history (H, S);
 - (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of the United States over time (H, S); and
 - (K) engage in civil discourse about social studies topics, including those with multiple perspectives.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3) , (h-2)(1)-(3), and (h-3) --Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Exploration. The student understands reasons for European exploration and colonization in America. The student is expected to describe motivations for European exploration, including political, economic, and religious (G/Civ, Geo/C, E).
 - (2) Colonial Life and Government. The student understands English Colonial Life and Government in North America. The student is expected to:
 - (A) identify the significance of English legal traditions of common law and jury trial on colonial governments (G/Civ);
 - (B) identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland (Geo/C);
 - (C) compare the purposes for settlement, economic activities, labor systems, religious foundations, and geography in the New England, Middle, and Southern colonies (Geo/C, E, S); and
 - (D) explain the significance of self-rule in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, as early foundations of representative government in America (G/Civ).

- (3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:
- (A) analyze factors that contributed to the American Revolution, including the French and Indian War, Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);
 - (B) explain American resistance to British political and economic policies following the French and Indian War, including protests against taxation without representation, the Boston Massacre, and the Boston Tea Party (H, G/Civ, E);
 - (D) explain intellectual influences, including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy, on the American Revolution and the new American government (G/Civ);
 - (C) explain the origins, meanings, and effects of the Declaration of Independence, including the idea that all people have rights and governments' power is limited to protect those rights;
 - (E) explain the role of John Locke, the Virginia Declaration of Rights, Thomas Paine's *Common Sense*, and the Black Robe Regiment as inspiration for the Declaration of Independence (G/Civ, S);
 - (F) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Treaty of Paris (1783) (H);
 - (G) explain reasons for the American victory, including the geographic advantage of fighting on their own land, foreign allied intervention, other British war obligations, the belief in Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and
 - (H) identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H).
- (4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:
- (A) explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Rebellion (G/Civ);
 - (B) describe how the Northwest Ordinance (1787) addressed slavery and established a process for the creation of new states (H, G/Civ);
 - (C) analyze the Constitutional Convention, including the role of James Madison, The Great Compromise, rights of individuals and states, and Three-fifths Compromise (G/Civ, S);
 - (D) explain how the United States Constitution established America as a Constitutional Republic (G/Civ);
 - (E) explain debate over the ratification of the Constitution, including Federalist Papers 10 and 51 (G/Civ); and
 - (F) identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).
- (5) New Nation. The student understands the key events in the first five presidencies of the New Nation. The student is expected to:
- (A) describe key developments in the new nation, including Washington's Farewell Address, Marbury v. Madison, the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and
 - (B) explain the impact of the War of 1812 in confirming American independence (G/Civ).

- (6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:
- (A) describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, and the elimination of property requirements to vote (H, G/Civ);
 - (B) describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man (H, G/Civ);
 - (C) explain the causes and effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);
 - (D) explain the role of the Texas Revolution and the Battle of the Alamo in American western expansion and the admission of Texas to the United States (H, G/Civ, Geo/C);
 - (E) explain the religious influence of the Second Great Awakening on reform movements, including temperance, women's suffrage, and abolition (G/Civ);
 - (F) describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); and
 - (G) identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman (H, G/Civ).
- (7) Sectionalism, Civil War, and Reconstruction. The student understands Antebellum economy, society, and culture. The student is expected to:
- (A) describe the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and
 - (B) describe Southern slavery, including slave life on plantations and farms across the South, and explain the cotton gin and its effect on the economics of slavery and domestic slave trade (Geo/C, E).
- (8) Sectionalism, Civil War, and Reconstruction. The student understands how sectional differences led to the Civil War. The student is expected to:
- (A) compare the urban and industrial economy of the North with the rural and agricultural economy of the South (Geo/C, E, S);
 - (B) identify key developments leading to the Civil War, including Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v. Sanford (1857), Lincoln-Douglas Debates (1858), and John Brown's raid (H, G/Civ, Geo/C); and
 - (C) explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states' rights, and tariffs (G/Civ, Geo/C, E, S).
- (9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:
- (A) explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Grant v. Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch (H, G/Civ, Geo/C);
 - (B) describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles, including preservation of the Union, expansion of liberty, and that the government derives its authority from the people. (H, G/Civ);
 - (C) explain the advantages and disadvantages of both sides during the Civil War, including manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);

- (D) explain the significance of strategies of the Union and Confederacy, including the Anaconda Plan (Geo/C); and
- (E) identify Galveston as the location for the Juneteenth announcement (H, Geo/C).
- (10) Sectionalism, Civil War, and Reconstruction. The student understands the immediate effects of the Civil War during Reconstruction. The student is expected to:
 - (A) analyze major effects of the 13th, 14th, and 15th amendments in advancing equality in the United States (G/Civ);
 - (B) analyze how Lincoln's assassination altered the plans for Reconstruction, including the Ten Percent Plan (H, S);
 - (C) compare the Reconstruction plans of Johnson and Congress, including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected (G/Civ, S);
 - (D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, sharecropping, and the election of African American men to political office (Geo/C); and
 - (E) summarize how the end of Reconstruction and the lack of enforcement of the 14th and 15th amendments led to Jim Crow segregation (G/Civ, S).
- (11) The Rise of Industrial America. The student understands the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:
 - (A) describe the role of the federal government in westward migration, including the Homestead Act, the Morrill Act, the Indian Wars, the Buffalo Soldiers, and the Dawes Act (H, G/Civ, Geo/C, E);
 - (B) describe the end of the open range, including the introduction of barbed wire in Texas (H, Geo/C, E);
 - (C) identify the role of key figures, including John D. Rockefeller, Andrew Carnegie, and Henry Ford, in the American free enterprise system that led to major economic changes during the later industrial revolution (H, E);
 - (D) explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th and early 20th centuries and describe responses, including the Hull House and the Chinese Exclusion Act (H, G/Civ, Geo/C);
 - (E) explain the economic factors and working conditions that contributed to the origins of labor unions, including child labor (G/Civ, Geo/C, E);
 - (F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);
 - (G) analyze the increasing role of the federal government in Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and
 - (H) describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the NAACP, and the Great Migration (G/Civ).
- (12) Imperialism and World War I. The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:
 - (A) describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, and the Panama Canal (H, G/Civ, Geo/C, E);
 - (B) identify reasons for America's involvement in World War I, including imperialism, unrestricted submarine warfare, and Zimmerman Telegram (H, G/Civ, E); and

- (C) explain America's role in bringing World War I to an end, including war bonds, the Selective Service Act, Pershing and the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, G/Civ, Geo/C, E).
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe domestic issues between 1918 and 1929, including prohibition, the 19th amendment, eugenics, and the Red Scare (H, G/Civ, Geo/C);
- (B) describe the influence of African American culture on mainstream American culture between 1914 and 1939, including the Harlem Renaissance (Geo/C);
- (C) identify the economic growth, community building, and self-governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (E, G/Civ);
- (D) identify challenges of African Americans between 1914 and 1939, including the Ku Klux Klan, lynchings, and the Tulsa Race Riots (H, Geo/C, E);
- (E) analyze how factors contributed to the onset and severity of the Great Depression, including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl (H, E, S); and
- (F) analyze the responses to the Great Depression, including the extent to which New Deal programs alleviated economic hardship without fully ending the Depression (G/Civ, E, S).
- (14) World War II. The student understands World War II. The student is expected to:
- (A) identify the rise to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders (H, G/Civ);
- (B) explain the United Kingdom's policy of appeasement under Prime Minister Neville Chamberlain and analyze the results of this policy;
- (C) describe key events of early World War II in Europe, including the partition of Poland, the Invasion of the West, the Battle of Britain, and the Battle of the Atlantic (H, Geo/C);
- (D) describe American neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
- (E) describe the contributions that the American homefront made to World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce Service Pilots (WASP), Rosie the Riveter, and the Bracero Program. (H, Geo/C, E);
- (F) describe events and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, Tuskegee airmen, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C); and
- (G) describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, Iwo Jima, and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C).
- (15) Post-War United States. The student understands post war United States. The student is expected to:
- (A) describe America's post war prosperity due to the free enterprise system, including the Baby boom, GI Bill, suburbs, and interstate highways from 1945 (H, G/Civ, Geo/C, E);
- (B) compare and contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);
- (C) describe the role of the Soviet Union in spreading communism in Eastern Europe, Asia, and Latin America (H, Geo/C);

- (D) explain key developments in the global fight against communism, including the Korean War, Cuban Missile Crisis, the space race, and the Vietnam War (H, G/Civ, Geo/C);
 - (E) explain domestic anticommunism movements as a way to protect American values and freedoms, including the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from communist governments and the overreach of McCarthyism (G/Civ);
 - (F) explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX (H, G/Civ);
 - (G) identify the significance of leaders in the Civil Rights movement, including Thurgood Marshall, who represented parents of school children in the case Brown v. Board of Education; Texan Barbara Jordan, who was the first African American congresswoman; and Hector P. Garcia, who was involved in the GI Forum (H, G/Civ);
 - (H) identify the ideals of self-respect, self-determination, self-reliance, and the cultural pride of African Americans during the goals, strategies, and philosophies of the Black Power movement and explain its impact on 1960s and 1970s politics, cultural pride, and economic empowerment (G/Civ, S); (Pickren/Hall Adopted vv)
 - (I) explain changes in American society in the 1960s and 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and
 - (J) describe how Reagan's idea of "morning again in America" was exemplified through the release of the hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War (H, G/Civ, Geo/C).
- (16) The Modern Era. The student understands the modern era. The student is expected to:
- (A) explain key events in the modern era, including Gulf War, NAFTA, Clinton's impeachment, 2000 election, September 11, 2001, Afghanistan and Iraq wars, the Great Recession, and the Affordable Care Act (H, G/Civ, Geo/C, E);
 - (B) identify the election of Barack Obama in 2008 as a demonstration of equality under Constitutional rights (H, G/Civ); and
 - (C) describe the computer revolution, the cultural impact of the internet, and social media through 2016 (Geo/C).

§113.25. United States Government (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded on, including the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models (G/Civ, S);
 - (B) analyze primary documents, including founding documents, Supreme Court decisions, and legislative texts, to identify constitutional principles, author's purpose, and historical context (H, G/Civ, S);
 - (C) construct and defend an evidence-based argument supported with evidence and using reasoning to connect evidence to the claim (G/Civ, S);
 - (D) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S);
 - (E) evaluate the reliability, bias, and perspective of sources related to government and civic issues (G/Civ, S); and
 - (F) apply constitutional reasoning to analyze a public policy issue, identifying relevant constitutional principles, evaluating competing perspectives, and proposing and justifying a solution (G/Civ, S).
- (6) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3) , (h-2)(1)-(3), and (h-3) --Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:
 - (A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and
 - (B) contrast communism, socialism, ~~fascism~~, and capitalism (G/Civ). (Hall/Pickren w/o)
 - (2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:
 - (A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and
 - (B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).

- (3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:
- (A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self-interest (G/Civ);
 - (B) describe the relationship between religion and civic virtue (G/Civ);
 - (C) evaluate Washington's Farewell Address 1796 as evidence of civic virtue by examining the author's purpose, audience, and message (H, G/Civ, S); and
 - (D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).
- (4) Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:
- (A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and
 - (B) evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S).
- (5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S).
- (6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:
- (A) explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
 - (B) explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-fifths Compromise and the Great Compromise (H, G/Civ).
- (7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ).
- (8) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:
- (A) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
 - (B) explain Natural Law and Natural Rights based on the writings of Locke and Blackstone (G/Civ);
 - (C) identify natural rights in the Declaration of Independence such as "the laws of nature and of nature's God" (G/Civ); and
 - (D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S).
- (9) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:

- (A) describe the principles of and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/Civ); and
 - (B) analyze how the principles of the Constitution are embedded within the seven articles of the Constitution (G/Civ).
- (10) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S).
- (11) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:
 - (A) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S); and
 - (B) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).
- (12) American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S).
- (13) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:
 - (A) describe the structure of the legislative branch and explain the functions of the legislative branch, including the necessary and proper clause (G/Civ);
 - (B) describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ);
 - (C) describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);
 - (D) compare responsibilities of the federal government (G/Civ);
 - (E) identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);
 - (F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and
 - (G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).
- (14) Federalism. The student understands the characteristics of Federalism. The student is expected to:
 - (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
 - (B) explain enumerated, reserved, and concurrent powers, and how McCulloch v. Maryland clarified the balance of federal and state power (H, G/Civ);

- (C) explain the role of the Supremacy Clause in a federal system (G/Civ);
 - (D) explain the effects of the 17th amendment, including the direct election of Senators, on the federalist structure of government (H, G/Civ, S); and
 - (E) describe how conflicts and crises in the United States history changed the balance of power in the federal system in between the state and national governments, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).
- (15) Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:
- (A) identify eligibility requirements, names, and describe roles in the Texas executive branch including the governor and the lieutenant governor (G/Civ, S);
 - (B) identify eligibility requirements, names, and describe roles in the Texas legislative branch including senators and representatives (G/Civ, S);
 - (C) identify eligibility requirements, names, and describe roles in the Texas judicial branch including judges and justices (G/Civ, S);
 - (D) identify residency and voter registration requirements and describe roles in the local and county government [using inquiry and research methods to locate relevant sources] (G/Civ, S);
 - (F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S); and
 - (G) identify that the open meetings act requires governmental bodies to make decisions in public view of citizens.
- (16) Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:
- (A) identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and
 - (B) explain the role of the U.S. Supreme Court with-in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson (H, G/Civ, Geo/C). (Hickman/Maynard w/o)
- (17) Administrative State. The student understands the Administrative State. The student is expected to:
- (A) describe the growth of the federal government (G/Civ, E);
 - (B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and
 - (C) describe the growth of the Texas state government (G/Civ, E).
- (18) Modern Campaigns, Elections, Media, Political Parties and Participation. The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to:
- (A) explain the roles and responsibilities of citizens in United States elections (G/Civ);
 - (B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);
 - (C) explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and

- (D) analyze the voting process and election laws in Texas using simulations of democratic processes, including voting, due process, and caucuses (H, G/Civ, S).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

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

- (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 [~~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 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 (H);
- (B) describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);
- (C) compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica (Geo/C); and
- (D) define primary and secondary sources and geographic tools used by historians (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, biblical text, moral and ethical teachings, which influenced the development of Western civilizations, including 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);
- (C) describe the establishment of the Athenian empire as a result of the Persian War, including the battles of Marathon and Salamis (H);
- (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);
- (E) describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire (H);

- (F) explain how Alexander the Great's conquest led spread Hellenistic culture, including language (H);
 - (G) describe important contributions of Greek civilizations, including philosophy, science, mathematics, government, the arts, architecture, and history, to Western civilizations and the United States (H, G/Civ, Geo/C, S); and
 - (H) contrast ancient Greek political systems, including Athens and Sparta (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, 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 the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts, 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); and
 - (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 (Maynard/Pickren w/o).
- (5) Classical World and Foundational Ideas. The student understands roots of Western civilization in Christianity. The student is expected to:
- (A) describe the origins of Christianity, foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity (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 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);
 - (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 Maurya empire, including the importance of monsoon effects on trade and agriculture, and Gupta empires, including [and] 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);
 - (B) describe important political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper (Geo/C, S);
 - (C) describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and
 - (D) explain how the compass, gunpowder, and printing transformed societies (H, Geo/C, E).
- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
- (A) explain the contributions of the Byzantine Empire, 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);

- ~~(D) identify that beliefs of Islam are found in the Qur'an (Geo/C); (Pickren/Young Defeated vv)~~
- (E) describe the teachings of jihad and how they 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); (Pickren/Young (with 8D, above))~~
- (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 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);
- (D) describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and
- (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, military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);
- (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 the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and
- (C) describe how the Mongol Conquest unified China (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).
- (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 on 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 (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 (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 and city-states, Incan road networks and centralized rule, and Taíno village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and
 - (B) analyze the impact of geography on Pre-Columbian civilizations (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 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 (H, G/Civ, Geo/C, E); and
 - (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 (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 (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 Wealth of Nations (H, G/Civ, Geo/C, E, S);
 - (C) explain the foundation of communist and socialist ideology in The Communist Manifesto, including class struggle, the bourgeois and the proletariat, and the abolition of private property (H, G/Civ, Geo/C, E, S); and
 - (D) compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise (G/Civ, Geo/C, E, S).
- (19) Revolution, Industry, Empire, and the Rise of Liberty. The student understands changing political and cultural characteristics of 19th century Europe. The student is expected to:
- (A) describe 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 (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 (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 World War I 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; (Maynard/Hall w/o)
- (A2) 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);
- (B) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism in Europe (H, G/Civ, Geo/C, E, S);
- (C) describe actions of the Soviet Union to 1945, including collectivization, the Holodomor, and Stalin's Great Terror (H, G/Civ, Geo/C, E); and
- (D) 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 (H, G/Civ, Geo/C, E).
- (24) World Wars and Global Crisis. The student understands World War II (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 the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);
 - (B) identify key events, including 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) .
- (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 (H, G/Civ, Geo/C);
 - (B) describe Western Europe's postwar history, including the Truman Doctrine, the Marshall Plan, American-led free trade system, and the creation of international organizations, including the United Nations, 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);
 - (D) explain 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 the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ); (Maynard/Hall w/o)
 - (C2) 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);
 - (D) explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
 - (E) explain communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and

- (F) explain the political developments in Africa, including decolonization and its consequences, and the fall of apartheid in South Africa (H, G/Civ, Geo/C, E).
- (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 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; (Maynard/Hall
- (B2) explain developments in China and Russia since 1991, including Tiananmen Square Massacre, that contributed to their rivalry as a world power (H, G/Civ, Geo/C, E);
- (C) 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);
- (D) 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
- (E) analyze the impact of globalization since 1991, including the opening of new economic markets and the advent of the Internet (H, G/Civ, Geo/C, E, S).

