

State Board of Education

March 2026

Draft Recommendations Texas Essential Knowledge and Skills (TEKS) Social Studies K–12

This document reflects draft recommendations for the Social Studies Texas Essential Knowledge and Skills (TEKS) K–12 from the State Board of Education’s TEKS review work groups for Kindergarten through Twelfth grades, **Work Group B**. Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current location in the grade level or course is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underline (new text location). Content that is unchanged from the previous draft remains in black font (unchanged). Numbering for the knowledge and skills statements and student expectations in the document will be finalized in the documents prepared for SBOE 1<sup>st</sup> reading and filing authorization with the Texas Register. For Ethnic Studies and Special Topics courses not included in the SBOE adopted key topics/subtopics, newly SBOE adopted social studies skills are embedded at the end of the student expectation as a “tag” representing the following: H for History (World, United States, and Texas), Geo/C for Geography and Culture, G/CIV for Government and Civics, E for Economics, and S for Social Studies Skills. Comments in the right-hand column contain Work Group B recommendations and rationale for proposed changes.

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## Social Studies, Introduction paragraphs for all courses

Citation	Work Group B TEKS Draft
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
(b)	Introduction.
(1)	[Insert Grade Level or Course Overview recommended within each Work Group B document.]
(2)	<u>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:</u>
(A)	<u>students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;</u>
(B)	<u>students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and</u>
(C)	<u>students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.</u>
(3)	<p><u>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.</u></p> <p><b>Note:</b> this statement is only included in Kindergarten-Grade 8</p>
(4)	<u>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.</u>
(5)	<u>Student expectations within each knowledge and skills key topic address the statutory requirements below 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:</u>
(A)	<u>History (World, United States, and Texas) coded with H;</u>
(B)	<u>Government and Civics coded with G/Civ;</u>
(C)	<u>Geography and Culture coded with Geo/C;</u>
(D)	<u>Economics coded with E; and</u>
(E)	<u>Social Studies Skills, based on disciplinary thinking skills, coded with S.</u>
(6)	<u>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.</u>

Citation	Work Group B TEKS Draft
(7)	<u>Student expectations embed relevant statutory requirements, including:</u>
(A)	<u>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;</u>
(B)	<u>TEC §28.002(a)(2)(G) - Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;</u>
(C)	<u>TEC §28.002(h) - Informed American Patriotism, Texas History, and the Free Enterprise System;</u>
(D)	<u>TEC §28.002(h-1)(1), (2), (3) - Knowledge of Civics;</u>
(E)	<u>TEC §28.002(h-1)(4) - Founding documents &amp; primary sources of the United States;</u>
(F)	<u>TEC §28.002(h-2)(1)(2)(3), (h-3) - Knowledge of Civics;</u>
(G)	<u>TEC §28.002(h-11), (h-12) - Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);</u>
(H)	<u>TEC §28.0022 - Certain instructional requirements and prohibitions;</u>
(I)	<u>TEC §29.907 - Celebrate Freedom Week</u>
(J)	<u>TEC §29.9071 - Texas Military Heroes Day</u>
(K)	<u>TEC §29.9072 - Holocaust Remembrance Week</u>
(8)	<u>There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the 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.</u>
(9)	<u>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.</u>
(10)	<u>The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes above can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.</u>
(c)	Knowledge and Skills.

**§113.11 Social Studies, Kindergarten, Adopted 2026.**

Citation	Work Group B TEKS Draft	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.	<p>32 Weeks x 3 lessons per week                      Average of 30 minutes per lesson                      Estimate of Instructional Time Available:                      96 Lessons (48 hours) per year  <del>Estimate of Instructional Time Needed:                      80 Lessons (40 hours) per year</del>                      WGB Estimate Instructional Time Needed: 98                      Lessons (49 hours)</p>
(b)	Introduction.	
(1)	<p><u>In Kindergarten, students begin their study of social studies by learning about themselves as members of communities and developing an early understanding of citizenship, patriotism, and civic responsibility. Through stories, symbols, and everyday experiences, students explore rules, roles, and traditions that help communities function and foster respect for others. Students use maps, globes, images, and oral storytelling to build foundational geographic, historical, and economic understanding while practicing respectful participation and listening skills.</u></p> <p><u>Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice respectful discussion, and identify the Constitution as an important national rule that protects freedoms. 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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	
(c)	Knowledge and Skills.	

Citation	Work Group B TEKS Draft	Comments
(7)	<b>American Indians in Early America.</b> The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:	12 Lessons (6 hours) <b>No change</b>
(A)	<del>Compare and contrast the Iroquois, Cherokee, and Comanche.</del>	Participants agree to move to the end of the strand to ensure a more comprehensive progression of content.
(B)	<del>Summarize</del> <u>Retell in ways that maintain meaning</u> origin stories <del>of the Iroquois including</del> Wise Owl, Cherokee <del>including</del> Ye Ho Waah, and Comanche <del>including</del> Clever Coyote. (Geo/C, H, S) <u>Retell, in ways that maintain meaning, American Indian</u> origin stories including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche.	Participants agree to revise the verb to be more age-appropriate and aligned with RLA standards. “Retell” will be a consistent verb used throughout K-2 TEKS.
(C)	Identify the Three Sisters crops in pictures – squash, beans, and corn - as foods grown by the Iroquois and Cherokee. (Geo/C, H, S)	
(D)	<u>Identify the buffalo in pictures as food hunted by the Comanche.</u> (Geo/C, H, S)	Participants agreed that students should compare the culturally relevant food sources of all three Indigenous groups.
(E)	Identify in pictures that the Iroquois lived in longhouses, <del>and the</del> Comanche lived in tipis, <del>and the</del> <u>Cherokee lived in wattle-and-daub houses.</u> (Geo/C, H, S)	Participants agreed that students should compare the culturally relevant housing of all three Indigenous groups.
(F)	<u>Identify</u> <del>Describe</del> where the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains <u>on a map with adult assistance.</u> (Geo/C, H, S)	Participants agreed to adjust to better reflect the ability of students.
(G)	<del>Identify natural resources used by American Indians including trees, soil, water, and animals.</del>	Participants agreed that this SE is already covered in previous SE’s.
(G)	<u>Recognize trading as giving something to get something in return.</u> <del>Identify goods traded and bartered between the Iroquois, Comanche, Cherokee, and other people.</del> (E, Geo/C, H, S)	Participants agreed to adjust this for simplicity.
(H)	Identify artifacts of the <del>past</del> <u>Iroquois, Comanche, Cherokee,</u> including arrowheads, pottery, and animal hides. (H, Geo/C, S)	Participants agreed that the SE needed more specificity.

Citation	Work Group B TEKS Draft	Comments
(I)	<del>Compare and contrast the Iroquois, Cherokee, and Comanche. (S)</del>	Participants agreed to remove to better reflect the ability of students.
<del>(2)</del> (9)	<b>Early Exploration of America &amp; Texas.</b> The student understands stories about Explorers. The student is expected to:	14 Lessons (7 Hours) for Early Exploration units <u>8 Lessons (4 hours)</u>
(A)	Retell the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 using pictures and a map <u>with adult assistance</u> . (H, Geo/C, S)	Participants agreed to move D into item A to improve age-appropriateness. Participants agreed to add “adult assistance” to better reflect the ability of students.
<del>(D)</del>	<u><i>Recite the names of the ships of Christopher Columbus including La Niña, La Pinta, and La Santa Maria. (H, Geo/C, S)</i></u>	
(B)	Retell the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas <u>using pictures and a map with adult assistance</u> . (H, Geo/C, S)	Participants agreed to add adult assistance to better reflect the ability of students.
(C)	Retell the story of Coronado who went in search of <del>new places</del> <u>gold</u> in the Americas <u>using pictures and a map with adult assistance</u> . (H, Geo/C, S)	Participants agreed that the SE needs more specificity.
(D)	<del><u><i>Recite the names of the ships of Christopher Columbus including La Niña, La Pinta, and La Santa Maria. (H, Geo/C, S)</i></u></del>	
<del>(3)</del> (8)	<b>Early Exploration of America &amp; Texas.</b> The student understands early exploration using globes and maps. The student is expected to:	<u>6 Lessons (3 hours)</u>
(A)	<u>Define continent as a large piece of land on earth using a map with adult assistance.</u> (Geo/C, S)	Participants agreed to build a foundation.
(B)	<u>Identify North America as the continent that we live on.</u> (Geo/C, S)	Participants agreed to build a foundation.
(C)	Locate the <del>world, Spain,</del> <u>Europe, Atlantic Ocean, North America,</u> and Texas on a globe and map. (Geo/C, S)	Participants agree to update for age-appropriateness and specificity.
(D)	<del>Identify rivers and oceans on a globe and a map.</del>	Participants agreed to add the geographic terms to A, removing rivers.
(E)	Describe relative location using the spatial terms near and far. (Geo/C, S)	

Citation	Work Group B TEKS Draft	Comments
<del>(4)</del> (10)	<b>The Plymouth Colony.</b> The student knows the story of the Mayflower. The student is expected to:	12 Lessons (6 hours) for Plymouth Colony units <u>7 Lessons (3.5 hours)</u>
(A)	Retell the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean using <del>sequential terms such as before, after, next, first, and last</del> <u>using pictures and a map with adult assistance.</u> (H, Geo/C, S)	Participants agreed to add “with adult assistance” to better reflect the ability of students.
(B)	Explain that the Pilgrims were people from England who came to America seeking <i>religious and political</i> freedom and worked together to build a community. (H, G/Civ, Geo/C, S)	Participants agree to update for age-appropriateness and specificity.
(.)	<del>Explain that the Pilgrims came to America seeking religious freedom to practice their faith in God that they were denied in England.</del>	Participants agree to embed into B for age-appropriateness and specificity.
(C)	Explain that the Mayflower Compact was an agreement to work together, choose fair leaders, and follow rules for the good of the community. (H, G/Civ, Geo/C, S)	
<del>(5)</del> (12)	<b>The Plymouth Colony.</b> The student knows the story of <u>the first</u> Thanksgiving. The student is expected to:	<u>7 Lessons (3.5 hours)</u>
<del>(A)</del>	<del>Retell the story of the first Thanksgiving as a celebration between the Pilgrims and their Native American friends.</del>	
(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)	
(C)	<u>Retell the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God using pictures with adult assistance.</u> (H, Geo/C, S)	Participants agree to update for specificity and move for alignment. Participants agreed to add “with adult assistance” to better reflect the ability of students.
<del>(6)</del> (11)	<b>The Plymouth Colony.</b> The student understands important locations for the Plymouth Colony. The student is expected to:	<u>3 Lessons (1.5 hours)</u>
(A)	Locate <u>Europe</u> , England, the Atlantic Ocean, <u>North America</u> and Massachusetts on a map <u>with adult assistance.</u> (Geo/C, S)	Participants agreed to ground in geography before understanding the history.
<del>(7)</del> (13)	<b>George Washington: Father of Our Country.</b> The student understands that George Washington is known as the Father of Our Country. The student is expected to:	6 Lesson (3 hours) <u>8 Lessons (4 hours)</u>

Citation	Work Group B TEKS Draft	Comments
(A)	<u>Identify an image of George Washington in primary sources. (S)</u>	Participants agreed to move this item earlier for better alignment.
(B)	<u>Locate North America and Virginia on a map and identify it as the birthplace of George Washington with adult assistance. (Geo/C, S)</u>	Participants agreed to ground in geography before understanding the history.
(C)	Retell stories of George Washington <u>using a timeline</u> including his life as a <u>responsible and respectful</u> child <del>who followed the rules of civility</del> , a general in the military, and the first President of the United States <u>using a timeline with adult assistance</u> . (H, G/Civ, S)	Participants simplified terminology.
(D)	<del>Identify George Washington and</del> Explain why <del>he</del> <u>George Washington</u> is called the Father of Our Country <u>with adult assistance</u> . (H, G/Civ, S)	Participants separated to help with pacing. Added the inclusion of “with adult assistance” for age-appropriateness.
(.)	<del>Locate Virginia on a map and identify it as the birthplace of George Washington.</del>	
(E)	Locate <u>North America, United States</u> , and Washington, DC on a map <u>with adult assistance</u> . <del>and identify it as the capital of the United States named after George Washington where the current president lives and works.</del> (Geo/C, S)	Participants agreed to ground in geography before understanding the history.
(F)	<u>Identify Washington, DC</u> <del>it</del> <u>as the capital of the United States, named after George Washington, where the current president lives and works.</u> (Geo/C, S)	Participants agreed to break out for clarity.
<del>(8)-(1)</del>	<b>We the People: Rules in the Community.</b> The student understands the role of rules. The student is expected to:	4 Lessons (2 hours) <u>8 Lessons (4 hours)</u>
(A)	<u>Define community as a group of people who live and work together. (Geo/C, S)</u>	Participants agreed to build a foundation.
(B)	<u>Identify the terms community, city, state, and country. (Geo/C)</u>	Participants agreed to build a foundation.
(C)	Explain the <del>role-purpose for having</del> <u>of</u> rules at home, school, and in the community, <u>using</u> <del>examples from stories.</del> (G/Civ, S)	Participants agreed to adjust the phrasing for specificity.
(D)	Demonstrate respectful listening and responding during classroom discussions. (S)	
(E)	Identify the Constitution as the most important rule book in our country, <u>protecting</u> <del>and that is</del> <u>protects</u> liberties, <u>rights, and freedoms</u> for Americans. (G/Civ, S)	Participants agreed to adjust the phrasing for specificity.

Citation	Work Group B TEKS Draft	Comments
<del>(9)</del> (3)	<b>American Citizenship.</b> The student understands examples of patriotism. The student is expected to:	14 Lessons (7 hours) for American Citizenship units <u>6 Lessons (3 hours)</u>
()	<i>Retell the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end with adult assistance. (H, S)</i>	Participants agreed to move this SE from “examples of patriotism” to under “symbols of patriotism”.
(A)	<u>Identify the American flag as a national symbol of freedom of independence. (H, G/Civ, S)</u>	Participants agreed that the American flag needs to be included.
(B)	Recite the Pledge of Allegiance, <u>practicing good citizenship behavior</u> , <i>and identify that the reciting the pledge shows pride and good citizenship in the United States. (H, G/Civ, S)</i>	Participants agreed to add more patriotism to the SE.
(C)	<del>and identify</del> <u>Explain that the reciting the pledge Pledge of Allegiance shows pride and is an example of being a good citizen. good citizenship in the United States. (H, G/Civ, S)</u>	Participants agreed to break out for clarity.
(D)	<u>Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship</u>	Aligned with Statute and SBOE guidance
<del>(10)</del> (4)	<b>American Citizenship.</b> The student knows symbols of patriotism. The student is expected to:	<u>5 Lessons (3.5 hours)</u>
()	<i>Identify the Bald Eagle as a national symbol of freedom and independence. (H, G/Civ, S)</i>	
()	<i>Identify the Liberty Bell as a symbol of freedom with the inscription of “Proclaim liberty throughout the land.” (H, G/Civ, S)</i>	
()	<i>Identify the Statue of Liberty holds a tablet in her hands with the date of July 4, 1776, the day the United States declared independence and is a symbol of freedom and unity. (H, G/Civ, S)</i>	
(A)	<i>Retell the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end with adult assistance. (H, S)</i>	Participants agreed to move this SE from “examples of patriotism” to under “symbols of patriotism”.
(B)	<i>Identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence. (H, G/Civ, S)</i>	Participants agreed to combine the SE for simplicity.
(C)	Recognize “The National Anthem” when played aloud and practice good citizenship behaviors while listening. (H, G/Civ, S)	
<del>(11)</del> (2)	<b>American Citizenship.</b> The student understands honoring public service. The student is expected to:	<u>7 Lessons (3.5 hours)</u>

Citation	Work Group B TEKS Draft	Comments
(A)	Identify police officers, firefighters, military members, veterans, and elected officials as community helpers <del>and public servants</del> <i>and describe how they help people in the community.</i> (G/Civ, S)	
(B)	<del>and d</del> <i>Describe how police officers, firefighters, military members, veterans, and elected officials they help people in the community.</i> (G/Civ, S)	Participants agreed to break out for clarity.
()	<del>Ask and answer simple questions about how public servants help keep people safe and help the community.</del>	Participants agree this SE is redundant with item A.
(C)	Explain, <del>using words or pictures,</del> why <del>public servants</del> <u>community helpers</u> are important to the community. (G/Civ, S)	Participants agree to keep all SE's on "community helpers".
(D)	Recognize ways people honor <del>and appreciate public servants</del> <u>community helpers</u> , including saying thank you, celebrating holidays, or showing respect for uniforms, symbols, and service. (G/Civ, S)	Participants agree to keep all SE's on "community helpers". Removed appreciate to decrease breakouts.
<del>(12)</del> (14)	<b>Lone Star Heritage: Stories &amp; Symbols.</b> The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:	8 Lessons (4 hours) for Lone Star Heritage units <u>4 Lessons (2 hours)</u>
(A)	<del>Retell a story about Father Damián Massanet, identifying him as a priest who came to Texas to build churches, called missions, and help people using pictures and a map with adult assistance, missionary and describing his beliefs and actions in Texas.</del> (H, Geo/C, S) Retell, <u>with adult assistance using pictures and a map,</u> a story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions.	Participants agreed to adjust the phrasing for specificity and simplification.
(B)	Retell a story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas <u>using pictures and a map with adult assistance.</u> (H, Geo/C, S)	
(C)	Retell a story about Sam Houston that describes his leadership role in Texas independence from Mexico <u>using pictures and a map with adult assistance.</u> (H, Geo/C, S)	
<del>(12)</del> (5)	<b>Lone Star Heritage: Stories &amp; Symbols.</b> The students knows symbols of Texas pride. The student is expected to:	<u>4 Lessons (2 hours)</u>
(A)	<u>Identify the Texas flag as a symbol of Texas pride.</u> (H, G/Civ, S)	Participants agreed that the Texas flag needs to be included.
(B)	Recite the <u>Texas Pledge of Allegiance, practicing good citizenship behavior,</u> <del>and identify that the reciting the pledge shows pride and good citizenship in the United States.</del> (H, G/Civ, S)	Participants agreed to break out for clarity.