The Committee on Instruction met on Thursday, April 9 and took action to make recommendations to sunset certain Innovative Courses and to assign an expiration date to those courses listed as TBD.

1) Recommendation to Sunset Summer 2026

CTE Innovative Courses - 7

Innovative Course Title
Digital Image Processing
Introduction to Speech Pathology and Audiology
Logistics Engineering
Occupational Therapy I
Occupational Therapy II
Optical Technician
Topographical Drafting

Non-CTE Innovative Courses- 1

Innovative Course Title
Instrument Repair Technician

2) Recommendation to Sunset Summer 2027

CTE Innovative Courses - 10

Innovative Course Title
Computer Aided Drafting for Architecture
Imaging Technology II
Internetworking Technologies II (Cisco)
Physical Therapy II
Pipefitting Technology I
Pipefitting Technology Lab I
Pipefitting Technology II
Pipefitting Technology Lab II
Quality Assurance for Biosciences
Sports & Entertainment Marketing II

Non-CTE Innovative Courses - 3

Innovative Course Title
Introduction to Renewable Energy
Logic I
Logic II

3) TBD Expiration Dates

CTE Innovative Courses- 34

Innovative Course Title	Expiration Date
Allied Health Therapeutic Services	2026-27
Barbering II	2026-27
Clinical Ethics	2026-27
Esthetics	2026-27
Imaging Technology I	2026-27
Introduction to Imaging Technology	2026-27
Medical Intervention and Research	2026-27
Microbiology and Safety for Cosmetology Careers	2026-27
Nail Care, Enhancements and Spa Services	2026-27
Parenting Education II	2026-27
Physical Therapy I	2026-27
Principles of Allied Health	2026-27
Principles of Community Services	2026-27
Principles of Diagnostic Healthcare	2026-27
Principles of Health Informatics	2026-27
Principles of Nursing Science	2026-27
Principles of Therapeutic HealthCare	2026-27
Advanced Instrument and Electrical	2027-28
Advanced Video Game Programming	2027-28
Applied Nutrition and Dietetics	2027-28
Dental Anatomy and Physiology	2027-28
Fundamentals of Real Estate	2027-28
Introduction to Dental Science	2027-28
Introduction to Instrumentation and Electrical	2027-28

Innovative Course Title	Expiration Date
Kinesiology I	2027-28
Kinesiology II	2027-28
Practicum in Energy	2027-28
Principles of Exercise Science and Wellness	2027-28
Social and Community Services	2027-28
Video Game Programming	2027-28
Barbering I	2029-30
General Employability Skills	2029-30
Parenting Education I	2029-30
Student to Industry Connection	2029-30

Non-CTE Innovative Courses - 6

Innovative Course Title	Expiration Date
Braille	2029-30
IB Business and Management Standard Level	2029-30
IB Business and Management Higher Level	2029-30
IB Theory of Knowledge	2029-30
Leadworthy the Course	2029-30
Team Sport Officiating	2029-30

Strike out d and insert this: (Francis/Reveles) (withdrawn

(d) Knowledge and skills.

(1) Fundamental Concepts of Economics Related to PFL. The student understands fundamental concepts of economics related to personal financial literacy. The student is expected to:

(A) explain how scarcity drives market prices and forces trade-offs in everyday financial decisions, including gasoline, groceries, and home energy sources, by applying supply and demand models to explain equilibrium prices and evaluating the value of alternatives not chosen. (E);

~~(B) explain supply and demand relationships, including supply curves, demand curves, and market equilibrium (E); Merged to 1A~~

~~(B)(C)~~ explain how opportunity costs impact financial choices, including evaluating the value of the next best alternative in decisions between purchasing new or used vehicles and attending college or immediately entering the workforce (E); and

~~(D) describe characteristics of free enterprise, including private property, freedom of choice, profit incentive, competition, limited government, and voluntary exchange (E);~~

~~(C)(E)~~ Describe how appreciation and depreciation affect asset values and net worth, including residential housing, commercial properties, motor vehicles, currency, and stocks (E); ~~and~~

~~(F) explain how historical or religious texts have influenced American financial systems (H, E).~~

(2) Consumer Economics and Financial Decision-Making. The student understands how cognitive biases, emotional responses, cultural influences, and external pressures affect personal financial decisions and demonstrates the ability to apply strategies for rational, informed financial decision-making in a digital age. The student is expected to:

(A) Identify how common cognitive biases such as loss aversion, anchoring, and overconfidence lead to poor financial choices, and identify strategies to counteract them (E, S)

(B) Analyze how marketing strategies — including social media influencers, algorithm-driven recommendations, fintech platforms, and traditional advertising — shape financial decisions by evaluating the credibility, bias, author, audience, and purpose of financial information sources to distinguish evidence-based guidance from promotion (Geo/C, E, S)

(C) Develop and apply structured financial decision-making frameworks, such as cost-benefit analysis and opportunity cost evaluation, combined with strategies to reduce cognitive bias and external influence, to make sound evidence-based financial decisions (E, S)

(D) Evaluate the true cost and risks of Buy Now, Pay Later services, including calculating effective interest rates, analyzing missed payment consequences on credit, and comparing costs to traditional credit options (E)

(3)(2) Earning Income. The student understands that income is earned through the exchange of work and services. The student is expected to:

(A) identify sources of income, including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);

~~(B) describe how federal, state, and local taxes reduce disposable income~~
calculate total compensation by calculating how federal, state, and local taxes reduce disposable income and by quantifying the value of employee benefits, including employer contributions to health insurance, retirement matching, and paid leave, to compare compensation packages across job offers (E, S);

~~(C) explain how employee benefits, including health insurance, retirement plans, and paid leave, are a form of compensation (E);~~
Merged to 3B

(C)(D) analyze post-secondary financing options, including the Free Application for Federal Student Aid (FAFSA), scholarships, grants, work-study programs, and student loans, evaluate the costs, benefits, and return on investment of postsecondary education, training, or credentialing pathways, including student loan implications and opportunity costs, ~~describe the role of the Free Application for Federal Student Aid (FAFSA) in securing grants, scholarships, and student loans (E);~~

~~(E) explain how having a parent in the military influences FAFSA applications(E);~~

~~(F) describe the relationship between postsecondary education and future income earnings (E); Merged to 3(C)~~

~~(G) evaluate the opportunity costs for postsecondary career pathways (E); MERGED into revised (3)(C)~~

~~(D)(H)~~ determine how personal interests and skills align with potential careers that support a desired standard of living based on income potential and labor market data using research practices (E, S);

~~(I) compare earning potential in different labor markets by investigating geographic patterns and economic events (Geo/C, E, S);~~

~~(E)(J)~~ differentiate between gross, net, and taxable income by calculating each from sample pay stubs and explaining how taxes, deductions, and withholdings reduce gross pay to determine take-home earnings(E,S); and

~~(F)(K)describe~~ analyze characteristics of federal and state tax codes, including required income reporting, the purpose of W-2, W-4, and 1099 forms, tax credits, and tax deductions; and (G/Civ, E).

(G) prepare a simulated personal tax return using digital tax preparation tools, applying knowledge of filing status, income sources, deductions, and credits (E, S)

(4)(3) Spending and Planning. The student understands that financial decision-making impacts budgets, helping people achieve financial goals by allocating income to spending and savings accounts. The student is expected to:

(A)develop short-term, medium-term, and long-term financial goals that are specific, measurable, attainable, realistic, and time based, including establishing an emergency fund (E);

(B)~~develop~~ design a balanced budget that accounts for income, fixed and variable expenses, and savings using budgeting tools, including spreadsheets, digital apps, or digital platforms that incorporate current economic data (E, S);

(C) design and maintain a personal financial record-keeping system using digital tools, including tracking income and expenses, organizing tax documents, and reconciling bank statements-~~describe~~

~~the importance of tracking income and expenses to maintain financial records~~ (E,S);

(D)~~compare~~ analyze a variety of financial exchange options, including cash, check, debit cards, credit cards, electronic transfers, peer-to-peer payment platforms, and digital wallets ~~payments~~, by evaluating costs, benefits, security risks, and consumer protections (E);

~~(E)analyze how short-term financial decisions influence personal budgets and long-term financial goals~~ (E); Merged into (4)(A)

~~(E)(F)~~compare the cost of living in different geographic locations ~~while considering social, economic, and political influences~~ by factoring in housing costs, taxes, transportation, and health care based on income and lifestyle (Geo/C, E, S);

~~(F)(G)~~Define inflation and analyze how it impacts purchasing power, savings value, and budgeting, including price fluctuations on durable goods, nondurable goods, and groceries, using historical data and economic indicators ~~describe the role of inflation on an economy, including price fluctuations on durable goods, nondurable goods, and groceries~~ (E,S);

(G)~~(H)~~ Conduct pre-purchase research using consumer resources, reviews, and price comparison tools, and apply negotiation strategies to maximize spending power and secure better prices, terms, or financing~~describe how pre-purchase research is a strategy to maximize spending power~~ (E, S);

~~(I)analyze how marketing strategies, including social media marketing and traditional forms of advertising, influence financial decisions by considering the audience and purpose of the advertisement~~ (Geo/C, E, S); Moved to 2(B)

~~(H)(J)compare the opportunity costs~~ analyze the financial implications of renting versus buying a home by examining rental agreements and mortgage contracts, including adjustable-rate and fixed-rate mortgages, calculating a basic mortgage payment, evaluating closing costs, and comparing total cost of ownership over time (E); ~~and~~

~~(I)(K)compare the opportunity costs of renting versus buying~~ evaluate the financial implications of purchasing versus leasing a motor vehicle by examining lease agreements and purchase

contracts, calculating loan payments, analyzing depreciation, and comparing total cost of ownership (E,S);and

(J) Identify assets and liabilities and construct a personal net worth statement to measure financial health (E, S)

~~(5)~~~~(4)~~Savings and Investing. The student understands that saving and investing are essential components of building wealth considering a variety of factors that influence financial growth, security, and long-term independence. The student is expected to:

(A)compare savings options, including bank savings accounts, money market accounts, high-yield savings accounts, education savings plans, and certificates of deposit, by evaluating interest rates, liquidity, and FDIC or NCUA insurance protections (E);

(B)~~compare~~ compare and evaluate investment options, including small-cap and large stocks, corporate and government bonds, mutual funds,exchange-traded funds, index funds, and digital assets, by analyzing risk, return, fees, and historical performance (E);

(C) compare pre-tax retirement options, including Investment Retirement Accounts and traditional 401(k) plans, 403(b) plans, or pension plans with post-tax retirement options, including Roth Investment Retirement Accounts, or Roth 401Ks, and evaluate the role of employer matching programs in long-term wealth building (E);

(D)explain the role social security plays in federal taxes and retirement benefits (G/Civ, E);

(E)~~calculate interest using the rule of 72~~ calculate simple and compound interest rates, apply the Rule of 72, and demonstrate how the time value of money affects saving and borrowing decisions(E, S);

~~(F)explain how compounding interest contributes to financial growth~~ (E);
MERGED into revised (4)(E)

~~(F)~~~~(G)evaluate~~ assess personal risk tolerance using validated assessment tools and market conditions, including inflation, market volatility, and interest rates, time horizon, and behavioral biases, to construct an age-appropriate investment strategy (E,S);

~~(G)~~~~(H)~~explain how the regulation of financial institutions, including the Federal Deposit Insurance Corporation, National Credit Union Administration, Securities and Exchange Commission, and

Consumer Financial Protection Bureau contributes to financial security and protects solvency (H, E);

~~(H)(I)compare health savings accounts and flexible spending accounts~~
Explain the costs and benefits of health savings accounts paired with high-deductible health plans compared to flexible spending accounts and traditional health insurance, including tax advantages, investment potential, and out-of-pocket risk(E); ~~and~~

~~(I)(J)compare the opportunity costs of hiring a professional financial planner and independent investment~~ evaluate when and how to select qualified financial professionals, including understanding fee structures, fiduciary duty, and professional credentials, compared to independent investment(E); and

(J) describe the characteristics, risks, regulatory landscape, and role of cryptocurrency and digital assets in the broader financial ecosystem, including tax reporting requirements for digital asset transactions (E);

(K) evaluate automated investment platforms, including robo-advisors and micro-investing apps, by analyzing fee structures, investment strategies, algorithmic limitations, and suitability for different investor profiles (E, S); and

(L) explain how automatic enrollment and behavioral nudge designs in opt-in versus opt-out retirement and savings plans affect participation rates and long-term wealth building (E)

~~(6)(5)~~ Credit and Debt. The student understands the costs and benefits of borrowing and lending and how they impact financial health. The student is expected to:

(A) compare credit options, including revolving credit, installment credit, collateralized loans, and unsecured credit, by evaluating interest rates, fees, repayment terms, and the role of collateral in borrowing costs ~~compare revolving credit and installment credit, considering interest rates, fees, and repayment schedules~~ (E);

~~(B)compare relative interest rates for collateralized loans and unsecured credit~~ (E); Merged to (6)(A)

~~(B)(C)describe~~ identify the factors in credit reports that impact credit scores, including payment history, penalties, debt-to-income ratio, number of accounts, credit utilization, types of credit, new credit inquiries, and length of credit history, and classify behaviors that can improve or harm creditworthiness over time (E);

~~(C)(D)~~ analyze sources of credit, including banks, peer-to-peer lenders, payday loans, and title loans, and explain how creditworthiness factors, including collateral, debt-to-income ratio, and payment history, influence access to different types of credit
~~(E) identify sources of credit, including banks, peer-to-peer lenders, payday loans, and title loans (E);~~

~~(E) describe how creditworthiness factors, including collateral, debt-to-income ratio, and payment history, impact access to different types of credit (E); Merged to New (6)(C)~~

(D) examine the components of the cost of borrowing, including annual percentage rate, fixed versus variable interest rates, length of term, grace period, and additional fees (E)

(E) analyze a credit report to identify potential errors, evaluate creditworthiness indicators, and develop a plan to build or maintain strong credit (E, S)

~~(F) explain how payday loans can create a cycle of debt, including predatory lending and installment plans~~ evaluate predatory lending practices, including payday loans, auto title loans, and rent-to-own agreements, and analyze their true cost compared to traditional credit options (E);

~~(G) analyze how borrowing decisions can lead to debt problems, including bankruptcy~~ evaluate and apply debt management strategies, including snowball and avalanche methods, using inquiry-based simulations that address student loans, credit cards, and consumer debt (E, S); and

(H) evaluate truth-in-lending disclosures to determine when risk from borrowing is acceptable (E).

~~(7)(6)~~ Risk Management and Insurance. The student understands that managing risk through saving, insurance, fraud prevention, and legal protections helps safeguard against potential loss and ensure long-term financial wellbeing. The student is expected to:

(A) define insurance terms, including premium, deductible, co-pay, out-of-pocket maximum, and policy limits (E);

(B) explain why disaster-based insurance vary by geographic location for different types of insurance, including flood insurance, fire insurance, wind insurance, and hail insurance (Geo/C, E);

(C)explain how personal risk insurance rates are impacted by risk factors, including personal risk level, coverage amounts, deductibles, and policy limits (E);

(D)Describe types of insurance, including health, auto, renters or homeowners, life, and disability insurance, by comparing coverage options, costs, and suitability for different life stages (E)

~~(E)(D)describe how unemployment insurance and disability insurance support long-term financial wellbeing~~ explain the role of government programs, including unemployment insurance, disability insurance, Medicaid, Medicare, and Social Security, in managing financial risk across the lifespan and supporting long-term financial wellbeing(E);

(F)~~(E)~~describe and respond to ~~strategies to reduce~~ insurance fraud, consumer fraud, and identity theft by understanding reporting procedures and evaluating consumer protection resources (E);

(G)~~(F)~~explain the importance of estate planning, including wills, beneficiaries, powers of attorney, and medical directives (E);

(H)~~(G)~~explain the role of consumer protection agencies in fraud prevention (E);
~~and~~

(I)~~(H)~~explain how an emergency savings fund works together with insurance as part of ensuring long-term financial wellbeing (E); and

(J)discuss personal digital financial security practices, including multi-factor authentication, phishing recognition, data privacy, and secure management of financial accounts, and develop a personal digital security plan (E, S)

~~(7)Entrepreneurship and Business Structures. The student understands that entrepreneurship and business structures in a free enterprise system provide opportunities for individuals to create businesses, assume risk, earn profit, and contribute to economic growth. The student is expected to:~~

~~(A)analyze the risks and rewards of starting, owning, and franchising a business by developing a business plan that includes calculating revenue and profit for a business venture (E, S);~~

~~(B)explain how entrepreneurs respond to supply and demand trends and unmet needs when starting a new business (E);~~

~~(C)describe taxes related to owning a business, including self-employment tax, income tax, corporate income, payroll tax, excise tax, commercial property tax, franchise tax (E);~~

~~(D)explain how entrepreneurs use job creation and innovation to contribute to economic growth (E);~~

~~(E)compare costs and benefits of gig employment, including taxing and insuring independent contractors and free lance workers (E);
and~~

~~(F)compare the business structures of sole proprietorships, partnerships, limited liability companies, and corporations (E).~~



State Board of Education
THE STATE *of* TEXAS

PARENTAL RIGHTS TRAINING FOR SCHOOL BOARD TRUSTEES

Understanding and Upholding Parental Rights in Texas Public Education

- The following training serves to provide a foundational understanding for trustees regarding parental rights and their role as a trustee to uphold and defend them in accordance with their oaths of office.
- The training is not exhaustive of all federal and Texas statutes that address parental rights or board of trustee requirements. **This training does not substitute or serve as legal advice.**
- The training aims to provide trustees with a clear understanding of the protection of parental rights through the constitutions, federal and state laws, ethics and oaths of office, and to demonstrate how those rights align with the mission of public education in Texas.