Citation	Work Group B TEKS Draft	Comments
(C)	<del>and identify</del> Explain that <del>the reciting the pledge</del> Texas Pledge of Allegiance shows pride and is an example of being a good citizen. <del>good citizenship in the United States.</del> (H, G/Civ, S)	Participants agreed to break out for clarity.
(D)	Recognize the state song “Texas, Our Texas” when played aloud and practice good citizenship behaviors while listening. (G/Civ, S)	
<del>(14)</del> (6)	<b>Free Enterprise.</b> The student understands key elements of free enterprise. The student is expected to:	6 Lessons (3 hours) <u>7 Lessons (3.5 hours)</u>
(A)	Identify and sort examples of goods and services using pictures <u>with adult assistance</u> . (E, G/Civ, S)	Participants agreed to adjust for specificity.
(B)	Identify and sort examples of wants and needs using pictures <del>and distinguish the difference between the two</del> <u>with adult assistance</u> . (E, G/Civ, S)	
(C)	Describe <u>individual ownership, including the words mine and yours</u> <del>Describe ownership as mine or yours.</del> (E, G/Civ, S)	Participants agreed to adjust for specificity.
(D)	Describe how people choose what to buy or use. (E, G/Civ, S)	
(15)	<b>Innovations That Changed America &amp; Texas.</b> The student is expected to know stories of innovation that changed America and Texas. The student is expected to:	4 Lessons (2 hours) <u>6 Lessons (3 hours)</u>
(A)	<del>Describe</del> <u>Retell</u> the story of Benjamin Franklin including his contributions as a leader, inventor, and helper of his community <u>using sequential terms such as before, after, next, first, and last with adult assistance</u> . (H, G/Civ, S)	
(B)	Retell the story of Oveta Culp Hobby including her leadership role in helping women serve our country through the Woman’s Army Auxiliary Corps <u>using pictures with adult assistance</u> . (H, G/Civ, S)	
	*(In regard to the order) The participants agreed to begin with students’ immediate community to build personal connections, and then transitions into chronological order to explore historical events over time.	

**§113.12 Social Studies, Grade 1, Adopted 2026.**

Citation	TEKS with edits	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 Weeks x 3 lessons per week Average of 30 minutes per lesson Estimate of Instructional Time Available: 96 Lessons (48 hours) per year <del>Estimate of Instructional Time Needed:                      79 Lessons (39.5 hours) per year</del> WGB Estimate Instructional Time Needed: 97 Lessons (48.5 hours)
(b)	Introduction.	
(1)	<p><u>In Grade 1, students study Texas and American history through stories, symbols, and important events that highlight freedom, unity, work, and fairness. 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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	

Citation	TEKS with edits	Comments
(c)	Knowledge and Skills.	
➔ (4)	<b>Thanksgiving.</b> The student understands the Story of Thanksgiving. The student is expected to:	13 Lessons (6.5 hours) for Thanksgiving units <u>8 Lessons (4 hours)</u>
(A)	<u>Locate Europe, England, the Atlantic Ocean, North America and Massachusetts on a map with adult assistance.</u> (Geo/C, S)	Participants agreed to ground in geography before understanding the history.
(B)	<u>Explain that the Pilgrims crossed the Atlantic Ocean from Europe to America seeking freedom to follow their religion.</u> (Geo/C, G/Civ, S)	Participants agreed to move it for chronological ordering and added “Plymouth Rock as a symbol of their landing.”
(C)	<u>Recognize Plymouth Rock as a symbol of the Pilgrims’ landing.</u> (Geo/C, S)	Participants agreed to break out for clarity.
(D)	Summarize the story of <u>the first Thanksgiving to include that the Pilgrims came to America seeking political and religious freedom and gave thanks to God using pictures with adult assistance.</u> (H, Geo/C, S)	Participants agreed to clarify for specificity.
(.)	<u>Explain that the Pilgrims crossed the Atlantic Ocean from Europe to America seeking freedom to follow their religion and the Wampanoag Indians helped the Pilgrims survive.</u>	Participants agreed to move “religious freedom” to B and “the Wampanoag Indians helped the Pilgrims survive” to E.
(.)	<u>Explain that Thanksgiving was a shared meal between the Wampanoag Indians and the Pilgrims and that the Pilgrims gave thanks to God.</u>	Participants agreed to move “Pilgrims gave thanks to God” to C.
(E)	Explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas. (H, Geo/C, S)	
(F)	<u>Explain how the Wampanoag Indians and Pilgrims worked together despite differences. cooperation is shown during the celebration of Thanksgiving by describing how people work together, share responsibilities, and help one another; the Wampanoag Indians helped the Pilgrims survive.</u> (H, Geo/C, S)	Participants agreed to add specificity.
(.)	<del>Model celebration by demonstrating respectful and thankful behaviors during classroom activities related to Thanksgiving.</del> (Geo/C, S)	Participants agree to delete to help with pacing.
➔ (3)	<b>Thanksgiving.</b> The student understands the story of Thanksgiving in El Paso. The student is expected to:	<u>3 Lessons (1.5 hours)</u>

Citation	TEKS with edits	Comments
()	<i>Retell the story of Don Juan de Oñate including the celebration of Thanksgiving in 1598 after safely crossing the desert. (H, Geo/C, S)</i>	
(A)	Locate <u>North America, Texas, El Paso, TX</u> , and the Rio Grande <u>river</u> on a map <u>with adult assistance</u> . (Geo/C, S)	Participants agreed to ground in geography before understanding the history.
(B)	Describe the locations of El Paso and the Rio Grande <u>river</u> using cardinal directions north, south, east and west on a map <u>with adult assistance</u> . (Geo/C, S)	
(C)	<del>Describe the locations of El Paso and the Rio Grande using spatial terms near and far. (Geo/C, S)</del>	Participants agreed SE is redundant to item B.
(D)	<i>Retell the story of Don Juan de Oñate including the celebration of Thanksgiving in 1598 after safely crossing the desert with adult assistance.</i> (H, Geo/C, S)	Participants agreed to move for alignment.
↔ (5)	<b>Life in Early America and the Beginning of Self Government.</b> The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:	8 Lessons (4 Hours) <u>7 Lessons (3.5 hours)</u>
(A)	Identify 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 how Pilgrim families practiced self-government <u>by making their own rules and electing their own leaders</u> . <del>using examples from a story.</del> (H, G/Civ, S)	Participants agreed to add clarity for teachers.
(C)	Explain that a meeting house was a place where people prayed, talked about community needs, voted on community matters, and chose leaders. (H, G/Civ, S)	
(D)	<u>Use voting as a method for decision making and recognize that this method was also used by Pilgrims.</u>	
(E)	<u>Recognize that the way we govern ourselves today is based on how the Pilgrims made rules and decisions together long ago.</u> <del>Compare the ways people make decisions together in the home, school, and community today to how Pilgrims made decisions together.</del> (H, G/Civ, S)	Participants agreed to adjust the language to better align to the content presented.
↔ (7)	<b>The American Declaration of Independence and Symbols of Freedom.</b> The student understands that 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:	17 Lessons (8.5 hours) for American Declaration units <u>8 Lessons (4 hours)</u>
(A)	<u>Locate North America, Boston, Massachusetts and Philadelphia, Pennsylvania on a map with adult assistance.</u> (Geo/C, S)	Participants agreed to ground in geography before understanding the history

Citation	TEKS with edits	Comments
(B)	Retell the story of the Boston Tea Party <u>including that colonists threw tea into the harbor to protest unfair taxes using the sequential terms beginning, middle, and end with adult assistance.</u> (H, G/civ, S)	Participants agreed to merge and add specificity.
(.)	<del>Explain that the Boston Tea Party was an important event where colonists threw tea into the harbor to protest unfair taxes.</del>	
(C)	<u>Describe the roles that Paul Revere and Sybil Ludington played in alerting the colonists that the British army was coming.</u> (H, G/Civ, S)	Participants agreed to add Sybil Ludington as a heroine.
(D)	Identify Thomas Jefferson as the writer of the Declaration of Independence, <u>a document</u> which sought <del>seeking</del> freedom from being ruled by a king <del>using examples from a story.</del> (H, G/Civ, S)	Participants agreed to simplify for clarity.
(E)	Describe the term liberty as used in <u>the Declaration of Independence</u> as freedom from being ruled by a king. <del>and that the Declaration of Independence gave liberty to the American colonies such as Plymouth.</del> (H, G/Civ, S)	Participants agreed to adjust for simplicity.
(F)	Recite the phrase “life, liberty, and the pursuit of happiness”, <del>and recognize that it is</del> <u>as</u> an important phrase in American history. (H, G/Civ, S)	Participants agreed to add clarity.
(.)	<del>Locate Boston and Philadelphia on a map.</del>	
(G)	Explain that Boston was where the Boston Tea Party occurred and that Philadelphia is where the signing of the Declaration of Independence occurred.	
<del>(5)</del> (8)	<b>The American Declaration of Independence and Symbols of Freedom.</b> The student knows symbols of American Freedom. The student is expected to:	<u>7 Lessons (3.5 hours)</u>
(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 how “America the Beautiful” was originally written as a poem by Katherine Lee Bates who was inspired by the natural beauty found in the geography of the United States. (H, Geo/C, S)	
(D)	Explain that Independence Hall <u>in Philadelphia, PA,</u> is a building where Americans met to make important decisions <u>including the signing of</u> <del>and</del> the Declaration of Independence <del>was signed in this building</del> in 1776 declaring <del>that the</del> American <u>independence</u> <del>colonies were free</del> from British rule. (H, G/Civ, Geo/C, S)	Participants agreed to add clarity.

Citation	TEKS with edits	Comments
(E)	Explain that the Liberty Bell rang to call people together to hear the first public reading of the Declaration of Independence in Philadelphia, PA in 1776. (H, G/Civ, Geo/C, S)	
<del>(9)</del> (9)	<b>The American Declaration of Independence and Symbols of Freedom.</b> The student understands the importance of key national holidays in America. The student is expected to:	<u>2 Lessons (1 hour)</u>
(A)	Identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4 <sup>th</sup> . (H, G/Civ, Geo/C, S)	
(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)	
<del>(12)</del> (12)	<b>Abraham Lincoln &amp; the Civil War.</b> The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:	7 Lessons (3.5 hours) for Abraham Lincoln units <u>8 Lessons (4 hours)</u>
(A)	<u>Recognize slavery as the unfair treatment of someone based on race and were enslaved.</u> (H, S)	Participants agreed to add specificity in response to SBOE Guidance.
(B)	<u>Describe how the country was divided over different views of slavery which led to the civil way.</u> (H, S)	Participants agreed to add specificity in response to SBOE Guidance.
(C)	Retell stories of Abraham Lincoln <del>using a timeline</del> that includes details about his childhood, his election as president, and his speech the Gettysburg Address <u>using a timeline with adult assistance.</u> (H, S)	
(D)	Identify Abraham Lincoln as the president who worked to end slavery and protect liberty in America <del>using examples from a story.</del> (H, G/Civ, S)	Reduce content
(E)	Locate the Lincoln Memorial in Washington, DC on a map and in pictures. (Geo/C, S)	
(F)	Explain that the Lincoln Memorial in Washington DC is a landmark that honors Abraham Lincoln and has served as a backdrop for many important speeches including “I Have a Dream” by Martin Luther King, Jr. (H, G/Civ, Geo/C, S)	
<del>(13)</del> (13)	<b>Abraham Lincoln &amp; the Civil War.</b> The student understands the importance of Juneteenth. The student is expected to:	<u>2 Lessons (1 hour)</u>

Citation	TEKS with edits	Comments
(A)	Identify <u>June 19th as the date of</u> Juneteenth on the calendar. <del>and explain why it is called Juneteenth.</del> (H, Geo/C, S)	Participants agreed to add clarity.
(B)	Explain that Juneteenth is a holiday that celebrates when enslaved people in Texas learned they were free. (H, Geo/C, S)	
<del>(9)</del> (15)	<b>The Civil Rights Movement.</b> The student understands the importance of the civil rights movement in American history. The student is expected to:	10 Lessons (5 hours) for Civil Rights units <u>7 Lessons (3.5 hours)</u>
(A)	<u>Define segregation as keeping people apart from each other because of the color of their skin</u>	Participants agreed to build schema for the Civil Rights Movement.
(B)	Retell, <u>with adult assistance,</u> stories of Martin Luther King, Jr. <u>including his life as a preacher and civil rights leader, explaining</u> that he worked peacefully for liberty and equality for all Americans <u>using sequential terms.</u> (H, G/Civ, S)	Participants agreed to add specificity to the SE.
(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 pictures and <del>explain that it is a place that honors Martin Luther King, Jr. and his work for equality.</del> (H, Geo/C, S)	Break out for clarity
(F)	<u>Explain that it is a place that honors Martin Luther King, Jr. and his work for equality.</u> (H, Geo/C, S)	Participants agreed to break out for clarity.
<del>(10)</del> (16)	<b>The Civil Rights Movement.</b> The student understands stories of equality and justice. The student is expected to:	<u>6 Lessons (3 hours)</u>
(A)	Describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a <u>segregated</u> 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)	
(C)	Describe Ruby Bridges as a young student who helped bring equality to education in <del>Texas and</del> the United States, <u>including the state of Texas.</u> (H, G/Civ, S)	Participants agreed to add clarity.

Citation	TEKS with edits	Comments
<del>(11)</del> (10)	<b>The Settlement of Texas &amp; Texas Heroes.</b> The student understands stories about the settlement of Texas and Texas Heroes. The student is expected to:	7 Lessons (3.5 hours) for Settlement of Texas units <u>6 Lessons (3 hours)</u>
(A)	<u>Define missions as a church community built long ago to teach Christianity and help American Indians.</u> (H, Geo/C, S)	Participants agreed to build schema for the settlement of Texas.
(B)	Explain that the mission brought the Spanish and <del>Native people</del> <u>American Indians</u> into a shared community, resulting in a blending of cultures. (H, Geo/C, S)	Participants agreed to use SBOE terminology.
(C)	<del>Summarize</del> <u>Retell</u> the story of Antonio de Olivares and the mission that became the Alamo. (H, Geo/C, S)	
<del>(12)</del> (11)	<b>The Settlement of Texas &amp; Texas Heroes.</b> The student understands stories about Texas Independence. The student is expected to:	<u>7 Lessons (3.5 hours)</u>
(A)	Retell the story of the Texas Declaration of Independence by <del>explaining</del> <u>including</u> that Texans came together to <del>explain</del> <u>declare</u> why they wanted to be free <u>from Mexico with adult assistance</u> . <del>and make their own choices</del> . (H, Geo/C, S)	Participants agreed to add clarity.
(B)	Retell the story of Stephen F. Austin as the “Father of Texas” <del>and explain</del> <u>including</u> how he helped people settle and build communities in Texas <u>with adult assistance</u> . (H, Geo/C, S)	Participants agreed to add clarity.
(C)	Retell the story of William B. Travis <del>and explain</del> <u>including</u> his role as a commander at the Alamo who showed courage and leadership during Texas’s fight for independence <u>with adult assistance</u> . (H, Geo/C, S)	Participants agreed to add clarity.
(D)	<u>Explain that Texas Independence Day occurred on March 2, 1836, when Texas declared its independence from Mexico and is now celebrated as Texas Independence Day.</u> (H, Geo/C, S)	Participants agreed this aligns better under “stories about Texas Independence” instead of “symbols”.
<del>(13)</del> (1)	<u>Lone Star Heritage: Stories &amp; Symbols.</u> <del>The Settlement of Texas &amp; Texas Heroes.</del> The student knows symbols of Texas Freedom. The student is expected to:	Participants agree that there are no heroes or settlements mentioned. <u>5 Lessons (2.5 hours)</u>
(A)	Identify the Texas flag with the Lone Star. (H, G/Civ, Geo/C, S)	
(B)	Explain that the Lone Star is a symbol of Texas freedom because it represents unity. (H, G/Civ, Geo/C, S)	

Citation	TEKS with edits	Comments
(.)	<del>Explain that Texas Independence Day occurred on March 2, 1836, when Texas declared its independence from Mexico.</del>	Participants agreed this aligns better under “stories about Texas Independence” instead of “symbols”.
(C)	Recognize the song “Deep in the Heart of Texas” when played aloud which describes the geography of Texas. (H, Geo/C, S)	
<del>(14)</del> (2)	<b>Free Enterprise Shapes Texas.</b> The student understands how free enterprise shapes Texas today. The student is expected to:	17 Lessons (8.5 hours) for Free Enterprise units <u>8 Lessons (4 hours)</u>
(A)	Identify <u>that farmers are considered</u> producers <u>because they grow crops.</u> <del>and consumers</del> (E, G/Civ, S)	Breakout for student age appropriateness and clarity of content
(B)	<u>Identify people in the community as consumers when they buy food from the grocery store.</u>	Broken out from A
(C)	explain how <del>they</del> <u>people in the community</u> trade goods and services.	Broken out from A
(.)	<del>Explain that people make and buy more or fewer goods based on what people want and need.</del>	Participants agreed this content is too rigorous and not age appropriate.
(D)	<del>Explain why people have jobs. and how work helps individuals and the community.</del> (E, G/Civ, S)	Participants agreed to break out for clarity.
(E)	<del>and</del> <u>Describe how working helps individuals and the community.</u> (E, G/Civ, S)	Participants agreed to break out for clarity.
(F)	<u>Identify jobs at the community, city, state, and national levels.</u> (G/Civ, Geo/C, S)	Participants agreed to add in order to build understanding of the world they live.
(G)	Describe ways people work by making products or providing services. <del>as business owners or employees.</del> (E, G/Civ, S)	Participants agreed to break this SE into two for more specificity and clarity.
(.)	<del>Describe ways people work as business owners or employees.</del> (E, G/Civ, S)	Participants agreed to break this SE into two for more specificity and clarity.
(.)	<del>Explain why people have jobs and how work helps individuals and the community.</del>	Participants agreed to move up in order for clarity.
<del>(15)</del> (14)	<b>Free Enterprise Shapes Texas.</b> The student understands how free enterprise shaped Texas in the past. The student is expected to:	<u>7 Lessons (3.5 hours)</u>