Training Structure

- The training clusters much of the information according to topic and is loosely ordered to the relevance to a trustee's decision-making.
- There are a few realistic scenarios to guide comprehension.
- Knowledge Checks are required at the end of each section to test knowledge.

Requirement

- Parental Rights training for trustees is required under state law and Administrative Code.



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(Each section is followed by a short quiz.)

- I. Introduction and Framework for Parental Rights Training**
- II. Transparency**
- III. Public Comment, Engagement with Government, and Board Meetings**
- IV. Instructional Materials and Library Materials**
- V. Grievances**
- VI. Special Education, Bilingual Education, and Special Language Programs**
- VII. Student Data Collection Practices**
- VIII. Student Discipline**
- IX. Educator Misconduct - a Parent's Right to Sue**
- X. Mental Health Services, Surveys, and Screenings**
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- XIII. Health Education Instruction**
- XIV. Human Sexuality**
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- XVII. Course of Study and Supplemental Services**
- XVIII. Grade, Class Rank, and Attendance**
- XIX. State Standards**
- XX. Student Participation in Clubs, Organizations, and Religious Studies**
- XXI. School Options**

- Closing**

- Certificate of Completion**

I. INTRODUCTION

sample image

Parental Rights are Inherent

**“The child is not the mere creature of the State.”
– Pierce v. Society of Sisters (1925)**

Children are not the property of the school district or any other government institution. They belong to their parents. It's important to remember this in everything you do as a trustee, whether acting as an individual trustee, or during a board meeting. In what you discuss, in how you think, and in how you express that you're thinking.

Today, you'll learn about some parental rights which are codified, that is, put into writing into law or administrative code. You'll be reminded that parental rights are not a creation of statute or of the state and national constitutions. They are inherent rights that pre-date not just public education, but the government itself.

The United States Supreme Court has repeatedly affirmed that the right of parents to direct the care, custody, and control of their children is a fundamental liberty interest protected by the Due Process Clause of the Fourteenth Amendment.

Parental Rights are Inherent

Additionally, as of 2025, Texas has a constitutional amendment affirming parental rights.

"To enshrine truths that are deeply rooted in this nation's history and traditions, the people of Texas hereby affirm that a parent has the responsibility to nurture and protect the parent's child and the corresponding fundamental right to exercise care, custody, and control of the parent's child, including the right to make decisions concerning the child's upbringing." -Texas Constitution, Article 1, Section 37

The state can interfere only when there is a truly compelling reason – think life-saving medical care – and even then, only with the narrowest possible means and full due process.

Beyond common sense, research backs up the importance of the parent-child relationship. When parents are fully engaged, kids do better academically, socially, and behaviorally.

Let's start building the foundation for this training by creating a framework for understanding parental rights.

I. INTRODUCTION



Parents are Essential to Education

First a question. Why, in Texas, do public schools exist?

Texas Constitution – Article VII. Section 1. Support and Maintenance of System of Public

Free Schools. A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of free public schools.

The Texas Constitution establishes public schools for a specific purpose: preserving the liberties and rights of the people. This purpose necessarily includes safeguarding parental rights.

The primary law that governs our school system is, of course, the Texas Education Code. TEC Chapter 4 articulates the mission and objectives of public education. The very first objective of Texas public education is unequivocal; and an important thing for trustees to remember in all that they do, particularly when setting policy, fielding and addressing problems or deciding grievances:

TEC §4.001(a) – Mission of Texas Public Schools:

“...a successful public education system is directly related to a strong, dedicated, and supportive family and...parental involvement in the school is essential for the maximum educational achievement of a child.”

TEC §4.001(b) – Objective 1 of Texas Public Schools:

“Parents will be full partners with educators in the education of their children.”

I. INTRODUCTION



Parents are Essential to Education

As you can see, Texas law recognizes that parents are the most important voice in a child's education.

State law reinforces that students do best when parents and families are informed, involved, and respected. Parents are partners with educators, administrators, and boards of trustees in their children's education.

Parental rights are protected by both the U.S. and Texas Constitutions. As such, trustees have a responsibility to understand the noteworthy legal ramifications of violating parental rights, such as under a **42 U.S.C Section 1983** lawsuit regarding violation of rights under color of law, which can result in high attorney's fees and damages.

Johnson et al v. Henson, Marlin ISD, Simmons (2026) \$7.5 Million judgement



Texas Law Defends Parent Rights & Education

Texas Education Code 1.009. Infringement of Parental Rights Prohibited.

"The fundamental rights granted to parents by their Creator and upheld by the United States Constitution, the Texas Constitution, and the laws of this state, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child under Section 151.001, Family Code, may not be infringed on by any public elementary or secondary school or state governmental entity, including the state or a political subdivision of the state, unless the infringement is:

- (1) necessary to further a compelling state interest, such as providing life-saving care to a child; and
- (2) narrowly tailored using the least restrictive means to achieve that compelling state interest."

Texas Law Defends Parent Rights & Education

Texas Education Code also establishes an entire chapter devoted to outlining some parental rights and responsibilities.

Section 26.001 begins thusly:

(a) As provided under Section 151.001, Family Code, a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from this state, any political subdivision of this state, a school district or open-enrollment charter school, or any other governmental entity.

(a-1) Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.

(b) The rights listed in this chapter are not exclusive. This chapter does not limit a parent's rights under other law.

(c) Unless otherwise provided by law, a board of trustees, administrator, educator, or other person shall comply with Section 1.009 and may not limit parental rights or withhold information from a parent regarding the parent's child.

etc...

I. INTRODUCTION



Sworn Oath to Protect & Defend Parental Rights

In building the framework for training, we've touched on the constitutions and the reason for public education, education laws and the importance of parents and parental rights in education. Now, let's talk more about you: School district trustees.

Upon taking office, trustees swear the following oath:

Oath of Office

"I, _____, do solemnly swear that I will faithfully execute the duties of the office [of school board trustee] and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this state, so help me God."

On Day 1 of your public service, you swear to preserve, protect and defend parental rights.

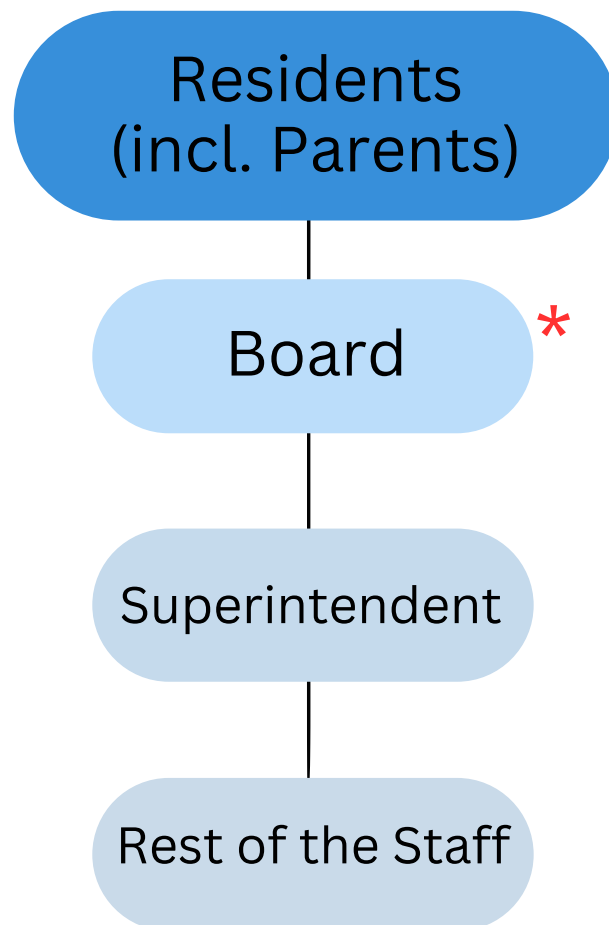
From that moment on, you and your co-equals set the tone for how parental rights must be honored within the district by your chief subordinate, the superintendent, as well as his or her entire staff.



I. INTRODUCTION



ISD Hierarchy



Where do parents come into play in the hierarchy of a school district? Trustees are elected from among the constituency to govern and oversee the government entity called the School District. The board of trustees represents that community, where parents are chief among trustees' constituents.

Reporting directly to the school board is the superintendent. *The board's attorney is a direct report, as is an *internal auditor, if you have one. You might even have a **parent ombudsman** to help parents when they encounter problems - a position that would need to be independent from the superintendent.

The superintendent is responsible for ensuring full compliance with state and federal laws, including parental rights, and for fulfilling and enforcing board policies, directives, goals and decisions.

(If the superintendent is also a parent of a student in your schools, the superintendent has *parental* rights to the same degree as other parents, in his or her personal capacity.)

Reporting to the board through the superintendent are all other staff members. Many of your employees may also be parents of enrolled students. They possess all the same rights, in their personal capacities, that non-employee parents enjoy.

Throughout the entire hierarchy, and with the varying levels of responsibilities, parental rights are pertinent.



Knowledge Check



II. TRANSPARENCY

sample image

II. TRANSPARENCY



Transparency fosters trust in public education. In this section, we're diving into the essential rights parents have to transparency from their school district under Texas and federal law.

We'll start with Texas Education Code Chapter 26. This chapter positions parents as active partners with educators in their children's learning. It guarantees access to all written records concerning their children, including attendance, test scores, grades, disciplinary actions, counseling and psychological evaluations, medical records, teacher assessments, lesson plans, library catalogs and even library materials checked out.

TEC sec. 26.001(d), for example, lists parental rights school boards must make parents aware of at the start of each school year and (e) post the TEA parents' right to know handbook prominently. Please refer to the TEA's handbook of Parental Rights for full details.

TEC Section 26.008 makes it clear that parents are entitled to full information about their child's school activities. Districts cannot withhold details or coerce a child to keep secrets from parents—that's grounds for employee discipline. This "no secrets" principle ensures transparency in daily operations. The Supreme Court of the United States, in 2026, upheld a parent's right to know what's going on with their children in a case, *Mirabelli v. Bonta* (2026)

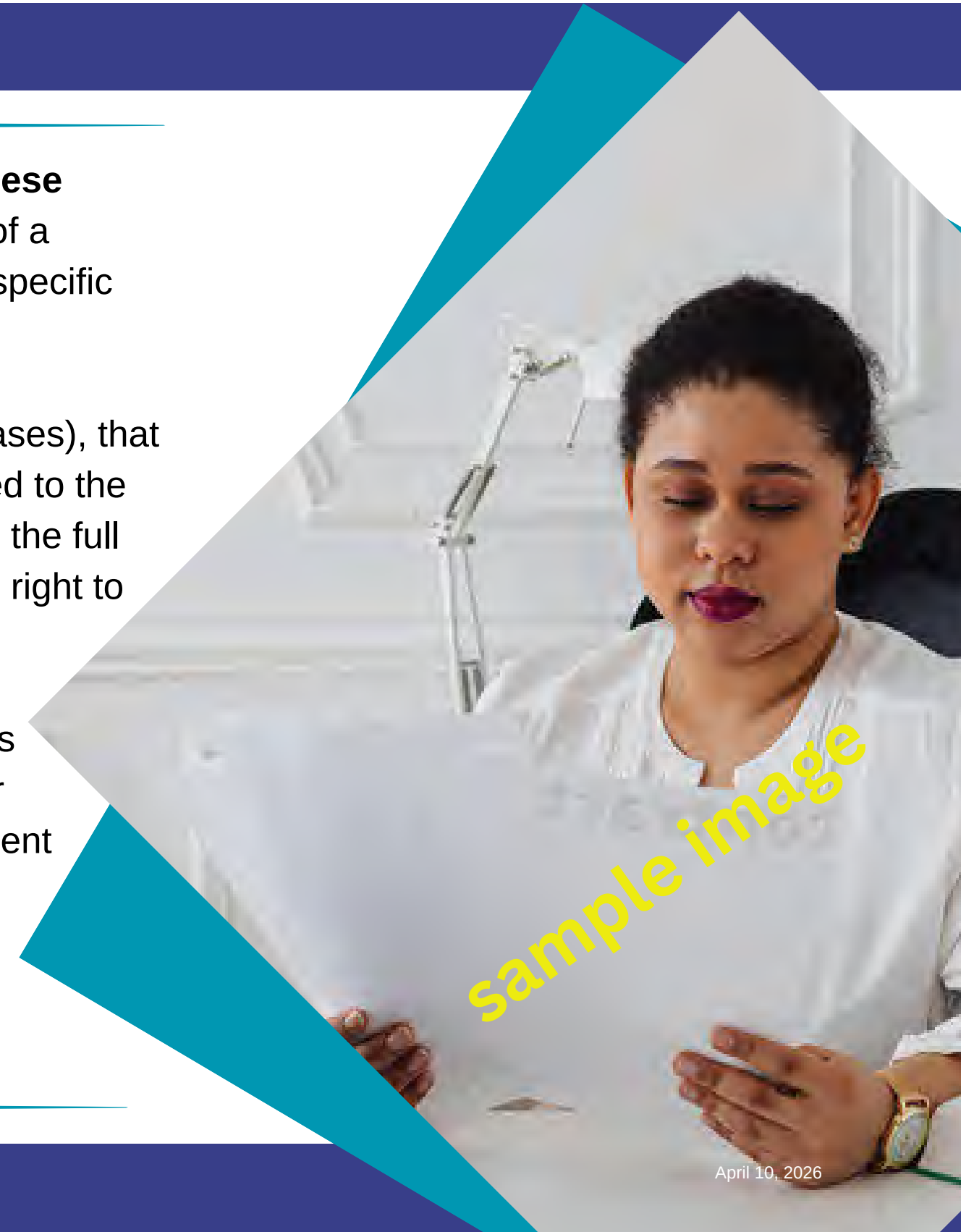
Under a culture of “no secrets from parents” and “full partnership with parents,” parental rights are common sense. When boards establish a culture where parents are respected and work to foster strong parent-teacher relationships, students win - academically, behaviorally, socially.

II. TRANSPARENCY



Federally, the Family Educational Rights and Privacy Act—or FERPA—reinforces these rights. Under FERPA, parents can inspect their child's education records within 45 days of a request, seek amendments for errors, and control disclosures without consent, except in specific cases.

- If a record includes information about other students (such as in discipline or safety cases), that does not necessarily prevent a parent from accessing it. If the part of the record related to the parent's child cannot be separated or redacted without losing its meaning or providing the full information relating to the requesting parent's child, then all parents involved have the right to access the full record.
- Trustees and district staff should review the March 28, 2025, letters from United States Secretary of Education Linda McMahon and from the Student Privacy Policy Office for additional reminders and information about FERPA including annual notification to parent requirements and parental rights to inspect and review education records.
- The letter is available at https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Secretary_Comb_SPPO_DCL_Annual%20Notice_0.pdf



II. TRANSPARENCY



The Texas Public Information Act (TPIA), in Government Code Chapter 552, opens up district records to public scrutiny, with a strong presumption that information is accessible but for limited legal exemptions. Parents have a special right of access to records containing their own child's information.

The TPIA mandates disclosure of formally-requested public records promptly. "Promptly" is defined in Section 552.221(a) as "as soon as possible under the circumstances, that is, within a responsible time, without delay." Trustees and all employees are temporary custodians of district records on personal devices, such as texts or emails on a personal account. **Under Penal Code 37.10, it is a crime to tamper with or conceal these records, including deleting them or intentionally avoiding the turning over of records when requested under TPIA.**



How are you performing oversight on records releases?



II. TRANSPARENCY



Under federal code, the Protection of Pupil Rights Amendment (PPRA) requires transparency on surveys, physical exams and more. For parents whose children have special needs, federal IDEA laws and Texas SPED rules provide robust transparency: full access to all related records, consent for evaluations, and active involvement in IEP meetings. Districts must provide annual notices of these procedural safeguards.

Under Every Student Succeeds Act, Title I campus parents have access to observe classrooms while their children are present. Parents may not know of this right.



II. TRANSPARENCY



Because parents are entitled to so much transparency, including notices that must be proactively sent, staff likely has a compliance checklist they use. For your purposes, it's good to know, generally, of the broad rights parents have so that you can identify areas for improvement and areas of success.

Many communication requirements will be listed in the TEA's handbook on parental rights, and are also throughout the education code, such as in Chapters 11 and 39.

The School Health Advisory Council also must post notice of meetings with agendas, then post an audio or video recording and minutes. This parent-led council offers input to the district on community values, so this transparency (as well as good membership policies and procedures) are important for the parents of your district and for sound decision-making by the board.

 **Take Home Transparency Point.**
The laws are clear. No Secrets. Partner with Parents.

II. TRANSPARENCY



Comprehension Check

Parents allege that the administration is blocking release of a video of an altercation involving their daughter, saying "other students are in the video."

The daughter is getting sent to DAEP based upon this evidence the parents have not seen. Who is right?

A. The administration is right. As long as an SRO concurs that the daughter did what she's accused of, the parent doesn't get to see the video because FERPA protects the other student.

B. The administration has to let the parent come view the video even if they are unable to blur the images of the other student's faces.

Answer: B. The video is an educational record. The parent has the right to view it. (FERPA)

sample image



Knowledge Check

A photograph of a longhorn cow with white and brown spots and long, curved horns, standing in a field of tall, dry grass. In the background, there are trees with vibrant autumn foliage in shades of yellow and orange, under a blue sky with some clouds.

III. PUBLIC COMMENT, ENGAGEMENT WITH GOVERNMENT & BOARD MEETINGS

sample image

III. PUBLIC COMMENT, ENGAGEMENT WITH GOVERNMENT & BOARD MEETINGS



Parents are essential in the education of their children and have associated rights. Schools which emphasize and honor the parent-child relationship in regards to academics will reap the rewards of academic success and reduced behavior problems. Schools which work diligently to restore and build the parent-teacher relationship will help parents understand the importance of their involvement and engagement.

 What does parent engagement mean to you?

Since every school board is required to have a plan for parental involvement to improve cooperation between parents and teachers—especially in areas like homework, attendance, and discipline, here is something to consider:

 How should trustees encourage parents to learn about their district's specific plan?

Relevant Texas Education Code: TEC §25.086, TEC §25.087, TEC §25.0875, TEC §26.010



III. PUBLIC COMMENT, ENGAGEMENT WITH GOVERNMENT & BOARD MEETINGS



State Board of Education
THE STATE of TEXAS

Government Code Chapter 551, the Open Meetings Act, ensures school board decisions happen in the open. All regular and special meetings are public, with agendas posted 3 business days in advance and with videos recorded and posted timely.

The Education Code requires boards to adopt and enforce a policy that requires meetings to be held outside of typical work hours and to move a public comment period toward the beginning of the meeting. These are to promote “parental engagement” because they better enable parents to weigh in on issues that impact their children, or to appeal to their elected officials for action. TEC Sec. 26.0071.

When discussing or adopting a budget, the district must post a physical copy of the budget to be considered, or make the budget clearly accessible on the home page of the district’s website. The proposed budget must include a taxpayer impact statement showing a comparison of property tax bill for the current year and the estimated property tax bill for the following year if the budget were to be adopted. For more, please see TGC Sec. 551.043.

III. PUBLIC COMMENT, ENGAGEMENT WITH GOVERNMENT & BOARD MEETINGS



Engaging with Public During a Board Meeting

Trustees **may** speak with and engage with parents (or members of the public) during the public comment period, but there are considerations to factor in:

IF DURING MATTERS FROM THE FLOOR (non-agenda items)

Trustees can answer direct questions or ask clarifying questions, but can't deliberate or take action on a topic that isn't on the agenda.

IF DURING AGENDA ITEMS

Trustees can engage in conversation, call the individual back up for questioning, similar to how trustees engage staff when considering an agenda item. The board should consult an attorney with regard to any risk of viewpoint discrimination.

INTERRUPTING & CONTENT DISCRIMINATION

The meeting presider should take care not to interrupt a speaker unless absolutely necessary. If interrupted, the speaker should be given compensatory time. The presider cannot screen against content and should not allege lack of decorum simply for the words chosen. The speaker is responsible for his or her own words. The First Amendment of the Constitution protects not only opinions, but a person's right to redress its government. You cannot compel a person to file a grievance as it is a form of compelled speech. You should clearly define what constitutes lack of decorum, and be able to answer, precisely, what is and isn't allowed when a speaker is confused by instructions.

- Trustees should also be cognizant that during the public comment period that they may not have all of the information regarding the parent's concerns.
- Trustees may not prohibit public criticism of the board including any criticism of any policy, procedure, program, or service, although they may impose decorum requirements.

Relevant Texas Government Code: TGC §551.007



Knowledge Check

A photograph of the Alamo mission in San Antonio, Texas, at night. The building is illuminated with warm yellow lights, highlighting its stone facade and arched windows. A large, dark wooden door is visible in the center. To the left, a flagpole with the Texas state flag is visible. The foreground shows a paved area and a small green lawn. The sky is a deep blue.

IV. GRIEVANCES

sample image

IV. GRIEVANCES



Each school board must adopt a local grievance policy for complaints or grievances of parents, students, or community members. The policy must require certain levels of review, and timelines, in accordance with Education Code Chapter 26A. If the grievance is related to a specific campus, the review must start with the principal of the campus at which the grievance is filed. If the matter is unrelated to the campus, the review may have to begin with a district administrator. Regardless, the grievant may appeal decisions against them all the way up to the board of trustees.

Timelines

A parent has 60 days to file a grievance from the date they knew or had reason to know of the facts leading to the grievance. If the parent attempted to resolve the issue informally, the parent has additional time to file. **This is to encourage resolution before a grievance is filed.** It gives the principal (or other administrator) plenty of time to get to an amicable resolution and both parties to gather documentation. **How does the board encourage administrators to resolve issues amicably?**

Administrators must hold hearings on the grievance within 10 days of it being filed at that level and issue a written decision within 20 days of the hearing. However, your board policy could require this to go faster, by allowing administration only 5 days to hold a hearing and 10 days to render a decision. State law timelines are simply of the upper boundary of time staff is permitted to take.

In an appeal to the board, the board shall hear the grievance within 60 days and issue a decision within 30 days of that hearing. This is expedited compared to most previously-adopted policies.

IV. GRIEVANCES



No Retaliation

A school employee and school board may not retaliate against a student or parent for filing a grievance.

Conflicts

If a person involved in reviewing a grievance is the *subject* of the grievance, that person must recuse themselves.

Records & Evidence

Each level of hearing of the grievance must be recorded and retained. A parent who filed a grievance may add additional claims or provide additional documentation. **The school district must issue a decision on the merits of the grievance, regardless of procedural errors or the type of relief requested by the complainant.**

Board Hearing

The board hearing may be open or closed to the public, subject to the request of the complainant. If a hearing is before the board of trustees of the district, the complainant must receive a description of any information the board intends to rely on that is not contained in the record at least five days in advance and the meeting in which the grievance is discussed must be recorded by video or audio or a transcript be created by a court reporter.

Relevant Texas Education Code: TEC §26A.001, TEC §26A.002

IV. GRIEVANCES



Walker v. North East ISD (2013 Commissioner's decision)

Bottom line: A superintendent should not go into executive session to deliberate a grievance.

For due process, this makes sense. The board, which represents the constituents and not the staff, if you remember the hierarchy, is to be a neutral decision-maker. The superintendent is not neutral. Instead the superintendent is akin to the "defendant" against a parent/teacher/taxpayer "plaintiff," if you will. In a court metaphor, the defendant doesn't enter the jury's deliberation room.

Often, the board's lawyer is also not neutral, since he or she is often involved at lower levels of the grievance, advising or establishing a strategy to handle or respond to the complaint. If you need legal counsel, you can hire always lawyer who has not been involved. Fairness is a basic principle the board owes every grievant.

Appeals to the Commissioner

Parents have the right to appeal a board's decision to the commissioner of education under TEC Sec. 7.057.

Constitutional Violations

With both a Texas Constitutional Amendment and the 14th Amendment of the U.S. Constitution protecting inherent parental rights other legal avenues exist that may not require a grievance to be filed before filing suit in court. As of creation of this training, state courts have not yet heard a case connected to the newly-ratified state constitutional amendment. Time will tell.

IV. GRIEVANCES



No Grievance Required

Complaints

The Texas Education Agency can investigate

- violations relating to a federally funded program,
- misuse of federal or state funds by a public school,
- conditions in a public school that violate a statute protecting the health, safety, or wellbeing of students or staff,
- state assessment violations,
- inaccurate data submitted through the Public Education Information Management System (PEIMS),
- educator misconduct, or
- complaints about educator preparation programs.

Parents can file complaints with the agency and if the complaint is determined to be within the agency's jurisdiction or authority the agency may investigate. For abuse or other crimes, they can simply call the police.



IV. GRIEVANCES



Some Best Practices

When you Learn of a Filed Grievance from a Constituent (Consult your attorney as needed on these suggestions)

- Encourage them to follow the policy closely
- Inform them of any board expectations you have for the staff, such as partnering with the parent to resolve things a.s.a.p.
- If TEA can investigate, direct them to the TEA Complaint Navigator which will help them know if a grievance is still required.
- Do not give legal advice, but you can tell them that each level is supposed to be looking at documented evidence, so if conversations are documented they can become part of the record.
- Listen for anything that requires a report to law enforcement or the TEA (by you or by staff).

Fact:

- Texas is a one-party state for recording conversations.
- If you have an internal auditor and the issue warrants a formal investigation by an individual that reports directly to the board, you can raise this with your IA or board, as appropriate.

Fiction:

A board member who talks to a grievant “may have to recuse themselves.” As long as the trustee isn’t a named party, the trustee can’t be prevented from speaking with his or her constituent. These are things trustees may want to discuss in workshops.

IV. GRIEVANCES



Informed Oversight - A trustee's job

Grievances are time-consuming, expensive, and can be stressful on the grievant.

However, they are also bellweathers of problems parents perceive to be occurring within the district.

For this reason, the board can obtain a regular report on all formal grievances filed.

- So the board can oversee whether staff is fully complying with grievance laws, policies, due process, parents' rights.
- Can lead to better policy, training, even goals for the superintendent to fulfill related to parents' rights.
- Grievances may point to the need to change Campus or District improvement plans related to parents' rights.
- Listen for anything that requires a report to law enforcement or the TEA (by you or by staff).



When hearing a parent's grievance, remember you are the impartial judges ensuring due process.

According to the law, decisions are to be based on the merits of the grievance. Boards must ensure subordinates are complying with the law in this process.

IV. GRIEVANCES



State Board of Education
THE STATE *of* TEXAS

Knowledge Check



V. INSTRUCTIONAL MATERIALS & LIBRARY MATERIALS

sample image

V. INSTRUCTIONAL MATERIALS & LIBRARY MATERIALS

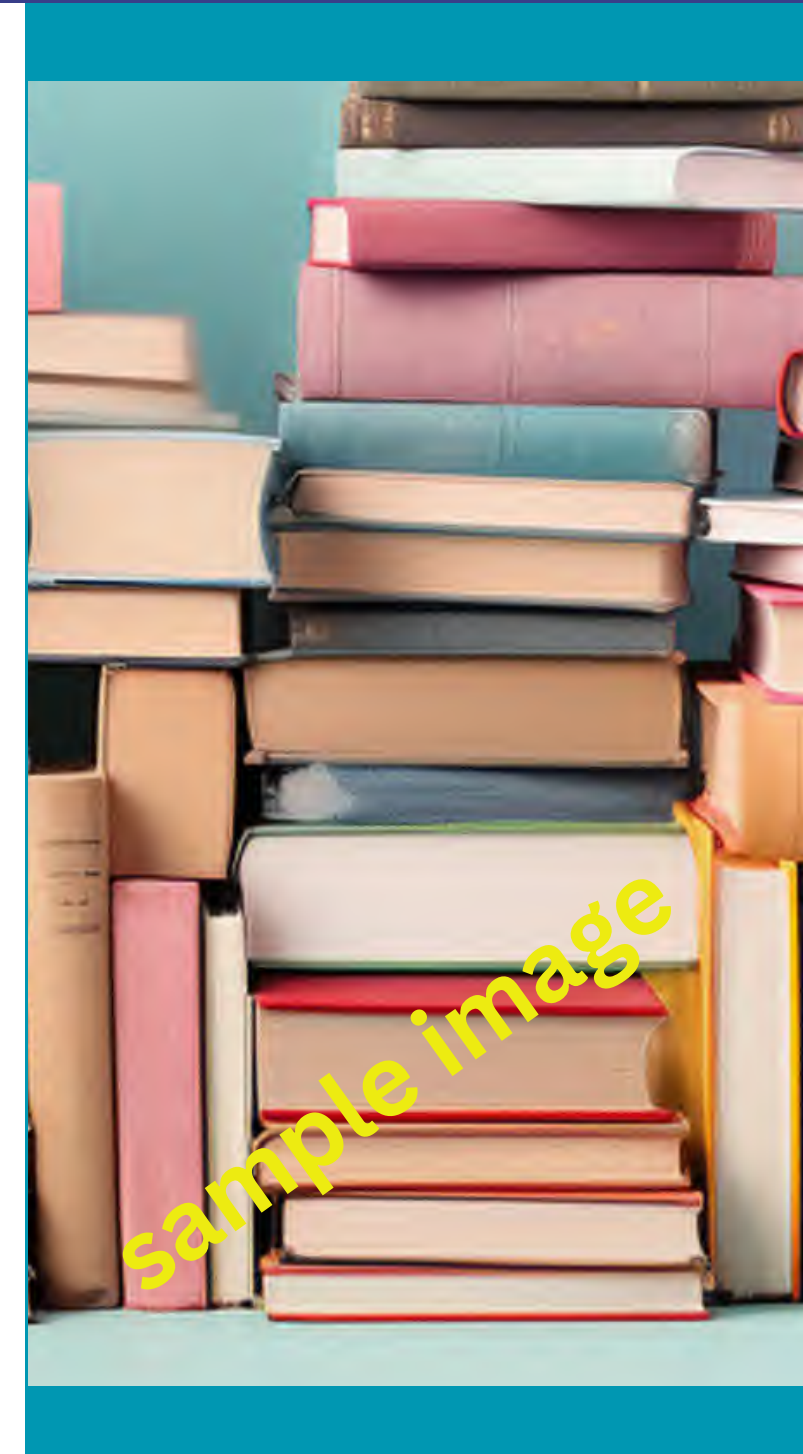


State Board of Education
THE STATE of TEXAS

In this section we're focusing on your essential role in upholding parental rights regarding instructional and library materials. What to remember? **See and Say.** Parents have the right to **see** and they have a **say**.

The 2025 Supreme Court decision on *Mahmoud v. Taylor* affirmed, yet again, that parental rights are protected by the 14th amendment of the U.S. Constitution. This powerful decision provides clarity about parents' right to direct their children's education and religious upbringing. At issue was an LGBT book assigned to public school children. The Court ruled that not only do parents have the right to opt-out their children from assignments that conflict with parents' decisions regarding their children's upbringing, but that schools have to notify parents of their right to opt out.

In *Little v. Llano County*, (2025) U.S. 5th Circuit Court of Appeals, the district court affirmed that public-funded libraries cannot be compelled by objectors to return books to the shelf which have been removed. Essentially, the court declared no one has the right to "receive information;" no one can compel government to possess a particular library book.



V. INSTRUCTIONAL MATERIALS & LIBRARY MATERIALS



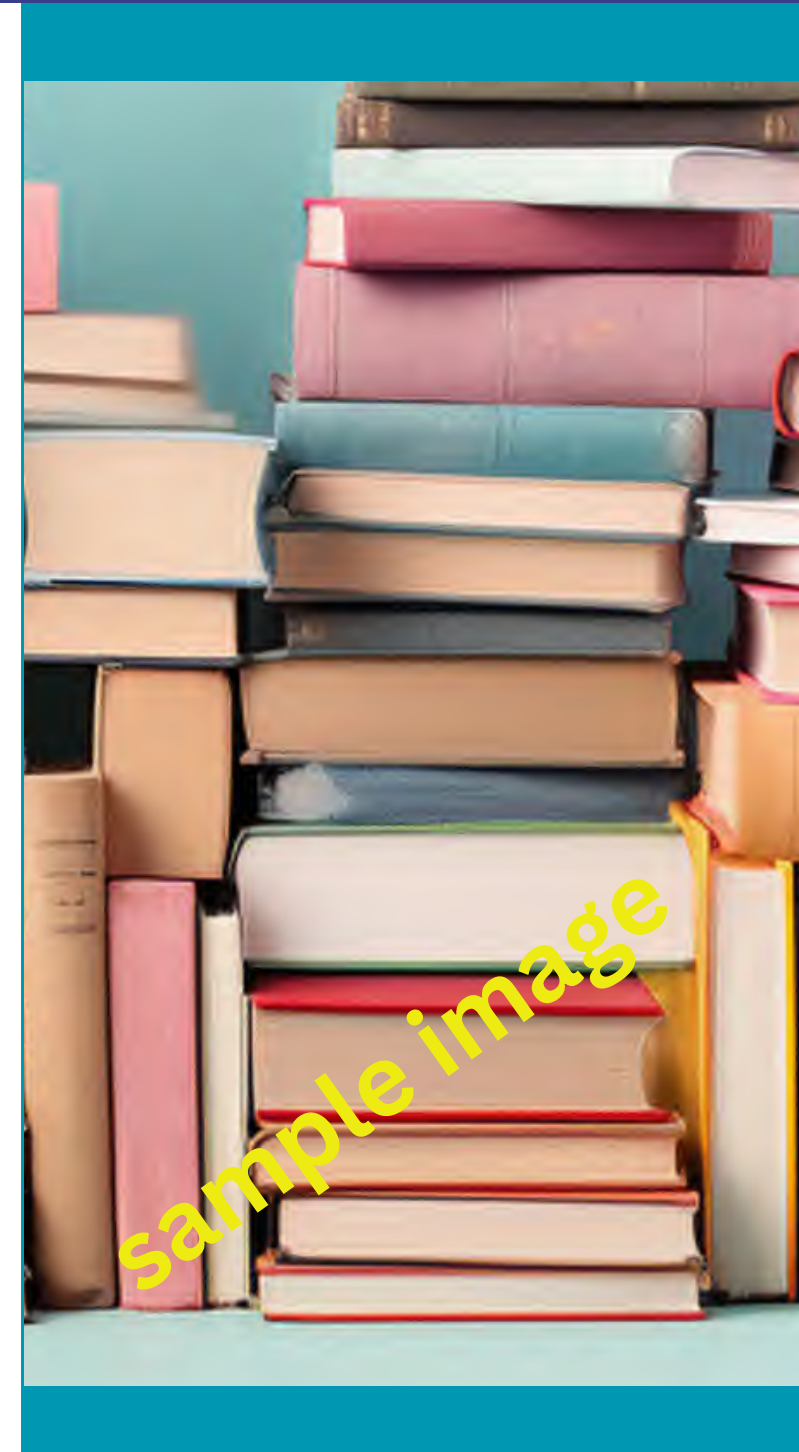
State Board of Education
THE STATE of TEXAS

Plaintiffs had argued books should be returned to the shelves, alleging they had a right to receive speech. The court disagreed, saying it would become a **“brave new right to receive information from the government in the form of taxpayer-funded library books. The First Amendment acknowledges no such right.”**

The court continued, **“....people have some right to receive information from others without government interference... But plaintiffs want more. They demand to receive information from the government itself.**

“It is one thing to tell the government it cannot stop you from receiving a book. The First Amendment protects your right to do that. ...It is another thing for you to tell the government which books it must keep in the library.”