Citation	TEKS with edits	Comments
(A)	<u>Identify oil as a valuable natural resource that is found deep in the ground.</u> (E, Geo/C, S)	Participants agreed to build schema for the standard.
(B)	Explain that <u>the discovery of</u> oil in Texas led to new towns, transportation, and products. (E, H, S)	
(C)	Describe Patillo Higgins, as <u>an oil explorer</u> <del>wildcatter</del> who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom. (E, H, S)	Participants agreed to adjust term for age-appropriateness.
(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. (E, H, S)	
(E)	Describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years. (E, H, S)	
(F)	<del>Describe Gail Borden as the inventor of condensed milk so milk could last longer and a surveyor who helped to plan cities like Houston and Galveston.</del> (E, H, S)	Rationale: Does not align to section focused on oil.
<del>(16)</del> (6)	The Settlement of Texas & Texas Heroes. The Story of the Comanche	<u>6 Lessons (3 hours)</u>
(A)	<u>Describe the Comanche as a nomadic tribe meaning a group of people who travel to find food and water instead of staying in one place.</u> (Geo/C, H, S)	Participants agreed to retain The Story of the Comanche in response to SBOE Guidance.
(B)	<u>Describe how the use of horses helped the nomadic Comanche to migrate with and hunt buffalo.</u> (Geo/C, H, S)	Participants agreed to retain The Story of the Comanche in response to SBOE Guidance.
(C)	<u>Retell, using illustrations and writing, the story of the Legend of the Bluebonnet</u> (Geo/C, S)	Participants agreed to retain The Story of the Comanche in response to SBOE Guidance.
(D)	<u>Identify the Bluebonnet as a symbol of Texas.</u> (Geo/C, H, S)	Participants agreed to retain The Story of the Comanche in response to SBOE Guidance.
	*(In regards to the overall order) The participants agreed to begin with students' personal connections, and then transitions into chronological order to explore historical events over time.	

**§113.13 Social Studies, Grade 2, Adopted 2026.**

Citation	TEKS with edits	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 Weeks x 3 lessons per week Average of 30 minutes per lesson Estimate of Instructional Time Available: 96 Lessons (48 hours) per year <del>Estimate of Instructional Time Needed:                      96 Lessons (48 hours) per year</del> WGB Estimate Instructional Time Needed: 95 Lessons (47.5 hours)
(b)	Introduction.	
(1)	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	

Citation	TEKS with edits	Comments
(c)	Knowledge and Skills.	
(1)	<b>Ancient Civilizations: People and Places That Influenced America &amp; Texas.</b> The student understands the continents and oceans of the world. The student is expected to:	20 Lessons (10 hours) for American Civilizations units. <a href="#">8 Lessons (4 hours)</a>
(A)	<del>Identify</del> , label, and describe the relative locations of the seven continents and five oceans on a map <del>and globe</del> . (Geo/C, S)	
(B)	Explain that people have lived in many parts of the world for a long time. (Geo/C, H, S)	
(2)	<b>Ancient Civilizations: People and Places That Influenced America &amp; Texas.</b> The student understands stories about early civilizations and their characteristics. The student is expected to:	<a href="#">11 Lessons (5.5 hours)</a>
(A)	<del>Explain that different civilizations had different kinds of leaders including kings, chiefs, and presidents.</del> <a href="#">Explain characteristics of early civilizations including establishing leadership, developing rules for society, creating innovations in agriculture and tools, and implementing economic systems to meet the needs of their communities.</a> (H, G/Civ, Geo/C, E, S)	Participants agreed on the importance of students building an understanding of the patterns of society, which help lay the foundation for historical context.
()	<del>Explain that early people used natural resources to make things including turning clay into pottery and stone into tools.</del>	Participants agree that it can be condensed into A.
()	<del>Describe innovations of early people including farming, irrigation systems, and aqueducts using examples from stories.</del>	Participants agree that it can be condensed into A.
(B)	Identify the Clovis in North America as one of the first known civilizations, and archeological evidence shows that the Clovis people lived in areas that are now part of Texas. (H, G/Civ, Geo/C, E, S)	
(C)	Identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility. (H, G/Civ, Geo/C, E, S)	
(D)	Identify people who changed the land in the Americas by farming and using water including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River. (H, G/Civ, Geo/C, E, S)	
(E)	Identify the Greek and Roman civilizations in Europe as people who developed ideas including democracy, the republic, elected leaders, responsibilities of citizenship and written laws that influenced American and Texas government. (H, G/Civ, Geo/C, E, S)	

Citation	TEKS with edits	Comments
(F)	Identify the Greek and Roman civilizations as people who developed innovations including aqueducts. (H, G/Civ, Geo/C, E, S)	
(G)	Identify Ancient African civilizations as people who developed trade networks connecting regions, engineered stone cities without mortar, and advanced written communications with hieroglyphics. (H, G/Civ, Geo/C, E, S)	
(3)	<b>American Heroes in the War for Independence.</b> The student knows the locations of the original thirteen colonies. The student is expected to:	18 Lessons (9 hours) for American Heroes units. <u>4 Lessons (2 hours)</u>
(A)	<u>Define colony as a new place where people move to live that is ruled by another country.</u> (Geo/C, H, S)	Participants agreed to build schema for the American Revolution.
(B)	<del>Identify the first thirteen states that represent the location of the</del> <u>Locate the</u> original thirteen colonies on a map, <del>and use</del> <u>using</u> cardinal directions to describe relative locations. (Geo/C, H, S)	
(4)	<b>American Heroes in the War for Independence.</b> The student understands the reasons for the American Revolution. The student is expected to:	<u>6 Lessons (3 hours)</u>
(A)	<u>Define American Revolution as the war in which Americans fought the British for independence.</u> (H, Geo/C, G/Civ, S)	Participants agree on building schema for the American Revolution.
(B)	<u>Locate America, the Atlantic Ocean, Great Britan on a map.</u> (Geo/C, S)	Participants agree on building schema for the American Revolution.
(C)	<del>Summarize</del> <u>Explain</u> the reasons for the American Revolution, <u>also known as the War for Independence, including taxation without representation, no voice in government, and a desire for liberty.</u> (H, E, S)	Participants agree that specificity was needed.
(D)	Explain that taxation without representation meant people were required to pay taxes <u>to the king of Great Brittan</u> but did not get a say in making the rules. (H, E, S)	
(5)	<b>American Heroes in the War for Independence.</b> The student understands stories about the American Revolution. The student is expected to:	<u>8 Lessons (4 hours)</u>
(.)	<del>Summarize stories of the American Revolution.</del>	
(A)	Explain <u>the importance of</u> <del>that</del> Patrick Henry's <del>was a Virginian made the</del> famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S)	Participants agree to increase the rigor.

Citation	TEKS with edits	Comments
(.)	<del>Explain that General George Washington won the Battle of Yorktown, which was the final victory in the war for Independence from Britain.</del>	
(B)	Explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolution. (H, G/Civ, Geo/C, S)	
(C)	Explain that Martha Washington helped injured <u>American</u> soldiers in the American Revolution. (H, G/Civ, Geo/C, S)	
(D)	<u>Identify George Washington as the leader, General, of the American Army.</u> (H, G/Civ, S)	Participants agreed to add for clarity.
(E)	Explain that Marquis de Lafayette was a French <del>friend</del> <u>ally</u> who helped George Washington and the Americans fight for freedom during the American Revolution. (H, G/Civ, Geo/C, S)	
(.)	<del>Identify the Wilderness Road on a Map. Explain that Daniel Boone was an explorer who opened the Wilderness Road through the Appalachian Mountains, and this trail helped families move west from the Atlantic Coast.</del>	Participants agree that this is not related to American Heroes in the War for Independence.
(F)	<del>Explain that General George Washington and the American soldiers won the Battle of Yorktown, which was the final victory in the war for Independence from Britain.</del> (H, G/Civ, Geo/C, S)	
(G)	<del>Summarize stories of the American Revolution.</del> (H, G/Civ, Geo/C, S)	Participants agreed that the stories are redundant.
(6)	<b>The Rule of Law.</b> The student understands the concept of rule of law and its connection to the United State Constitution. The student is expected to:	12 Lessons (6 hours) <u>8 Lessons (4 hours)</u>
<u>(A)</u>	<del>Demonstrate a process for making decisions together in school and compare it to</del> <u>Explain how leaders are chosen by the people at the national, state, and local levels.</u> (G/Civ)	Participants agreed to reorder the items to provide a clearer schema.
(B)	<u>Explain that rule of law means everyone must follow the same rules to keep society fair and safe.</u> (G/Civ)	Participants agreed to reorder the items to provide a clearer schema.
(.)	<del>Describe the story of the Constitutional Convention using pictures or text and explain how these sources help people learn about the past.</del>	
(C)	Identify the Constitution as the highest law in the United States. <del>because it creates a constitutional republic based on rule of law.</del> (G/Civ)	Participants agreed to divide out for clarity; moved to B.