This case may or may not be reflected in your board policy, but you should consider adding it. Many districts have policies mentioning “Pico.” Of that case, this court says: **“But we long ago held, and today reaffirm, that Pico lacks precedential value.”**



These key decisions demonstrate the importance of understanding parental rights and the proper role of a government entity, a school district, in relation to instructional materials, including library books.

Parents can See and Parents have a Say.

Parents have the right to be involved in their child's education related to instructional materials, For example:

- Under state law, parents are to be given a preview, annually, of all counseling materials that a counselor may use.
- They can say something to inform your decisions before curriculum is adopted, and see the curriculum during public preview opportunities.
- They can see what's being taught by reviewing textbooks, teacher guides, tests (after they're administered), videos and more. They can also watch virtual lessons and ask for login access to online learning platforms.
- They can see lesson plans and syllabi for each class and say something about it by opting out or providing feedback.

Relevant Texas Education Code: TEC §26.006; TEC §26.0061, TEC §26.0062, TEC §31.072, TEC §31.154

Library Materials, including Classroom Library materials

Parents are entitled to know library materials their child checks out and districts who use an online portal shall make the information accessible there. It's about convenience so they can See and Say.

- A school district must provide parental access to the catalog of available library materials at each school library in the district. Parents may challenge library material. Parents may submit a physical or electronic list of library materials that their child may not be allowed to access which the district must enforce.
- Parents have the right to force their boards to establish a library advisory council, if 10 percent of students' parents or at least 50 parents petition the board. This council will have a majority membership of parents and will make recommendations to the board regarding the library collection.

These are just some of the codified parental rights concerning instructional materials. Please refer to the Texas Education Agency's handbook on parental rights for more detail.

Relevant Texas Education Code: TEC §33.023, TEC §33.024, TEC §33.025, TEC §33.027

Under federal law there is **CIPA, the Children's Internet Protection Act**. This applies to online resources and requires schools and libraries receiving federal E-rate discounts for internet access or services to implement internet safety policies, including technology filters that block or restrict access to obscene images, child pornography, and material harmful to minors. This has applicability beyond just library materials.

Board members have a duty to protect children and parental rights. Being generally aware of these laws and rights should help you perform your responsibilities well.

Boards must adopt written policies governing selection, acquisition, and removal of library materials. Crucially, removal cannot be based solely on a trustee's, administrator's, or employee's personal disagreement with a viewpoint—that violates viewpoint neutrality.

Stakeholders, including parents and other taxpayers, have the right to challenge whether any resource is educationally suitable or age-appropriate. Evaluation must align with board policy, educational purpose, age appropriateness, and community standards; and standards of the Texas State Library and Archives Commission.



How do you evaluate and oversee whether your superintendent is upholding and defending parental rights in these areas?



Knowledge Check

A vibrant field of wildflowers in red, yellow, and blue. The flowers are in various stages of bloom, with some showing bright red petals and others yellow or blue. The background is a soft-focus green, suggesting a lush field.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS

sample image

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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THE STATE of TEXAS

SPECIAL EDUCATION ISSUES tend to be concerns parents commonly face. Many of their concerns never reach the board level. Nonetheless, they are important. First and foremost, for the child whose education is at hand. Second, for the parent who is seeking sufficient, safe services for his or her child. Third, for the teachers who often need support. Fourth, for the district whose reputation depends on cared-for parents, children and teachers. Fifth, and not necessarily last, is the taxpayer who would, most likely, prefer funding go to educate a student rather than go to attorneys opposing parents who are having to advocate, and advocate, and advocate for their children's services.

As a trustee, it's important you know where to look for more information on Special Education. You can start with the TEA's parent rights handbook.



Do you discuss special education curriculum at the board level? Do you assist parents when they reach out? Have you observed special education classrooms for any length of time during campus visits? Given the complex laws and rights involved, how can you best serve this special population, their parents and their teachers?

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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The federal law that establishes most of the rights for students with disabilities is referred to as the Individuals with Disabilities Education Act (IDEA) and versions of it have been in place since 1975.

According to IDEA, eligible students are entitled to a “free appropriate public education” or FAPE.

To comply with IDEA, districts must conduct a process often called “Child Find,” by which the school will “identify, locate, and evaluate every child who may have a disability required special education services.”

Please refer to the TEA's Parents' Rights handbook or to federal and state law for full information on Special Education rights for students and parents. For the purposes of fulfilling a trustee's role of informed oversight and governance, this training will cover what is a very detailed, complex topic at a high level.

- Texas Education Code, Chapter 29 governs special education rights
- TEC §29.003: Students from birth to 21 with specific disabilities are eligible for FAPE (Free Appropriate Public Education)
- Key processes: Full Individual and Initial Evaluation (FIIE), ARD Committee, Individualized Education Program (IEP) or Behavior Intervention Plan (BIP) development

Parents play a critical role in evaluations, ARD meetings, and IEP decisions.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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The Full Individual and Initial Evaluation is the critical first step to determine eligibility for SPED services. Parents can request an FIIE at any time, and the district needs parental consent to proceed. The funding incentive covers private and homeschooled students too.

Full Individual and Initial Evaluation (FIIE)

- School districts must conduct an FIIE upon parent request and with parent consent
- Can be initiated by parents or school staff when a student is struggling (even after interventions) or if a disability is suspected
- Funding: TEC §48.159 some funding provided per completed FIIE to the district

Applies to all students, including those in private schools or homeschooled who undergo testing at their locally zoned public school.



VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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THE STATE of TEXAS

ARD Committee, IEP, and Placement

- The Admission, Review, and Dismissal (ARD) Committee makes placement decisions, determines services, and reviews the IEP or BIP
- Placement decisions require ARD approval; parents must be informed via ARD meeting of any placement or services
- Students can't be placed solely in alternative programs for educational purposes without ARD approval; long-term removals need ARD review
- Services can't remove students from electives, specials, lunch, or recess
- The ARD Committee is the decision-making body. Parents are key members. No major changes—like long-term alternative placement—can happen without ARD involvement.



VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Instructional Settings

- Instructional settings are determined by the ARD Committee before implementation
- Options include general education, special classes, or services via contracts, supplemented by related services
- Homebound setting for medically fragile students

The goal is the least restrictive environment with appropriate supports. Least restrictive meaning the least disruption to a student's learning environment.



VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Discipline Protections for Special Education Students

- TEC §37.0021: Prohibits using locked spaces (seclusion) or restraints as discipline; proper training required for any physical intervention .
- Special education students have added protections: Long-term removals (over 10 days) require ARD review or Manifestation Determination Review (MDR) .
- Homebound instruction: For medically fragile students expected to be absent 4+ weeks, determined by the ARD Committee, and can be intermittent, permanent, or temporary, based upon medical need.

Discipline rules provide strong protections for special education students. There are lots of paperwork requirements. For example, anytime restraint is used, it has to be documented. This is an area where parents have experienced problems.

Additionally, any time that a student is removed from class for disciplinary purposes, appropriate documentation should be provided to parents.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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What a Section 504 Plan Includes

- Accommodations: Adjustments to how a student learns or is tested, such as extended time, preferential seating, allowing movement
- Services: Like voice to text or text to voice word processing programs
- Placement: The best environment for the student. Most students remain in general education with supports rather than specialized instruction. Parents are not required members of the Section 504 committee but, at minimum, parental input should be collected by the LEA.
- Students receiving special education services or other accommodation, including those under Section 504, must continue to have those services and accommodations met when taking hybrid or virtual courses.

Risks to Schools for Section 504 Noncompliance

- Office of Civil Rights investigations requiring corrective action
- Potential loss of federal funding
- Lawsuits for injunctions, attorney fees, or limited damages
- Reputational damage and higher legal costs
- In Texas: TEA monitoring or accreditation impacts

Relevant Texas Education Code: TEC §26.0081, TEC §29.0056, TEC §29.013, TEC §29.020, TEC §29.001, TEC §26.0082 TEC §29.042. TEC § 29.0113, TEC §29.017, TEC §39. 0263, TEC § 30.002, TEC §30B.052; Relevant Code: 29 Code §794, 34 C.F.R. §104.4

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Section 504 – Federal Civil Rights Law

Section 504 is another determination for services and supports for students. This is a federal civil rights law with broader eligibility than IDEA, which impacts IEP decisions. It guarantees Free Appropriate Public Education (FAPE) through accommodations and equal access, without separate federal funding.

Eligibility for Section 504 of the Rehabilitation Act:

- if a student has a physical or mental impairment that substantially limits a major life activity, like learning, walking, seeing, breathing, or
- has a record/history of such impairment.

FAPE:

- Ensures equal opportunity to academic, extracurricular and nonacademic activities, like lunch and recess, and qualified instructors.
- Broader than Individuals with Disabilities Education Act; IDEA focuses on disabilities affecting academic progress.

Funding:

IDEA receives federal special education funding; Section 504 does not.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Example

A parent requests extended test time and preferential seating for their child with ADHD. Employees delay conducting the evaluation, claiming the impairment isn't "substantially limiting," or refuse a formal 504 plan despite clear need. The child falls behind academically while waiting. What might the parent do to advocate – exercising their parental rights?

- Request a 504 meeting: And bring evidence they've collected.
- Appeal internally: Go to the district's 504 coordinator or superintendent.
- File with OCR: File a complaint to U.S. Dept. of Education Office for Civil Rights within 180 days.
- Other options: Mediation, due process (if offered), or federal lawsuit.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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A teacher may claim a student is too “high performing” to need accommodations in a particular class. Legally, this is not up to teachers to determine, and the implications of such a decision may lead to bigger issues.



How is your board corporate notified of significant special education complaints or related legal expenditures?

Because parents have rights on SPED issues, boards have fiduciary duty to know what patterns exist in order to uphold and defend those rights from multiple standpoints, not just policy and cost. Upholding rights connects to accountability, without micromanaging daily operations.

VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Special Education: Parent Access

If a district has banned a parent from campus, the district must still accommodate the parent to ensure participation in their child's ARD committee meetings.

Relevant Texas Education Code: TEC §37.105

Special Education: Video Cameras

- A parent of a student receiving special education services has the right to request in writing that the school place a video camera in certain special education classes or settings that their child regularly attends. The parent can request that the decision and implementation be expedited.
- Staff and the school board also may request cameras.
- All affected parents must be notified before cameras are installed. The cameras must have audio recording capabilities, too.
- When cameras are present, a parent may view a recording if their child.
- If an incident is discovered in the recording, it must be documented and the video retained by the district until the matter is resolved. Otherwise, the retention schedule is at least 3 months.

Relevant Texas Education Code: TEC §29.022



VI. SPECIAL EDUCATION, BILINGUAL EDUCATION & SPECIAL LANGUAGE PROGRAMS



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Bilingual Education

TAC Code §89.1205: Districts with 20 or more EB students in the same grade and language must offer bilingual programs (PreK–Elementary); others provide English as a Second Language (ESL). §89.1210: Details program models, goals, and more

In terms of parental rights, parents must receive, in their native languages, communication about LPAC decisions policy supports grouping EB students together for instruction. LPAC is a Language Proficiency Assessment Committee, which identifies students, determines eligibility and makes placements.

Parents must give written permission for their children to enter and be dismissed from bilingual education or ESL programs.

Most details fall into the day-to-day, but boards must be aware of funding streams and needs when setting the budget, and ensure compliance with laws. If parents file grievances on this, it's advisable for each trustee to become familiar with the law to overcome any implicit bias.

For details, please consult the TEA's Parents' Rights Handbook and relevant codes:

Relevant Texas Education Code: TEC §29.053, TEC §29.056, TEC §29.060, TEC §29.064

Relevant Administrative Code: 19 TAC Code §89.1215, 19 TAC §89.1226, 19 TAC §89.1240



Knowledge Check



VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS

sample image

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



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The liberty interest in family privacy has its source, and its contours are ordinarily to be sought, not in state law, but in intrinsic human rights, as they have been understood in "this Nation's history and tradition."

- Smith v. Organization of Foster Families, 431 U.S. 816 (1977)

The Family Educational Rights and Privacy Act, or FERPA, is a key federal law under 20 U.S.C. § 1232g. It protects the privacy of student education records, which include any information directly related to a student and maintained by the school or its agents, such as certain vendors of the district. For example, the tech entities that lease to the district a parent portal.

Without consent, districts can't release Personally Identifiable Information. That's data that can be used to distinguish or trace an individual's identity, either alone or when combined with other information.

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
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FERPA

In the context of student data privacy under the **Family Educational Rights and Privacy Act (FERPA)**, PII specifically means information contained in education records that includes:

- The student's name
- The name of the student's parent or other family members
- The address of the student or student's family A personal identifier (such as the student's Social Security number, student ID number, other indirect identifiers, such as date of birth, place of birth, or mother's maiden name),
- Other information that, alone or in combination, is linked or linkable to a specific student and would allow a reasonable person in the school community (without personal knowledge of the circumstances) to identify the student with reasonable certainty
- Information requested by a person whom the school reasonably believes knows the identity of the student

FERPA also bans the release of any biometric record (e.g., fingerprints, retina scans, voiceprints, or facial characteristics) but **Texas prohibits the collection of biometric data in the first place.**

Violations of FERPA can lead to loss of federal funding. The TEA Commissioner can look into these types of violations.

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



PPRA

Building on that, the **Protection of Pupil Rights Amendment, or PPRA (20 U.S.C. § 1232h)**, requires that no student under 18 may be asked, without prior parental written consent, to take a survey, analysis or evaluation that reveals their or their parent's political affiliations, family or their own mental or psychological problems, sex behaviors or attitudes, any illegal, anti-social, self-incriminating, or demeaning behavior, evaluations of their close family, privileged relationships, their own or their family's religious practices, affiliations, or beliefs, or their income unless the income information is legally required for program eligibility purposes.

Districts are required by the PPRA to consult with parents to create local policies that cover:

- Parental rights during surveys or physical exams,
- The right to review instructional materials, and
- The collection of personal information from students.

Parental consent is required, as well as a request from a student, before a national assessment provider or provider of a college and career counseling service or the coordinating board may use or disclose personally identifiable information.

In many instances, **Texas law is stronger than federal law, protecting the collection of information from minors.**

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



COPPA

Another federal law, called the **Children’s Online Privacy Protection Act** or “**COPPA**,” protects certain student data from being collected without parental authorization, and prevents it from being used for purposes of marketing. It includes protections like anonymizing data and, when a district contracts with a third party vendor to provide online services or tools, that the data must be deleted upon termination of the contract.

In terms of parental rights, because there are circumstances under which a school that contracts with a digital tech entity can permit the collection of student data in lieu of the parent, it may be a best practice that the board require the superintendent to generate a list of approved apps and services, including what data each collects and links to their policies. This list should be placed online, and parents given a link to it. This puts parents fully in the know for what may be happening with their child’s private information and education records.



VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



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Texas Student Privacy Laws

Now, let's shift to Texas-specific rules. Under **Texas Education Code Chapter 32, the Texas Student Privacy Act** regulates "operators"—like ed tech vendors providing apps or services for school purposes. They can't use student data they collect for targeted ads, create non-educational profiles, or sell/rent data, except in limited cases like company mergers.

Vendors must implement security measures to protect data, delete it within 60 days of a district's request or other trigger. District vendors may disclose collected information only for school purposes, legal compliance, or safety.

Districts vet contracts which must address data practices. **A parent has the right to see what data is collected and request it be deleted.**



Do you have a board-approved rubric staff must follow to ensure compliance with laws protecting student (and parent) data? How does the board oversee the district's compliance with data collection laws?

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
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Texas Student Privacy Laws

A school district employee or contractor must obtain written consent from the child's parent (in a specific manner outlined in the law) before they may:

- Make or authorize the making of a videotape of a child, or
- Record or authorize the recording of a child's voice.

This applies to minors in public schools and emphasizes parental rights over certain activities involving their child.

(TEC Sec. 26.009)

Exceptions include:

1. *Purposes of safety, including maintaining order and discipline in common areas of the school or on school buses.*
2. *A purpose related to a co-curricular or extracurricular activity.*
3. *A purpose related to regular classroom instruction.*
4. *Media coverage of the school.*
5. *A purpose related to the promotion of student safety under §29.022 (this often involves special education settings with video/audio surveillance cameras, which can include audio and are generally for safety/promoting student protection).*

Texas also has the **Biometric Identifier Privacy Act** (Business & Commerce Code §503.001), which applies to schools. It prohibits collecting, storing, or disclosing biometrics—like fingerprints or retina scans—without informed consent. Schools can't require it unless it's voluntary or legally mandated.

The school board must consult parents when creating local policies on data collection, per PPRA and Texas Ed Code.

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
THE STATE of TEXAS

Reflection

A teacher is making social media videos during work hours and profiting from these. Not only is this using instructional time, but the voices and images of the teacher's students are featured in most videos. You learn about this on social media. Some commenters think the video is clever and the person complaining is blowing it out of proportion. Others agree it is unprofessional. However, none know this may be violating state and federal law, not to mention teacher ethics for using instructional time, funded by taxpayers, repeatedly for non-instructional use and personal profit.



Knowing you swore an oath to uphold laws, what do you do?

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
THE STATE of TEXAS

Reflection

You're at a school function and you notice a 10th grade teacher is physically and socially cozy with a group of students. Your spidey senses go up, even more, the instant the teacher sees you, because he immediately tries to distance himself from the students and appear more professional. You search his name online and discover he's been bringing highly sexual content into the classroom and doing surveys on the students about their family life, sexual behavior and attitudes, and political viewpoints. You remember from training that the PPRA and state law prohibit this. His surveys aren't part of any allowed curriculum, nor could they be without following a lengthy SHAC review process and board approval. You filed a public information request and confirmed he sought no parent permission. The parents are going to have a very good case against the district. When you raise the issue with the board lawyer, the lawyer says the parents have to complain first and your job is to protect the district from lawsuits, so it's best to keep this information to yourself.



What do you do?

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
THE STATE of TEXAS

Your Role as a Trustee



How can you, as a trustee, protect student privacy and mitigate against violations of their rights or their parents', not to mention federal and state laws?

What are the best ways to earn and keep the trust of parents, protect the children you're there to protect, and ensure the staff understands how much you value student data privacy?

Just because an entity WANTS student data, does it mean you should agree to their terms? Student data, even allegedly "anonymized" is valuable. Are your students' details, work and thoughts for sale without their parents' full informed consent and control?

Relevant U.S. Code: 20 USC §1232h (TEA - add COPPA and FERPA codes); Texas Education Code includes: TEC §26.009, TEC §28.0257, TEC §32.153. Business & Commerce Code §503.001

VII. STUDENT DATA COLLECTION PRACTICES AND PROTECTIONS



State Board of Education
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Knowledge Check

VIII. STUDENT DISCIPLINE

VIII. STUDENT DISCIPLINE



This module covers parental rights and involvement in student discipline. Let's start with rights alluded to and outlined in Texas Education Code Chapter 37. This chapter focuses on maintaining law and order in schools while aiming for fairness. That starts with the foundational requirement for notifying parents about the Student Code of Conduct, which the school board adopts. Parents and students have the right to know what's expected of them.

Under TEC §37.001, school districts must provide parents with notice and details of the code of conduct each year. This code must include provisions for notifying parents when violations lead to suspensions, dress code, placements in Disciplinary Alternative Education Programs (DAEPs), expulsions, and so forth. This ensures transparency from the outset.



VIII. STUDENT DISCIPLINE



When considering parental rights and how they apply to the student and parent handbook, does your board:



- Include references to state or federal laws where you can, to help educate the parents?
- Ensure parental rights and constitutional rights are accurately reflected and honored; particularly their and their children's right to due process?
- Conduct a board-level survey to gather input from parents and campus staff?
- Consider past parent grievances & behavior problems as data points?
- What ideas do you have?

VIII. STUDENT DISCIPLINE



Even within the best-ordered organizations, issues can and will arise. Let's talk about some of the rights parents have during very tense times when their students are being accused of wrongdoing.

Parents must get prompt notifications for specific actions. For instance, when a student is removed from class under Section 37.002, administrators or teachers must inform parents. When a child is alleged to be a bully or victim of bullying, schools have the requirement to report this to parents.

Similarly, for DAEP placements, suspensions, or expulsions, parents receive copies of the relevant orders, as detailed in Sections 37.009 and 37.006. Campus behavior coordinators are also required to notify parents swiftly about certain disciplinary measures.

Remember that students being considered for DAEP are entitled to constitutional due process and constitutional due course. Ensure the employees making placement decisions for the district have the highest of ethics and respect for evidence, facts, constitutional rights and transparency. Boards have every authority to enhance and improve parental involvement through local policies. This might require changing existing ones.

VIII. STUDENT DISCIPLINE



State Board of Education
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Discipline and parental rights are integrated matters. This can make issues quite complicated. And emotional. Keeping the mentality of partnering with parents will help, even when applying the toughest disciplinary measures possible.

We urge trustees to take the time needed to understand student discipline laws in Texas, and discipline in connection with special education laws. **You can start with reading the TEA's parents' rights handbook posted online. Some trustees may choose to continue their parental rights education by visiting alternative schools or visiting with parents, and reviewing procedures.**



VIII. STUDENT DISCIPLINE



Comprehension Check

A student is accused of something that could qualify him for DAEP, and is removed from class by the Assistant Principal. The parents are invited to attend a conference where they will be told the decision to put their son in DAEP. The son, who had never been in trouble before, has told his parents he was using self defense, which the code of conduct allows an administrator to consider when determining punishment. The parents contact you to say there is video proving their son's innocence and complaining that the district informed the parents of the "conference" at 11pm the night prior for an 8am meeting, which they missed due to the late notice. They show you the video and you agree that the son was simply trying to defend against an unprovoked beating he was receiving. You know that filing a grievance will do nothing to help the student. He will fall behind in his accelerated courses, which could have serious ripple effects, including class rank and college admissions.

- What do you do for this instance?
- What changes do you suggest for the code of conduct?
- How will you perform informed oversight on discipline decisions to ensure staff is fulfilling the board's intent, partnering with parents and affording constitutionally-protected due process?

VIII. STUDENT DISCIPLINE



There are other parental rights related to discipline, mostly involving notifications of discipline decisions, use of restraint, access to the campus behavior coordinator, DAEP, Juvenile Justice Alternative Education Program, or engagement law enforcement such as the arrest of a student. Trustees will not have to deal much with these day-to-day matters but you should be familiar with the laws. Students with disabilities under Individuals with Disabilities Education Act (IDEA) are protected by additional steps schools must take including notifications of parents. Please find these in the TEA's Parents' Rights handbook.

Code of Conduct, Corporal Punishment, Notifications, etc.: Relevant Texas Education Code: Chapter 37.

Relevant Texas Family Code: FAM § 52.02, FAM § 52.031, FAM § 58.008, FAM § 61.103

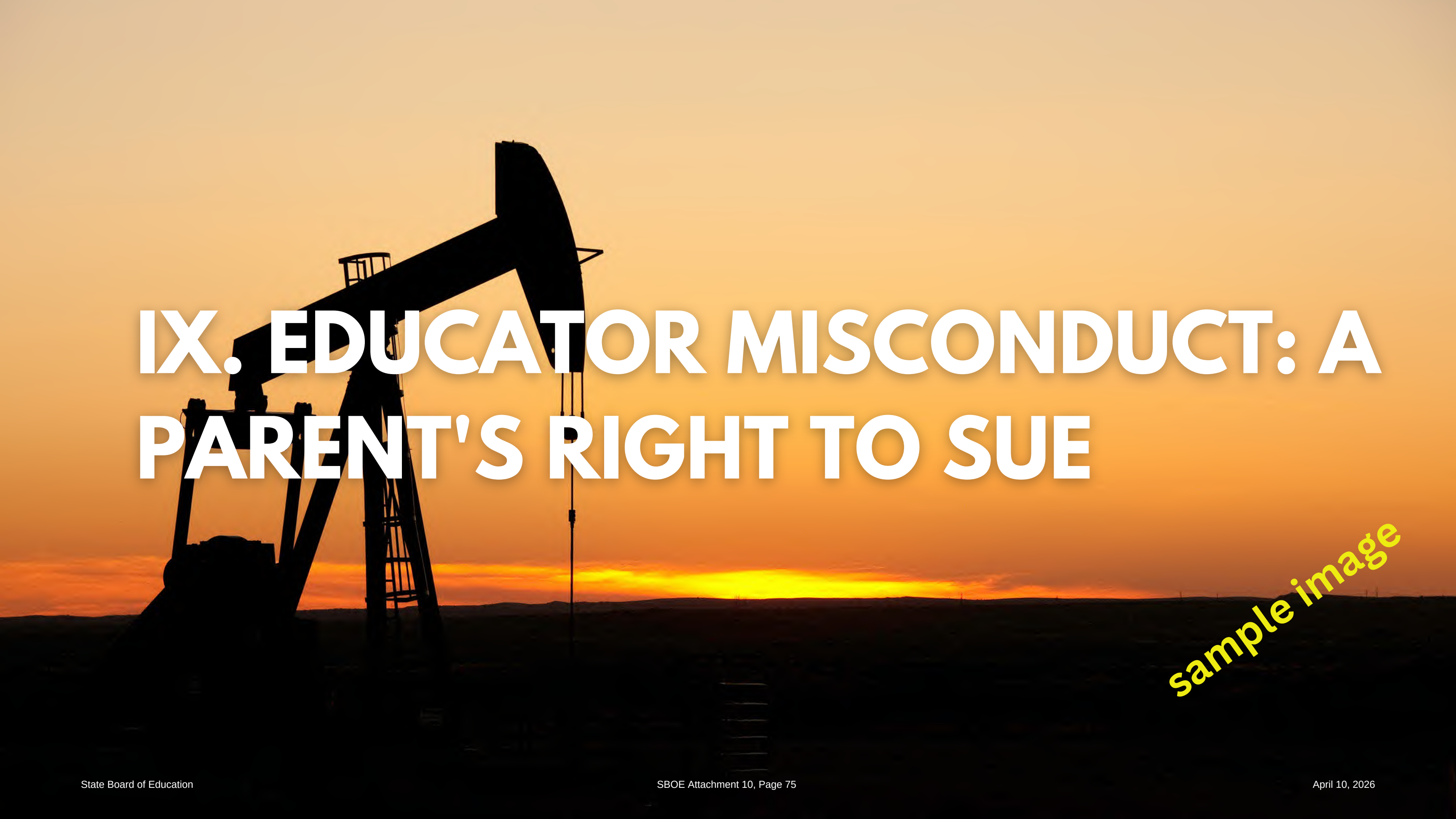
Relevant U.S. Code: 20 U.S. Code §1415.

VIII. STUDENT DISCIPLINE



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Knowledge Check

The background of the slide is a photograph of an oil pumpjack in silhouette against a bright orange and yellow sunset sky. The pumpjack is on the left side of the frame, and the sun is a bright horizontal line on the horizon in the center.

IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE

sample image

IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



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Criminal Behavior and Misconduct Notifications

Parents are entitled to notification within one school business day after a school district employee first suspects that a criminal offense has been committed against their child.

A parent must be informed by a district as soon as feasible if it is alleged that an employee or service provider abused or committed an unlawful act with their student. This notification must state that the alleged misconduct occurred, if the employee was terminated following the investigation or if they resigned before completion of the investigation, and whether a report was submitted to TEA or the State Board for Educator Certification (SBEC).

Allegations may include that a school employee, volunteer or contractor:

- Abused or otherwise committed an unlawful act with a student or minor
- Was involved in or solicited a romantic relationship with or solicited or engaged in sexual contact with a student or minor
- Engaged in inappropriate communications with a student or minor
- Failed to maintain appropriate boundaries with a student or minor

Relevant Texas Education Code: TEC §26.008, TEC CH 22A



IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



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Governmental Immunity Waived

Governmental immunity is waived when a student is sexually abused or groomed by an employee and the district was grossly negligent, reckless, or intentionally misconducted in hiring, supervision, retention of the employee, or for failure to report.

Captured within the broad term “employee misconduct,” the crimes against children that HB 4623 (89th Session) addresses are sexual abuse, sexual grooming, and failure to report sexual crimes against students or minors. SB 571 from the same session regards mandatory reporting for certain misconduct by school employees, contractors and volunteers.

Victims often describe 3 forms of abuse by schools and their employees. The first form pertains to the acts of sexual abuse or grooming. The second type of abuse is the mistreatment they endure after reporting it to the school. The third is a victim having to pay for his or her own treatment for years or decades.

IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



State Board of Education
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Governmental Immunity Waived

Reports by schools, victims or law enforcement to the Texas Education Agency on both violent and sexual misconduct have increased dramatically in recent years, suggesting serious deficiencies in the vetting, hiring, training, and monitoring of school employees.

Texas law permits a victim to file civil suit and seek damages against a school employee perpetrator and a school board that has been grossly negligent or reckless, or engages in intentional misconduct, in hiring, supervising or employing a sexual predator or failing to report suspected child abuse or neglect.

- Limited waiver of immunity for gross negligence or intentional misconduct related to sexual abuse, grooming, or failure to report.
- Cap: \$500,000 per claimant + court costs + reasonable attorney fees.
- Employee must be named; district can be jointly and severally liable.



IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



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Governmental Immunity Waived

This law took effect September 1, 2025, is housed in the Civil Practice and Remedies Code, and applies to independent school districts and open-enrollment charter schools.

In such a civil suit, the professional school employee who committed the act or omission on which the claim is based must be named as a defendant, and a school board may be jointly and severally named. A claimant who prevails in an action may be awarded actual damages in a maximum amount of \$500,000 for each claimant. The prevailing party is entitled to court costs and reasonable and necessary attorney's fees. These remedies are in addition to any other legal remedies.

The parent's right to sue the employee and the district makes strong board oversight and governance extremely important. It should go without saying that independent informed oversight was ALWAYS important, because children's bodily integrity is extremely important. When it comes to prevention - screening requirements, training, whistleblower protection - These are areas where board's have a duty. **Have you established any policies or procedures to protect children from grooming and sexual abuse?**



IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



State Board of Education
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Trey's Law: No More Secrets

Trey's Law prohibits acquiring or even asking for a non-disclosure agreement pertaining to sexual abuse crimes. This means that any quiet practices of school employees, boards, or their attorneys to silence whistleblowers who report an alleged crime, witnesses, victims or victims' family members must cease.

Trey's Law also renders null and void provisions within any and all NDAs signed in the past which prohibit a person from disclosing an act of sexual abuse or facts related to an act of sexual abuse.

“Any provision of a nondisclosure or confidentiality agreement or nondisclosure or confidentiality provision of an employment agreement, settlement agreement, or any other agreement is void and unenforceable as against the public policy of this state to the extent the provision prohibits a person, including a party, from disclosing an act of sexual abuse or facts related to an act of sexual abuse to any other person.”

Texas Civil Practice and Remedies Code: TCPRC § 129C.001 – 002



IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



State Board of Education
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Negligence? Tightening up Protections

SB 420 from the 89th Session eliminates “educational purposes” as an affirmative defense for the sale, distribution or display of harmful materials to a minor. Sexual predators have been known to slowly expose minors to harmful materials as part of a grooming protocol. It connects to civil liability to the extent a school district might be failing to prevent harm. **Furthermore, employees can lose their retirement if they display, sell or distribute obscene materials to students or minors.**

Mandatory reporting.

It’s critical that boards know reporting laws, and any new laws before they take effect, so that they can work on updating their board policies before the effective date. It’s important boards know what constitutes abuse or failure to report so that when a crime is suspected, the board, or an individual trustee, knows exactly what to do.

For example, it’s a state jail felony offense when a superintendent does not notify the TEA within 48 hours, when they have evidence of sexual abuse by a school employee or service provider. The superintendent also has to notify the school board and the parents. Principals likewise have reporting requirements. **EXTERNAL law enforcement must receive a report within 24 hours!**

 **Do you know how the board monitors compliance with these laws?**

IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



Establishing a “See Something, Say Something” Culture

A board should set a strong “See something, say something” culture, with no tolerance for criminal activity that could interfere with investigations, such as mishandling or hiding evidence. State laws, including relevant **penal codes**, address tampering with evidence or governmental records, underscoring the need for ethical handling of all reports.

Authentic student safety matters, first and foremost. Districts who appear to cover-up sexual crimes, relocate alleged predators within the district, or who contribute to the scourge called “passing the trash” by allowing employees to quietly resign, lose the trust of the public. **One of the unsettling parts of the abuse crisis is when board members think they are arms-length from the problem, as if they are on an island with clean hands for “not knowing.”**



[Read Chapter 22A of the Education Code.](#)
[Read the Penal Code, Chapters 37 and 39.](#)

It’s important you know the importance of doing the right thing and having employees who do the right thing. As with ALL matters in this training, please consult with an attorney on how understand the law, and how you can work to protect children.

IX. EDUCATOR MISCONDUCT: A PARENT'S RIGHT TO SUE



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Knowledge Check

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS

sample image

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



State Board of Education
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This section of training is very important to understand because it's a sensitive area of parental rights that has a history of being overstepped. If you remember nothing else, remember OPT IN is required.

We will be taking a high view of the federal law known as the Protection of Pupil Rights Amendment (PPRA) and the Texas Education Code sections that govern student privacy, surveys, mental health services, and psychological practices.

Please take the time to do further study of these issues, as there are consequences attached to violations, such as potential loss of federal funding, employee discipline procedures and of course the potential for lawsuit, such as claims of violation of civil rights.

School districts that stay “on mission” are less likely to overstep into areas that are, constitutionally and otherwise, the parents’ domain.

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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Let's begin with the history of the PPRA, so you understand why it exists. In the early 1970s, schools began administering deeply intrusive surveys without parental knowledge. One question that disturbed members of Congress was: "Are you an important person to your family?"

Lawmakers and parents realized schools were psychologically probing children and intruding on very sensitive, often "family-only," information, and recognized it was beyond the role of government and had the potential to do more harm than good.

Lawmakers opposed attempts to probe psychologically private areas so as to "provide an evaluation team with data to be entered into a permanent personality record classifying students as maladaptive, aggressive, anti-social, emotionally disturbed, and predelinquent."

Congress responded in 1974 with the Protection of Pupil Rights Amendment, sponsored by Senator James Buckley. It was strengthened in 2002 after even more abuses by government entities – specifically, public schools.