Citation	TEKS with edits	Comments
(.)	<del><i>Demonstrate a process for making decisions together in school and compare it to how leaders are chosen by the people at the national, state, and local levels.</i></del>	
(D)	<u>Define amendment as a change in a written document. (S)</u>	Participants agreed to add to build schema as background knowledge.
(E)	Explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion. (G/Civ, H, S)	
(F)	<del>Describe the story of the Constitutional Convention using pictures or text and explain how these sources help people learn about the past.</del>	Participants agree to remove for redundancy.
(7)	<b>The War of 1812.</b> The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:	4 Lessons (2 hours) <u>6 Lessons (3 hours)</u>
(A)	<u>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)</u>	Participants agree this addition builds schema for these two American heroes.
(B)	Retell <del>and summarize</del> the story of Francis Scott Key who wrote the “Star-Spangled Banner” which became the national anthem. (H, G/Civ, Geo/C, S)	
(C)	Retell <del>and summarize</del> the story of Dolley Madison who saved George Washington’s portrait when the British burned the White House. (H, G/Civ, Geo/C, S)	
(8)	<b>People &amp; Events That Made Texas.</b> The student understands stories about people and events of the Texas Revolution. The student is expected to:	16 Lessons (8 hours) for People & Events that Made Texas units <u>16 Lessons (8 hours)</u>
(A)	Explain that <u>religious communities known as</u> Spanish missions in Texas were built near rivers for farming and ranching. (H, Geo/C, G/Civ, S)	Participants sought clarity of definition.
(B)	Describe how people in the mission grew crops, raised animals, traded goods, and shared religion. (H, Geo/C, G/Civ, S)	
(C)	Explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas. (H, Geo/C, G/Civ, S)	

Citation	TEKS with edits	Comments
(D)	<u>Explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, by 59 delegates at the Convention of 1836 in at Washington-on-the-Brazos.</u> (H, G/Civ, S)	Participants agreed to move from Texas symbols to Texas events. Participants agree to add in a parallel between American Independence and Texas Independence.
(E)	<u>Explain that the Texas Declaration of Independence was a <del>and that this document that</del> declared independence from Mexico allowing the formation of the Republic of Texas.</u>	
(E)	<u>Explain that the battle of Goliad was a pivotal battle and served as a rallying cry for the Texian soldiers.</u> (H, Geo/C, G/Civ, S)	
(G)	<u>Explain that the phrase “Remember Goliad” motivated Texian resolve for the final battle at San Jacinto.</u>	
(F)	Explain the role of James Bowie in the Texas Revolution as a leader in the Alamo who showed courage to defend the mission. (H, Geo/C, G/Civ, S)	
(G)	Explain the role of David Crockett in the Texas Revolution as a frontiersman who fought bravely in the Alamo. (H, Geo/C, G/Civ, S)	
(H)	Explain <del>the role of that</del> the Battle of San Jacinto in the Texas Revolution <del>as</del> <u>was</u> the final victory that gave Texas its independence from Mexico. (H, Geo/C, G/Civ, S)	
.	<u><del>Explain that the battle of Goliad was a pivotal battle that served as a rallying cry “Remember Goliad” that motivated Texian resolve for the final battle at San Jacinto. (H, Geo/C, G/Civ, S)</del></u>	
(I)	Explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto. (H, Geo/C, G/Civ, S)	
(J)	Explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence. (H, Geo/C, G/Civ, S)	
(K)	Identify <del>the Tonkawa and other tribes</del> <u>American Indians tribes including the Tonkawa and Cherokee</u> in Texas as allies who helped the Texian Army as scouts. (H, Geo/C, G/Civ, S)	
(L)	Explain that the government of the Texas Republic was modeled after the government of the United States. (H, Geo/C, G/Civ, S)	
(M)	<u>Summarize Retell major events of the Texas Revolution on a timeline including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence on a timeline with adult assistance.</u> (H, Geo/C, G/Civ, S)	Participants agree to move this SE from Texas symbols to Texas events for more appropriate fit.

Citation	TEKS with edits	Comments
(9)	<b>People &amp; Events That Made Texas.</b> The student understands symbols that represent the Texas Revolution. The student is expected to:	<a href="#">2 Lessons (1 hour)</a>
(A)	<i>Summarize Retell major events of the Texas Revolution on a timeline including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence on a timeline with adult assistance. (H, Geo/C, G/Civ, S)</i>	
(B)	Identify the Alamo as a symbol of courage and sacrifice in Texas. (H, Geo/C, G/Civ, S)	
(C)	<i>Explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, by 59 delegates at the Convention of 1836 in at Washington on the Brazos and that this document formally declared the independence of the Republic of Texas from Mexico. (H, G/Civ, S)</i>	Participants agree to add in a parallel between American Independence and Texas Independence.
(10)	<b>Texas as a Land of Opportunity.</b> The student understands that people came to Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:	14 Lessons (7 hours) for Texas as a land of Opportunity units. <a href="#">11 Lessons (5.5 hours)</a>
(A)	<del>Explain how</del> <b>Identify</b> Tejano ranching, <del>and</del> farming and <b>helped shape the</b> community culture during the Spanish and Mexican Texas era <del>and explain how these traditions helped shape early Texas.</del> (H, E, Geo/C, S)	Participants agreed to add clarity.
(B)	<del>Summarize</del> <b>Retell</b> the story of Martin de Leon who was a Tejano rancher who established one of the earliest communities in what would become Victoria, Texas. (H, E, Geo/C, S)	
(C)	<del>Explain that</del> <b>Retell the story of</b> Germans and Czechs settlers established farming communities that contributed to local economies and regional development in what would become the Hill Country of Texas. (H, E, Geo/C, S)	
(D)	<del>Explain that</del> <b>Retell the story of</b> Irish settlers in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow. (H, E, Geo/C, S)	
(E)	<del>Identify</del> <b>Retell</b> the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier. (H, E, Geo/C, S)	
(F)	<del>Identify</del> <b>Retell</b> 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, E, Geo/C, S)	

Citation	TEKS with edits	Comments
(G)	Explain that Chinese immigrants <u>helped Texas grow by building railroads for transportation of people and goods.</u> <del>contributed to statewide economic growth through railroad construction and increased movement of people and goods as part of the industrial and transportation expansion in Texas.</del> (H, E, Geo/C, S)	Participants agreed to add clarity.
(H)	<del>Identify Mexican ranching, farming and community culture.</del>	Participants agreed that this is redundant.
(17)	<b>Texas as a Land of Opportunity.</b> The student practices good citizenship by volunteering, <u>voting,</u> <del>reciting the Pledge of Allegiance,</del> and celebrating patriotic holidays.	Participants agree that it doesn't need to be included because the act doesn't match grade level rigor. <u>1 Lesson (.5 hour)</u>
(A)	<u>Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship</u>	Alignment with Statute and SBOE guidance
(18)	<b>People of the Civil War.</b> The student understands the reasons for, the people associated with, and events that occurred during the Civil War. The student is expected to:	14 Lessons (7 hours) <u>No Change</u>
(A)	Identify a civil war as a war between citizens of the same country. (H, G/Civ, Geo/C, S)	
(B)	<u>Define the Union states as northern states who opposed slavery.</u> (H, G/Civ, Geo/C, S)	Participants agreed to build schema for the Civil War.
(C)	<u>Define the Confederacy as southern states who wanted to keep slavery as a right.</u> (E, H, G/Civ, Geo/C, S)	Participants agreed to build schema for the Civil War.
(D)	<u>Identify the Northern Union states and the Southern Confederate states on a map with adult assistance.</u> (H, G/Civ, Geo/C, S)	Participants agreed to build schema for the Civil War.
(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 happened because some states wanted to keep slavery under states' rights, while others wanted it to end, <del>and a war happened to decide whether slavery would continue in the United States.</del> (H, G/Civ, E, S)	
(G)	Explain Abraham Lincoln was the President who worked to end slavery. (H, G/Civ, S)	

Citation	TEKS with edits	Comments
(H)	Identify Frederick Douglass as an African American leader <u>who</u> <del>that</del> fought for liberty and equality during the time of slavery <del>in America and Texas</del> . (H, G/Civ, S)	
(I)	<u>Explain</u> that the Underground Railroad was <u>a secret network of people, homes, and hiding places that helped enslaved people escape to freedom</u> . <del>and locate routes on a map that led north to Canada and south from Texas to Mexico, and Harriet Tubman was a leader who helped enslaved people find freedom</del> . (H, Geo/C, S)	Participants agreed to break apart the SE to scaffold the Underground Railroad.
(J)	Locate <u>Underground Railroad</u> routes <del>on a map</del> that led north to Canada and south from Texas to Mexico <u>on a map with adult assistance</u> . (H, Geo/C, S)	Participants agreed to break apart the SE to scaffold the Underground Railroad.
(K)	<u>Retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad</u> . (H, G/Civ, S)	Participants agreed that this was better suited being slip into its own SE.
(L)	Identify Ulysses S. Grant as a Union general who <del>helped</del> <u>led the northern states to win the Civil War</u> . (H, G/Civ, S)	Participants agreed to add clarity.
(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 <u>led the confederate states and surrendered to General Grant in Virginia</u> . (H, G/Civ, S)	Participants agreed to add clarity.
(O)	Identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War. (H, G/Civ, S)	