Even with this amendment, the lawmakers closest to the issue did not think it went far enough to protect children from over-intrusive adults. But, they believed that ensuring the parents made the decision on their child's participation, would provide some safeguard.

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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Or course, that safeguard is only as strong as the information provided in the consent form. It must be truthful and thorough, and parents have the right to see the surveys.

That is where you come in. To protect the rights of the children in your care, and their parents, through sound policy that you and the superintendent monitor closely and enforce.

PPRA applies to every single public school that receives any federal funding. The core principle is: Schools don't have the right to intrude into the psyche, personal life, or home life of students without explicit parental foreknowledge and permission.



X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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The eight protected areas under PPRA are fairly common sense, if you think about it. They are:

1. Political affiliations or beliefs of the student or parent
2. Mental or psychological problems of the student or student's family
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the student has close family relationships
6. Legally recognized privileged relationships (lawyers, doctors, ministers)
7. Religious practices, affiliations, or beliefs of the student or parent
8. Income (except when required for program eligibility)

If a survey or activity is funded in whole or in part by the U.S. Department of Education and touches any of these eight areas, the school must obtain prior written parental consent (opt-in) or the student does not participate. Period. No exceptions for "it's just a quick check-in," or "it was just an English assignment."

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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Be sure you understand that there are other PPRA rights. For example, parents can opt out of non-emergency, invasive physical exams or screenings - which is mirrored in Texas law. Parents can also opt out of a district's collection and sharing of personal information for marketing purposes.

PPRA is in place, and we recommend you read it in its entirety, but Texas law is even more pro-family, turning most sensitive topics into opt-in consent. See, for example, TEC §26.0083 and §26.009.

What requires parental opt-in consent?

- Each student well-being questionnaire, lesson or “check-in.” Think Social and Emotional Learning lessons and activities.
- Each psychological or psychiatric examination, test, screener, survey, assessment or treatment.
- Anything designed to elicit attitudes, habits, traits, opinions, beliefs, feelings, or mental/emotional conditions—even if embedded in an academic lesson (e.g., theater warm up exercise, speech and debate assignment, or English writing prompt.)
- Referrals, including brochures, hyperlinks to providers.

These apply to third-parties, too.

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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Texas defines “psychological or psychiatric examination or test” broadly.

“Psychological or psychiatric examination or test” means a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.
- TEC Sec. 26.009

"Psychological or psychiatric treatment" means the planned, systematic use of a method or technique that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.
– TEC Sec. 26.009

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



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Many semi-trendy activities—such as mood meters, restorative circles, or identity-mapping exercises—can meet the legal definition of eliciting protected information and psychological exam or treatment and therefore require prior written opt-in consent, per instance (per Texas law).

Boards should ensure clear policies (with enforcement) and training so staff understand when consent is needed.

We reiterate the basic rule of thumb mentioned at the outset. Schools don't have the right to intrude into the psyche, personal life, or home life of students without explicit parental foreknowledge and permission.

Some topics are for the family, and the government has a duty to honor that. There can be a beautiful simplicity of staying in one's lane, in pursuit of the Mission, Objectives and Goals of public education (Chapter 4 of the Education Code).

This is not to say that some students don't need supports and interventions, it just means the parents are in the drivers' seat.

X. MENTAL HEALTH SERVICES, SURVEYS, & SCREENINGS



State Board of Education
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Safeguards:

- Before the first day of the school year, districts must inform parents of each mental health service offered
- Districts cannot refer a child to an outside counselor for emotional, psychological, or substance use concerns without written parent consent.
- Districts must disclose to parents any relationship with the counselor and also share other public or private options available in the area.
- Before any screener, well-being questionnaire is administered, districts must provide a written copy of the form to parents and obtain parental consent.
- Before a district employee or contractor may conduct a psychological or psychiatric examination or test or treatment, district must obtain written parental consent.
- Before each instance of an activity that taps into a child's emotions, the teacher, counselor, or other district employee or contractor must:
 1. Provide the exact instrument or lesson to the parent
 2. Obtain written opt-in consent
 3. Retain that consent in the student's education record

The board is responsible for devising ways to oversee and ensure compliance with these laws.

Relevant Texas Education Code: TEC §26.0083, TEC §26.009, TEC §38.010, TEC §38.016



Knowledge Check

XI. HEALTH CARE AND HEALTH RELATED SERVICES

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XI. HEALTH CARE AND HEALTH RELATED SERVICES



State Board of Education
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When it comes to health services in our schools, we won't go into excessive detail, just highlights for trustees to know about parental rights to be able to ensure those rights are protected and upheld.

Parents have the right to be involved in any and all health-related services offered by a school. Texas law gives parents control over what happens to their children, whether opt in consent, opt out consent, or revoking previously given consent, and with full transparency by the school or any third-party involved in provision of health and health-related services.

Transparency & No Secrets

- Parents have the right of access to all school-maintained health
- No policy or training may prevent staff from telling parents about their child's mental or physical health
- Staff must encourage students to talk to their own parents
- No referrals to any provider without advance parent knowledge and consent

XI. HEALTH CARE AND HEALTH RELATED SERVICES



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Health-Related Services and Consent

-Before the first day of the school year, districts must inform parents of each health-related service offered at the campus their child attends.

Parents can determine which health services a school may and may not give their child. Schools must get permission before examining or treating a minor student unless it is:

- Basic first aid (ice pack, bandage) OR
- A true emergency (life, limb, vision, breathing, severe bleeding)
- general caretaking such as offering a change of clothes if the child has an accident or is dress-coded; feeling a child's forehead for a temperature.

The state requires schools to perform vision, hearing and scoliosis screening at certain points in a student's schooling. Parents have the option to opt out of these and should be given that option and informed of their rights to do so.

XI. HEALTH CARE AND HEALTH RELATED SERVICES



State Board of Education
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-Health and Health-related services - requiring opt-in prior to providing services to a student - will vary by campus and district but might include services such as:

- Physical health screenings
- Psychological or psychiatric examinations or tests (discussed in Mental Health Section)
- Management of chronic illness
- Dispensing medication
- Social skills training
- Substance abuse prevention
- Stress management.

When informing parents and obtaining consent, a district may not utilize an all-opt-out or all-opt-in approach to informing parents about district offered health and health-related services.



XI. HEALTH CARE AND HEALTH RELATED SERVICES



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Notably, in cases of suspected child abuse/neglect, staff must follow the law to report to the appropriate law enforcement agencies; and parental consent for that is NOT required

Bona fide emergency care or intervention is not prohibited!

For more, consult TEC Chapters 26 & 38 and as always talk to district counsel about anything you're unclear about or curious about. There are protocols for concussions, seizures, epi-pens, drug overdoses, heat exhaustion and more, and when and how parents are involved, alerted or consulted will matter to your campus employees. This training is focused on the more routine matters and the general principles regarding parental rights

The short version: Parents are in charge. Schools notify, ask, document, and partner—they don't hide, assume, or override the parents. Staff and contractors must talk to the parent! Build relationships.



A rule of thumb is: If it feels like we're keeping a secret from a parent, we're almost certainly doing it wrong. **How do you ensure compliance? What does the board do for informed oversight?**

XI. HEALTH CARE AND HEALTH RELATED SERVICES



State Board of Education
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If the district wants to expand health services beyond what was offered in 1999, the board has to do four things.

1. Hold a public board meeting
2. Give a detailed disclosure of the proposed changes (to services, funding, privacy, confidentiality)
3. Receive public input
4. Vote in open session

“We got a grant” is never an excuse to skip this process.

Relevant Texas Education Code: TEC §26.0083, TEC §26.009

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Knowledge Check

XII. IMMUNIZATIONS



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XII. IMMUNIZATIONS



The Texas Department of State Health Services (DSHS) requires certain immunizations for students to must have to attend public schools

School districts must notify parents of their right to exempt their children from immunization requirements under the following reasons:

- A doctor signs a statement saying the vaccine could seriously harm the child or someone they live with, or
- A parent (or student, if they are 18 or older) signs a form saying they are refusing vaccines for personal or religious reasons. The current exemption form provides that exemptions are valid for two years.



Exemption forms are downloadable on the DSHS website. Does the district inform parents of this?

School districts must accept immunization exemptions. However, if there is a public health emergency or disease outbreak, students who are not immunized may be kept out of school.

Relevant Texas Education Code: TEC §38.001, 38.0095, 38.010, 38.053; TEC § 26.001(d)(4)(F)

Relevant Texas Health & Safety Code: THSC §161.0041

XII. IMMUNIZATIONS



State Board of Education
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Knowledge Check

A vibrant night scene of a city street, likely in New Orleans, featuring a canal with a boat, a restaurant patio with colorful umbrellas, and trees adorned with festive lights. The scene is illuminated by warm streetlights and the cool blues of the canal water.

XIII. HEALTH EDUCATION INSTRUCTION

sample image

XIII. HEALTH EDUCATION INSTRUCTION



State Board of Education
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Let's shift to parental rights when it comes to health instruction. In addition to rights mentioned in other sections, when it comes to health instruction, there are additional requirements for boards to include parents in a board advisory role.

Every school district in Texas is required to have a School Health Advisory Council (SHAC), under Education Code Section 28.004. The SHAC advises the board on health education curriculum, including topics like physical health, mental health, nutrition, substance abuse prevention, and human sexuality instruction. Importantly, a majority of SHAC members must be parents who are not district employees, and the board appoints at least five members. So, if your SHAC had only 5 members, 3 would have to be parents of enrolled students.

The SHAC has meeting requirements including how often they must meet and how meetings have to be posted and recorded, so the public may be aware and involved.

Transparency is important. SHAC is one of the Legislature's pro-parent, community-respecting ideas because, through it, parents play a critical role in recommending programs and curricula to the board, not to the district staff. The SHAC's job is to help the board ensure that community values are accurately reflected in any health curriculum.

XIII. HEALTH EDUCATION INSTRUCTION



Human sexuality instruction is not required—it's at the board's discretion to teach it at all, let alone what is taught. But if the board decides to offer it, there is a long process the SHAC goes through to consider and decide on a curriculum to recommend to the board.

While board is not obligated to take the recommendation of the SHAC, the more thorough the SHAC's work is, verifying the curriculum meets or approaches the TEKS, is lawful and not teaching prohibited topics, and that the district and SHAC have followed every legal obligation, then the board could feel more comfortable in agreeing with the SHAC's recommendation.

For this reason, and to underline the importance of parents being fully engaged in the design and implementation of educational programs, boards should ensure they select highly competent SHAC members who best reflect the values of the community at large. Remember that staff has the ear of the board in all other decisions and the SHAC should be independent of staff influence.

In addition to the SHAC, parents have strong rights related to health instruction. They have rights to preview material before it is adopted and after.

No instruction on human sexuality may be given within a school - regardless of the format or method - to which a parent hasn't given written informed consent.

This "opt in" protects the parent-child relationship, the parent's trust in school employees, and parental rights. It's also the law.

XIII. HEALTH EDUCATION INSTRUCTION



State Board of Education
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The only instruction school employees can give on the topic is that which has gone through the public preview, SHAC recommendation, board approval and parental notification and written consent process.

There has been minor confusion over teaching human sexuality since there are TEKS for the topics. The TEKS are there to describe what should be covered if and only if the board votes to teach sex education at all. The law, TEC Section 28.004, is clear that teaching sex ed is optional and solely up to the board following SHAC consideration and recommendation. Boards must be very clear about that because some may try to persuade boards that school districts "HAVE TO" teach the TEKS on this topic.

State law is always superior to adopted TEKS.

 **How do you ensure your curricula is compliant with state law, executive orders, federal law, not just TEKS? Do you have require a rubric?**

sample image

XIII. HEALTH EDUCATION INSTRUCTION



Given the strong parental rights in this arena, boards might consider requiring the superintendent to certify Similar to opt-in rights for parents on sexuality instruction, parents have the right to be involved in the selection of and know what instruction is offered on abuse, violence and sex trafficking prevention. Schools may not teach a student on these topics without written parental consent.

Other codified rights:

- Parents must be notified of the board's decision whether the district will offer human sexuality instruction to students
- Parents must be notified of the board's decision whether the district will offer instruction to students about the prevention of child abuse, family violence, dating violence, and sex trafficking.
- Parents must also be notified how they can obtain or see the curricula.
- Parents have the right to not opt-in their child for any reason or no reason at all.

Health instruction cannot violate parental rights or other aspects of law. Keep in mind there are laws against social transitioning of students, instruction on sexual orientation or gender identity, surveys or anything like it that taps into a student's health or mental well-being or assignments or activities that refer students to health services for which a parent's permission hasn't been obtained, topics like sex trafficking, child abuse and other controversial topics. Court decisions back up these things. To keep the district in line with the law and parental rights, boards can perform oversight by requiring the superintendent to certify total compliance and craft policies that contain enforcement for violations and reporting of violations.

Relevant codes: Prohibiting social transitioning of students-TEC Sec. 11.401; instruction on sexual orientation or gender identity- TEC Sec. 28.0043; health or mental well-being questionnaires TEC Sec 26.0083; sex trafficking, sexual health, child abuse, etc. TEC Chapter 28; controversial topics, TEC Sec 28.0022,

XIII. HEALTH EDUCATION INSTRUCTION



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Knowledge Check

XIV. HUMAN SEXUALITY, SEXUAL ORIENTATION & GENDER IDENTITY

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XIV. HUMAN SEXUALITY, SEXUAL ORIENTATION & GENDER IDENTITY



State Board of Education
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The law's concept of the family rests on a presumption that parents possess what a child lacks in maturity, experience, and capacity for judgment required for making life's difficult decisions. More important, historically it has recognized that natural bonds of affection lead parents to act in the best interests of their children.

The statist notion that governmental power should supersede parental authority in all cases because some parents abuse and neglect children is repugnant to American tradition.

Simply because the decision of a parent is not agreeable to a child or because it involves risks does not automatically transfer the power to make that decision from the parents to some agency or officer of the state.

- Parham v. J. R., 442 U.S. 584 (1979)

XIV. HUMAN SEXUALITY, SEXUAL ORIENTATION & GENDER IDENTITY



State Board of Education
THE STATE of TEXAS

Parental rights regarding sexual orientation and gender identity are broad and constitutional, both under the state constitution and U.S. constitution. NO school may keep secrets from parents or guardians about a child's gender identity – however that might be expressed.

In Texas, specific provisions regulate instruction and activities related to sexual orientation and gender identity. Education Code Section 28.0043 prohibits instruction on these topics for students in prekindergarten through 12th grade. Additionally, Section 11.401 bars school staff from assisting with social transitioning, such as using preferred pronouns or names without parental consent.

Section 33.0815 further prohibits student clubs based on sexual orientation or gender identity. Recent legislation, such as Senate Bill 12 from the 89th Legislative Session, expands these restrictions by barring clubs and organizations on gender identity or sexual orientation in K-12 public schools.

Texas law prohibits the use or entry of private spaces including restrooms or locker rooms by the opposite sex. Carve outs exist for janitorial services or emergencies. SB 8, from the 2nd special session of the 89th Session is the source of this law

XIV. HUMAN SEXUALITY, SEXUAL ORIENTATION & GENDER IDENTITY



State Board of Education
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The Family Educational Rights and Privacy Act (FERPA) grants parents access to their child's education records, potentially including information related to gender identity if documented. The Protection of Pupil Rights Amendment (PPRA) and Texas Law require parental consent for surveys on sensitive topics like sexual behavior or attitudes.

A significant federal precedent is the Supreme Court's 2025 decision in *Mahmoud v. Taylor*. The Court held that parents have a right to opt their children out of instruction incorporating LGBTQ+ themes into any coursework, and they have the right to be notified of the coursework.

A board is required to report misconduct to the TEA. Through strong board policies that contain enforcement, children, parental rights, and the district can be best protected. As a trustee, it's important to stay abreast of the issues, and to remember these maxims: **Work with the parents. No secrets.**

Please refer to the TEA's Parents' Rights handbook for more.

Relevant Texas Education Code: TEC §28.004, TEC §11.401, TEC §28.0043, TEC §37.218, TEC §38.0041, TEC §38.0815



Knowledge Check

XV. GIFTED & TALENTED PROGRAM

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XV. GIFTED & TALENTED PROGRAM



State Board of Education
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Gifted and Talented Programs

- A gifted and talented student is defined as a child who performs or shows the potential for performing at a remarkably high level of accomplishment.
- Trustees must lawfully fund the program and ensure students are being identified for gifted and talented services.
- Like in other services, parents are involved in the process and implementation, and whether or not their identified children participate.
- Parents are entitled to organize and form a gifted and talented advocacy group and provide annual feedback on the program.
- There are rules about how G/T services are administered. See the TEA Handbook on Parents' Rights.



What specific measures or evidence does the board examine to confirm ongoing compliance with state requirements?

-For more information about gifted and talented programs see the Texas State Plan for the Education of Gifted and Talented Students

Relevant Texas Education Code: TEC §§ 29.122 and 29.123

Relevant Texas Administrative Code: 19 TAC Chapter 89.1 – 5



XV. GIFTED & TALENTED PROGRAM



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XVI. STUDENT PROMOTION, RETENTION & GRADUATION

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XVI. STUDENT PROMOTION, RETENTION & GRADUATION



Promotion

Students may be promoted only based on academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Retention

Parents have the right to ask that their child repeat a grade or retake a course if they believe it's in their child's best interest. Schools must consider this request, and, in most cases, parents have the final say if they participate in required meetings. If the district doesn't agree with the request to retain a child, the district must convene a retention committee that includes the child's parent. If a parent attends the retention committee meeting, the parent decides whether or not the student is retained or retakes a grade or course and the district must abide by this decision. If a parent doesn't attend the meeting, a child may not be retained.

Texas Education Code Section 28.02124, the Parental Option for Student Retention.

- For prekindergarten through grade 8, a parent may elect to have the student repeat the grade from the previous school year (with special provisions for certain grades in prior years).
- For high school courses taken for credit, a parent may elect to have the student retake any course from the previous year, unless the student has already met all graduation requirements.

Relevant Texas Education Code: TEC §28.021, TEC §28.02124

XVI. STUDENT PROMOTION, RETENTION & GRADUATION



State Board of Education
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Personal Graduation Plan

Every high school student must have a Personal Graduation Plan, and parents have the right to help create it. Districts must review plans with parents and their child in 9th grade, and they must also inform parents if anything changes later, including options for early graduation.

Full partnering with parents is very important. For this reason, the state requires of districts a number of notifications and accessibility measures. These include things like opting out of Algebra II, tracking graduation progress online, and the Texas First Scholarship Program, **Your superintendent can provide a complete list and affirm compliance, or you can consult the TEA's parental rights handbook.**

Relevant Texas Education Code: TEC §28.02121, TEC §28.0212, TEC §28.02123, TEC §28.025, TEC §28.0253, TEC §28.0254, TEC §28.0257, TEC §28.0258, TEC §32.258, TEC §61.0511



How do you perform informed oversight of this very important aspect of a student's school career?



XVI. STUDENT PROMOTION, RETENTION & GRADUATION



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Knowledge Check



XVII. COURSE OF STUDY AND SUPPLEMENTAL SERVICES; CLASSROOM PLACEMENT

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XVII. COURSE OF STUDY AND SUPPLEMENTAL SERVICES; CLASSROOM PLACEMENT



Honoring parental rights over their children's education requires transparency and collaboration between families and schools. Districts must provide annual information to parents about these rights at enrollment and the start of each school year. See TEC (the Texas Education Code) Section 26.001.

As trustees, your job is not to memorize all the notices that must be sent by staff annually, but to adopt policies that facilitate all these rights, and procedures that monitor compliance. A good idea might be to ask your superintendent to provide a master list of all notifications and when they must be sent, and ensure these are being done.

Furthermore, basic familiarity with rights will help you when approached by your parent constituents about an issue.

For example, let's say a child is assigned to a particular teacher and it's not what the parent wants. Well, they're entitled to request changes in their child's class or teacher assignment, as long as it doesn't affect other students' schedules. Twins have special considerations. Or, if a child doesn't pass a required state test, parents have the right to ask that their child be placed with a specific teacher in that subject the following school year. Parents can also petition for the addition of specific academic classes if there's sufficient interest and it's economically practical. This is often where a board will get involved.

XVII. COURSE OF STUDY AND SUPPLEMENTAL SERVICES; CLASSROOM PLACEMENT



Be aware that when parents have advanced learners, they can request placement in classes above the child's grade level, unless the district expects unsatisfactory performance. Early graduation is another option if all requirements are met, and the child can still participate in ceremonies.

- Districts must notify parents and students about virtual or hybrid course options.
- A superintendent must notify a parent by the 30th day if a teacher is uncertified. Of course, you could make that a shorter timeline.
- A school must inform the parent if the class size is too high, within 31 days.
- Parents must be notified there will be two opportunities, minimum, for parent-teacher conferences each year.
- Parents are to be given regular notices about student academic performance, and to be told they have the right to request information on the professional qualifications of their children's teachers.

XVII. COURSE OF STUDY AND SUPPLEMENTAL SERVICES; CLASSROOM PLACEMENT



Services

Districts must notify parents annually if their child receives assistance for learning, including a description of the help, strategies used, duration, progress reports, and rights to request evaluations for special ed or Section 504 services. Notices must be in English or the parent's native language.

For supplemental services like tutoring, under federal guidelines districts must annually notify parents, giving them information on effective providers. Parents have the right to decide whether to accept these supplemental services.

Military students receive special helps to keep them on track toward graduation after moving into the district.

Student Plans

Districts must notify parents about programs for earning college credit, work-based education, subsidies for exam fees, and funding like the FAST program for low-income dual credit. Parents are integral to the process of working with school counselors to create a plan for students to earn their diplomas, endorsements, for college readiness and financial aid, and career choices.

Your superintendent can provide more information on all these things.

XVII. COURSE OF STUDY AND SUPPLEMENTAL SERVICES; CLASSROOM PLACEMENT



State Board of Education
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Parents have the right to request that their child be excused for 1 to 5 hours per week to attend religious instruction. You may find this in your board policies as "released time course."

Take a moment to reflect on your experience on the board, thus far.



Do your policies facilitate parent requests without undue barriers? Are parents being informed of their rights, of opportunities for their children, and invited to collaborate?

Relevant Texas Education Code: § 21.057, § 25.113, §§28.010, 28.016, 28.02121, § 26.003(a)(2), §28.022





Knowledge Check



XVII. GRADE, CLASS RANK, AND ATTENDANCE

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XVIII. GRADE, CLASS RANK, AND ATTENDANCE



Before each school year, every **school board must adopt** a grading policy that clearly describes how grades for class assignments and examinations will be awarded. Districts must inform parents of automatic admission to Texas public colleges and universities in accordance with class rank. This ensures *transparency* and consistency across the district.



How often do you make avenues for the board to obtain direct feedback from parents on the grading policies?

Parents have the right to see the instructional plan or course syllabus for each class offered each semester, posted on the district or school website. Teachers must also provide this syllabus to parents, and parents can request another copy at any time.

XVIII. GRADE, CLASS RANK, AND ATTENDANCE



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XIX. STATE STANDARDS AND ASSESSMENTS

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Texas Essential Knowledge and Skills (TEKS)

- Parents have the right to participate in the development and updating of the TEKS through the Texas State Board of Education's adoption processes.
- Parents may also attend and speak at Texas State Board of Education meetings through the public comment process. If a TEKS gets passed that interferes with parental rights, the parent prevails.

Relevant Texas Education Code: TEC § 7.110

Assessments

- Parents are entitled to access a copy of each state assessment instrument that their child takes.
- Parents are entitled to the results of each state assessment that their child takes.
- Students may qualify for extra services upon poor performance on a state assessment.

See the TEA's handbook on parents' rights for more.

Relevant Texas Education Code: TEC §26.005, TEC §39.303



Knowledge Check



XX. STUDENT PARTICIPATION IN CLUBS, ORGANIZATIONS, AND RELIGIOUS GROUP

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XX. STUDENT PARTICIPATION IN CLUBS, ORGANIZATIONS, AND RELIGIOUS GROUPS



In Texas public schools, parental rights regarding student clubs, organizations, and activities like bible study are governed by the Texas Education Code, primarily Chapter 26, and federal laws such as the Equal Access Act of 1984. Schools must obtain from parents written consent, annually, for their children to participate in any district- or campus-sponsored club or organization. This includes academic teams, interest-based groups, service organizations, and extracurricular clubs.

Schools MUST

- Notify parents about their rights to consent/withhold consent, and revoke consent.
- Confirm parent has signed a written consent prior to allowing a student to attend meetings or formally join a club/organization.
- Be truthful to parents about which clubs and organizations exist and what each is about.
- Honor the parents' decision, including immediately honoring the parent's right to revoke any previously given consent.

Schools SHALL NOT allow

- Participation without consent.
- Existence of any clubs "based on sexual orientation or gender identity."

Schools MAY allow

- Single-sex clubs, so long as the mission doesn't "advance a political or social agenda."

XX. STUDENT PARTICIPATION IN CLUBS, ORGANIZATIONS, AND RELIGIOUS GROUPS



State Board of Education
THE STATE of TEXAS

The last bullet is basically saying you could have a club like “Soprano Sweethearts” for a girls’ only after-school choir, but a school or district can’t host a “Girl power” club that exists to push a social agenda of elevating females above males by disparaging the male sex, for example. Determine how you will confirm laws are being followed and what the repercussions will be if an illicit club or organization forms.

As a board, you’ll have policies and procedures to ensure your staff is considering parental rights and notifications as well as other state and federal laws when approving clubs and organizations, and permitting their activities and advertisements.

There may be a tendency to say, "this is day-to-day," and trust the superintendent to confirm parental rights (laws) are being upheld but its the job of the board as a subdivision of the state to perform governance and oversight, ensuring laws are fulfilled.

Relevant Texas Education Code: TEC § 33.0815, TEC §25.151, TEC §25.154, TEC §25.0823. For UIL information, see TEC §33.091, TEC §33.094, TEC §33.208



XX. STUDENT PARTICIPATION IN CLUBS, ORGANIZATIONS, AND RELIGIOUS GROUPS



State Board of Education
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XXI. SCHOOL OPTIONS

XXI. SCHOOL OPTIONS



Parents have the right to choose the best educational environment for their child. This includes choosing a public school or private school including home school programs. Parents may be eligible for funding to support this choice through educational savings accounts. Texas law supports a parent's role in making this important decision.

Traditional Public School Enrollment

A child has the right to attend public school in the district where they live, as long as they are between 5 and 21 years old on September 1 of that school year. If a child doesn't live with a parent or guardian full-time, they can still attend school in a district if their legal guardian or conservator lives in the district.



Special Cases

Military

Active-duty members of a foreign military stationed in Texas have the right to request that their child be enrolled in school if they will turn the required age during the school year.

If a child has earned a high school equivalency certificate, they still have the right to enroll in public school if they would otherwise be eligible.

Peace officers and members of the military can request that their child be transferred to another campus or district. The district must approve the transfer if there is an agreement in place with the receiving district.

TEC §29.153, TEC §29.159, TEC §29.171; TEC § 30.002, TEC § 30.057, TEC § 30.083; TEC § 30.004, TEC § 30.021; TEC §29.355, TEC §29.356, TEC §29.360; TEC §26.0031, TEC §30B.057; TEC §12.001, TEC §12.052, TEC §12.0521; TEC §25.0341, TEC §25.035, TEC §25.036, TEC §25.045, TEC §26.003, TEC §29.201-204 ; §25.001, §25.0342, TEC §25.0344; TEC §11.158, TEC §29.087

Victims of Sexual Offenses & Bullying

If a child has been the victim of a sexual offense and a parent requests their child be moved to a different campus, boards must work with the parents and find the ways to say “yes” for the best interests of the child.

Transfer Requests

Parents can request transfers for other reasons.

Please see the TEA Parents’ Right (to know) handbook for information on:

Public Education Grants, Charter Schools, Direct-Authorized Charter Schools, **Virtual and Hybrid Schooling**, Texas Educational Freedom Accounts, Schools for the Deaf and Blind, and Public Early Education Options



Knowledge Check



CLOSING

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Reminder of Inherent Nature of Parent Rights

Texas law recognizes that parents are the most important voice in a child's education. It reinforces that students do best when parents and families are informed, involved, and respected. Educators are to partner with parents in the education of the parents' children.

Throughout this training, information has been provided about specific parental rights that have been codified in federal and state law and state administrative code. However, the list is not exhaustive, and for good reason. Parental rights are not solely a creation of statute.

Parental rights pre-date government as inherent rights that have been upheld by the United States Constitution and the Supreme Court of the United States, the Texas Constitution and the Supreme Court of Texas, and the laws of Texas.

As trustees fulfill their oaths of office and their duties, they should continue to educate themselves about the ways their role helps to support parents with these statutory and inherent rights.



The liberty interest at issue in this case-the interest of parents in the care, custody, and control of their children-is perhaps the oldest of the fundamental liberty interests recognized by this Court....

In light of this extensive precedent, it cannot now be doubted that the Due Process Clause of the Fourteenth Amendment protects the fundamental right of parents to make decisions concerning the care, custody, and control of their children.

- **Troxel v. Granville, 530 U.S. 57 (2000)**

It is cardinal with us that the custody, care and nurture of the child reside first in the parents, whose primary function and freedom include preparation for obligations the state can neither supply nor hinder. . . . It is in recognition of this that these decisions have respected the private realm of family life which the state cannot enter.

- **Prince v. Commonwealth of Massachusetts, 321 U.S. 158 (1944)**

CERTIFICATE OF COMPLETION



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You have completed the State Board of Education's required training for trustees on parental rights.

Please click [here](#) to produce your certificate of completion. Be sure to maintain the certificate for you and the district's records.



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Certificate of Completion

5 HOUR COURSE ON PARENTAL RIGHTS

AWARDED TO

for successfully completing the initial Texas State Board of Education
course on Parental Rights Training for School Board Trustees

DATE



Retain this for your records and provide a copy to the President of your School Board

Minutes

State Board of Education

Committee on Instruction Special Called Meeting

April 21, 2026

**State Board of Education
Committee on Instruction
Special Called Meeting
April 21, 2026**

The State Board of Education Committee on Instruction Special Called Meeting met at 10:00 a.m. on Tuesday, April 21, 2026, in Room G-100C of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas.

Present: Audrey Young, chair; Evelyn Brooks, vice chair; Pam Little; and Gustavo Reveles

Absent: Rebecca Bell-Metereau

Items were considered in the following order: 3, 1, 2, 4, 5, 6

ACTION ITEMS

1. **Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations (Adoption of Review)**
(Board agenda page II-1)

Laura Briones, Director, Special Populations Policy and Compliance, noted that this item presents the adoption of the review of rules related to gifted/talented education, Texas certificate of high school equivalency, and special education services and settings.

At the April 10, 2026, meeting, the State Board of Education adopted the following motion contingent upon approval by the Committee on Instruction within 60 days.

RECOMMENDATION: Member Little moved that the Committee on Instruction:

Adopt the review of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, and Subchapter C, Texas Certificate of High School Equivalency.

The recommendation was adopted without objection.

DISCUSSION ITEMS

2. **Discussion of 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**
(Board agenda page II-4)

Ms. Briones presented the proposed repeal of the rule, which resulted when the Legislature removed the SBOE's statutory authority for the rule.

No board action was taken.

ACTION ITEMS

3. **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-6)

Shannon Trejo, Deputy Commissioner, School Programs, recommended that the item be postponed to the June meeting.

Member Little moved that the item be postponed to the June meeting. The motion was seconded and adopted without objection.

4. **Approval of Updates and Substitutions to Approved Instructional Materials**
(Board agenda page II-12)

At the April 10, 2026, meeting, the State Board of Education adopted a similar motion contingent upon approval by the Committee on Instruction within 60 days.

RECOMMENDATION: Member Little moved that the Committee on Instruction:

Approve requests to update content previously approved through the IMRA process from:

- Amplify Education, Inc. in their Amplify Desmos Math Texas GK–5 full-subject mathematics materials;
- Edmentum, Inc. in their Exact Path Mathematics–Grades K–5 supplemental mathematics materials;
- Heinemann in their K–2 Texas Saxon Reading Foundations Teacher Resource Package English phonics materials;
- HMH Education Company in their HMH Into Reading Texas Version 2 Grades K–5 full-subject English language arts and reading materials, HMH ¡Arriba la lectura! Texas Version 2 Grades K–5 full-subject Spanish language arts materials, and HMH Math 180 Texas Grades 3–8 and HMH Math 180 Flex Texas 3–8 supplemental mathematics materials;
- I Love to Read in Spanish, LLC in their Spanish phonics materials, ¡Estoy Listo! - Desarrollo de Habilidades Fundamentales de Lectoescritura, Kínder and Poquito a Poco-Desarrollo de Habilidades Fundamentales de Lectoescritura, Grado 1;
- Lowman Education in their 3rd–8th Grade Math and Algebra I supplemental mathematics materials and their 6th Grade RLA full-subject English language arts and reading materials;
- MIND Education in their ST Math Texas Grades K–5 supplemental mathematics materials;
- Perfection Learning Corporation in their Measuring Up to the TEKS Mathematics Grade 3 Student /Teacher Package, Measuring Up to the TEKS Mathematics Grade 4 Student /Teacher Package, Measuring Up to the TEKS Mathematics Grade 5 Student /Teacher Package supplemental mathematics materials;
- Progress Learning, LLC to in their Progress Learning 3rd Grade–8th Grade Mathematics, Progress Learning Algebra I EOC, Progress Learning Algebra II, Progress Learning Geometry supplemental mathematics materials; and
- Scholastic in their Ready4Reading Grades K–3 English phonics materials;

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run, and further to allow Perfection Learning to make corresponding changes to their IMRA Cycle 2026 submission.

The recommendation was adopted without objection.

5. Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards
(Second Reading and Final Adoption)
(Board agenda page II-14)

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support, presented the item, explaining that the proposed repeal would remove the English Language Proficiency Standards (ELPS) for Kindergarten-Grade 12 in §74.4 that will be superseded by new rules, beginning with the 2026-2027 school year.

At the April 10, 2026, meeting, the State Board of Education adopted the following motion contingent upon approval by the Committee on Instruction within 60 days.

RECOMMENDATION: Member Little moved that the Committee on Instruction:

Approve for second reading and final adoption the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards; and Make an affirmative finding that immediate adoption of the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards, 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 without objection.

6. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments
(Second Reading and Final Adoption)
(Board agenda page II-18)

Ms. Snyder noted that the proposed amendment would update the minimum score required for a performance acknowledgement on the SAT, align language related to ACT with language related to SAT, and add the Classic Learning Test® and Preliminary SAT (PSAT) 10 to appropriate performance acknowledgments.

At the April 10, 2026, meeting, the State Board of Education adopted the following motion contingent upon approval by the Committee on Instruction within 60 days.

RECOMMENDATION: Member Little moved that the Committee on Instruction:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, 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 2-1, with 1 member abstaining.

The meeting adjourned at 10:30 a.m.



Will Hickman, Secretary