**§113.14 Social Studies, Grade 3, Adopted 2026.**

Citation	Work Group B TEKS draft	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 Weeks x 4 lessons per week Average of 30 minutes per lesson Estimate of Instructional Time Available: 128 Lessons (64 hours) per year <del>Estimate of Instructional Time Needed:                      118 Lessons (59 hours) per year</del> WGB estimate of time needed: 122 Lessons (61 hours) per year
(b)	Introduction.	
(1)	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	

Citation	Work Group B TEKS draft	Comments
(c)	Knowledge and Skills.	
(1)	<b>River Valley Civilizations and Connections to America and Texas.</b> The student understands the River Valley civilizations and their connections to America and Texas. The student is expected to:	<del>20 Lessons (10 hours)</del> <u>18 Lessons (9 hours)</u>
(A)	Identify and label the 7 continents, 5 oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris-Euphrates River on a map. <u>(Geo/C, S)</u>	
(B)	<del>Describe the migration of early peoples from Africa to Europe, Asia, and the Americas and explain motivations for movement and settlement. (H, Geo/C)</del>	Rationale: Redundant with specified SEs below.
(C)	Describe hunter-gatherer societies as early people living in small groups who obtained food by hunting animals and gathering plants. <u>(H, Geo/C)</u>	
(D)	Explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools. <u>(H, Geo/C)</u>	
(E)	<del>explain identify how the location of the Fertile Crescent shaped settlement patterns and describe by explaining how rivers supported irrigation and farming, how the Phoenician alphabet supported trade and communication, and how these developments influenced later societies, including those in the United States and Texas. (H, Geo/C)</del>	Rationale: Too much content in one SE and the intent was not clear.
<u>(F)</u>	<u>Identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures, which resulted in expanded trade opportunities (H, E).</u>	Modified for clarity
(F)	Explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages <u>(H, Geo/C)</u>	
(G)	<del>compare</del> ancient Egyptians pyramids and obelisks built to honor rulers, <del>American architecture has</del> <u>with</u> similar building designs in the Washington and San Jacinto monuments that honor important leaders <u>or events.</u> <u>(H, Geo/C)</u>	Rationale: Clarify intent of SE.
(H)	Compare <u>the difference between</u> systems of government, <del>including between</del> the ancient Egyptian pharaohs <u>who</u> held unlimited political and religious power and the <u>limited government of the</u> United States <del>limited government</del> in which power comes from the people. <u>(H, G/Civ)</u>	Rationale: Clarify intent of SE.

Citation	Work Group B TEKS draft	Comments
(2)	<b>Mesoamerican and other American Civilizations and Connections to America and Texas.</b> The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:	<del>18 Lessons (9 hours)</del> <u>20 Lessons (10 hours)</u>
(A)	Locate Mesoamerica on a map. <u>(Geo/C, S)</u>	
(B)	<u>Identify and</u> explain how the land bridge of Beringia shaped migration patterns along coastal routes <del>and</del> through the ice-free corridor into what would become the United States. <u>(H, Geo/C)</u>	
(C)	Describe the transition from hunting and gathering to gardening and farming in early civilizations. <u>(H, Geo/C)</u>	
(D)	Explain how producing food led to a more stable food supply and fewer issues with scarcity. <u>(H, Geo/C, E)</u>	
(E)	Explain how plains, river valleys, and water sources influenced the movement of Clovis culture across North America and areas that are now part of Texas. <u>(H, Geo/C)</u>	
(F)	Describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture. <u>(H, Geo/C)</u>	
(G)	<u>Locate the Poverty Point civilization on a map and describe</u> <del>Identify the the Poverty Point</del> civilization as an early culture of people that traveled <del>and traded</del> along the Ohio and Mississippi rivers <del>where they lived</del> . <u>(H, Geo/C, E, S)</u>	Rationale: Essential for students to locate this civilization on a map.
(H)	Explain how artifacts such as copper and seashells found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods. <u>(H, Geo/C, E)</u>	
(I)	Identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads. <u>(H, Geo/C, E)</u>	
(J)	Identify <del>the contributions of the</del> Mayan civilization <u>contributions, including</u> <del>as</del> the building of <del>the pyramids and</del> temples for religion and community life, the development of writing to record <u>history stories</u> , the study of astronomy to <del>understand the stars and</del> create calendars, and the use of the mathematical concept of zero to help with counting. <u>(H, Geo/C)</u>	Rationale: Provide clarification for breakouts. Consider adding social games to settle political issues.
(3)	<b>Mesoamerican and other American Civilizations and Connections to America and Texas.</b> 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:	<del>7 Lessons (3.5 hours)</del> <u>8 Lessons (4 hours)</u>

Citation	Work Group B TEKS draft	Comments
(A)	Locate, <del>and label on a map, and describe</del> the eight major geographic regions of Texas, <u>including</u> East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos. <a href="#">(H. Geo/C. S)</a>	
(B)	Locate the Gault Site in Williamson County on a map and explain that the site contains artifacts of some of the earliest Texans. <a href="#">(H. Geo/C. S)</a>	
(C)	Explain that artifacts found at the Gault site include flint spear points used for hunting large animals. <a href="#">(H. Geo/C)</a>	
(D)	<u>Locate on a map the White Shaman rock art site in</u> <del>Identify that</del> the lower Pecos River <u>valley Shelter Site and explain that the site</u> contains rock art created by early civilizations in Texas. <a href="#">(H. Geo/C)</a>	Rationale: More specific per content advisor feedback. Similar to 3B.
(4)	<b>Mesoamerican and other American Civilizations and Connections to America and Texas.</b> The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:	<del>17 Lessons (8.5 hours)</del> <u>18 Lessons (9 hours)</u>
(A)	Identify early civilizations, <u>including</u> <i>Caddo, Karankawa, Coahuilteans, and Ancestral Pueblo</i> , in what would become Texas <del>as Caddo, Karankawa, Coahuilteans, and Ancestral Pueblo</del> . <a href="#">(H. Geo/C)</a>	Rationale: Misplaced modifier.
(B)	Explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to <u>settle</u> <del>live and build communities</del> in the past. <a href="#">(H. Geo/C)</a>	
(C)	Explain how early civilizations farmed <del>erops such as</del> corn, beans, and squash in fertile river valleys; hunted <del>animals such as</del> buffalo and deer on the plains; used coastal resources <del>such as</del> <u>including</u> fish and alligators for food; and gathered plants <u>including</u> <del>such as</del> cactus roots, <del>which were cooked in burned rock middens</del> . <a href="#">(H. Geo/C)</a>	Rationale: Clarity on essential content
(D)	Explain how early civilizations used natural resources to make homes, <u>including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts</u> <del>tools; and clothing, and other necessities</del> . <a href="#">(H. Geo/C)</a>	Rationale: "Other necessities" is vague and would not make sense in a breakout. Using content advisor feedback. More specific in homes to provide regional distinctions and availability of resources.
(E)	Describe the practice of slavery through captive-taking among <del>some</del> early American civilizations in Texas and <u>explain</u> that captives taken during conflict were sometimes forced to work or live under the control of others. <a href="#">(H. Geo/C)</a>	Rationale: Unnecessary as this was a universal practice. Captivity was part of the local economy. Captives faced forced labor and/or integration into the society of their captor.

Citation	Work Group B TEKS draft	Comments
(F)	Identify how people used trade to solve <u>the</u> problems of <del>when</del> resources <u>scarcity</u> <del>were scarce in their region.</del> (H. Geo/C. E)	Rationale: Clarify that this SE is about resource scarcity.
(G)	<del>Explain</del> <u>Compare</u> systems of leadership <del>and or</del> political organization <del>used by early civilizations, including</del> <u>between</u> Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils. (H. G/Civ. Geo/C)	
(H)	Identify that the name Texas is believed to have come from the Caddo word Tejas, meaning “friend” or “ally.” (H. Geo/C)	
(5)	<b>Ancient Israel and Connections to America and Texas.</b> The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:	11 Lessons (5.5 hours) <u>No change</u>
(A)	Locate the region of the ancient kingdom of Israel, <u>including ancient Judea, the Jordan River, and Jerusalem,</u> on a map <del>and identify Jerusalem as a city located within that region.</del> (H. Geo/C. S)	Rationale: Content advisor feedback and specificity.
(B)	Explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, <u>including</u> the Exodus from Egypt, the Promised Land, and the Ten Commandments. (H. Geo/C)	Rationale: Clarify breakouts.
(C)	Describe how Hebrew teachings, <u>including</u> the Ten Commandments, <del>and laws of the Torah,</del> provided foundational ideas about right and wrong that <u>influenced American laws.</u> <del>incorporated into law and order in American society.</del> (H. Geo/C)	Rationale: Clarify breakouts.
(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 <del>three</del> <u>Abrahamic major religions practiced by many Americans today.</u> (H. Geo/C).	Rationale: specificity.
(F)	<del>describe</del> <u>Identify</u> Moses’ <u>contributions as a law-giver through the Ten Commandments</u> <del>who led the Israelites out of Egyptian slavery served as inspiration and encouragement for African Americans held in slavery in America and Texas.</del> (H. G/Civ. Geo/C)	Rationale: Split SE and ensure essential content is referenced.
(G)	<u>describe Moses as a historical figure who led the Israelites out of Egyptian slavery and later served as inspiration and encouragement for African Americans held in slavery in America and Texas</u> (H. Geo/C)	

Citation	Work Group B TEKS draft	Comments
(6)	<b>Ancient Greece and Connections to America and Texas.</b> The student understands important ancient Greek historical events and contributions to Western Civilization, America and Texas. The student is expected to:	23 Lessons (11.5 hours) <u>No change</u>
(A)	Locate Greece and Greek city-states Athens and Sparta on a map. <u>(Geo/C, S)</u>	
(B)	Describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial <u>and compare how both structures were built to honor important figures or events</u> <del>which is an important building in the United States.</del> <u>(H, Geo/C)</u>	Rationale: Connect in the same way as 1G.
(C)	Explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today. <u>(H, Geo/C)</u>	
(D)	Identify <u>the influence of</u> <del>Greek cultural contributions as the influence of</del> the Greek alphabet on the English alphabet <del>used in the United States and Texas today, and Greek myths, legends, and pottery that told stories about gods, heroes, and daily life.</del> <u>(H, Geo/C)</u>	Rationale: Separate ideas and easier to understand intent.
<u>(E)</u>	<del>Identify Greek cultural contributions that told stories about gods, heroes, and daily life, including Greek myths, legends, and pottery.</del> <u>(H, Geo/C)</u>	Rationale: Separate ideas and easier to understand intent.
<u>(G)</u> <del>(E)</del>	Describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world <u>and daily life</u> <del>around them.</del> <u>(H, Geo/C)</u>	Rationale: Continuity of 6F
(F)	Explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life. <u>(H, Geo/C, S)</u>	
(G)	Explain the Battle of Thermopylae as an ancient Greek event <del>that showed courage and sacrifice</del> and <u>compare the battle</u> <del>make a connection to the defense of</del> the Alamo in Texas history <u>that showed courage and sacrifice while being outnumbered and fighting to the last man.</u> <u>(H, Geo/C)</u>	Rationale: Content advisor recommendation for clarified content. Also, adjusting the second verb to clarify connection of content.
(H)	<u>Compare</u> <del>Explain how</del> the Library of Alexandria <del>founded by</del> <u>named for</u> Alexander the Great <del>as was</del> an early center <del>of for</del> learning <u>for scholars and elites</u> and <del>make connections to</del> how libraries in the United States and Texas today help people learn and share knowledge. <u>(H, Geo/C)</u>	Rationale: Clarification of content and connection between early and modern libraries.
(I)	Explain how <u>citizens</u> <del>people</del> in ancient Greece made decisions together using <del>rules and</del> early ideas of democracy and describe how these ideas influenced self-government in the United States and Texas. <u>(H, G/Civ, Geo/C)</u>	Rationale: Historical accuracy and clarify that not all people in ancient Greece could make decisions for the city-state.

Citation	Work Group B TEKS draft	Comments
(J)	<u>Use voting as a method for group decision making and identify that voting as an essential principle in the democratic process. (G/Civ)</u>	Alignment with Statutory requirements
(K)	Describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence <del>the</del> rights, <u>including voting</u> , and duties of citizens in America and Texas today. <u>(H. G/Civ. Geo/C)</u>	Rationale: Include voting rights. Women, children, and slaves could not vote.
(L)	Explain Greek ideas about the rule of law, including <u>separation of powers</u> , following rules, and serving on juries, and <u>compare</u> <del>describe how</del> these ideas <u>to influence</u> laws and government in the United States and Texas today. <u>(H. G/Civ. Geo/C)</u>	Rationale: clarify and add feedback from content advisor.
(7)	<b>Ancient Rome and Connections to America and Texas.</b> The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:	<del>14 Lessons (7 hours)</del> <u>16 Lessons (8 hours)</u>
(A)	Locate what <u>constituted</u> <del>was considered to be</del> the Roman Empire on a map. <u>(H. Geo/C, S)</u>	Rationale: clarity.
(B)	<del>Retell</del> compare the stories of the founding of Rome by Romulus <del>and</del> <u>with</u> the founding of the Roman Republic by Brutus and explain what these stories teach about leadership and government. <u>(H. G/Civ. Geo/C)</u>	
(C)	<u>Explain how ideas from Ancient Rome including written laws and representative government influenced the United States Constitution.</u>	Alignment with Statute on Founding Documents.
(E)	Explain that George Washington was called the “American Cincinnatus” because of his commitment to civic duty and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership. <u>(H. G/Civ. Geo/C)</u>	
(F)	Explain how Julius Caesar and Augustus <u>expanded</u> <del>changed</del> the Roman Republic into an empire and identify lasting Roman influences on the United States and Texas, including the naming of the months of July and August. <u>(H. G/Civ. Geo/C)</u>	Rationale: More historically accurate.
(G)	Identify Roman architectural features <del>such as</del> including <u>arches</u> , columns, and domes <del>and explain how these features appear they are used in government buildings today, including the</del> in the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol. <u>(H. Geo/C)</u>	Rationale: More specific.
(H)	Explain the Latin phrase E Pluribus Unum <del>and explain that where it</del> <u>which is</u> used on U.S. <u>currency, coins, presidential seal, symbols</u> and government buildings. <u>(H. Geo/C)</u>	Rationale: Clarity and specificity. Could consider adding an SE the use of Latin as a universal language in science, medicine, and law.

Citation	Work Group B TEKS draft	Comments
(I)	Identify the <i>Roman contribution of <del>the form of government, including republicanism as the form of government used in America and Texas.</del> ways people make decisions together including Roman contributions to government in America and Texas (republicanism).</i> (H. G/Civ. Geo/C)	Rationale: Clarity and specificity. Republicanism is elected representative government
(D)	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)	<b>Ancient Rome and Connections to America and Texas.</b> 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:	8 Lessons (4 hours) <u>No change</u>
(A)	Identify Jesus of Nazareth as <u>the</u> a 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)	Rationale: Specificity.
(B)	Identify that Christianity began among Jewish communities living under Roman rule and that they faced persecution for not following Roman rules. (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 <u>the</u> Roman Road <u>was were</u> a literal pathway for the spread of Christianity as a religion. (H. Geo/C)	Rationale: Grammar corrections
(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)	

**§113.15 Social Studies, Grade 4, Adopted 2026.**

Citation	Work Group B TEKS Draft	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks with 4 lessons per week 30 minutes per lesson Estimate of Instructional Time Available: 128 Lessons (64 hours) per year <del>Estimate of Instructional Time Needed:                      Lessons 140 (70 hours) per year</del> WGB estimate of time needed: 117 Lessons (58.5 hours) per year
(b)	Introduction.	
(1)	<p><u>In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in 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.</u></p> <p><u>Students explore major civilizations and historical developments in Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religions, 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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	

Citation	Work Group B TEKS Draft	Comments
(c)	Knowledge and Skills.	
(1)	<del>The Middle Ages in Asia, Africa, and the Middle East and Connections to America and Texas. The student understands important historical events in Africa and Asia. The student is expected to:</del>	<del>13 Lessons (6.5 hours) Rationale: Lacks Vertical and Horizontal Alignment</del>
(A)	<del>Locate Ghana, Mali, and Songhai, China, the Silk Road, the Indian Ocean, the Middle East, and Spain on a map. (H, Geo/C, S)</del>	Rationale: Non essential
(B)	<del>Explain that Mansa Musa as was significant because he was a powerful leader of the African kingdom of Mali who demonstrated and helped show that African kingdoms as were wealthy, organized, and important during the Middle Ages. (H, G/Civ, Geo/C)</del>	Rationale: Non essential
(C)	<del>Identify Muhammad and the Quran and explain the spread of Islam from the Arabian Peninsula to parts of Africa, Asia, and Europe occurred because of trade routes and military conquest.</del>	Rationale: Lacks connection to development of Western civilization (America and Texas).
(D)	<del>Identify the Islamic Golden Age and explain the Muslim conquest of Spain resulted in the influence of Islamic architecture in Spanish missions in California, New Mexico, Arizona, and Texas</del>	Rationale: Not vertically and horizontally aligned
(E)	<del>Identify Asia as a world region and identify Marco Polo as a historical traveler who described Asian societies through stories.</del>	Rationale: Not vertically and horizontally aligned
(G)	<del>Identify the Tang and Song dynasties as important Chinese dynasties during the Middle Ages. (H, G/Civ, Geo/C, E)</del>	Rationale: Not vertically and horizontally aligned
(H)	<del>Identify the Silk Road, Trans-Saharan caravans, and Indian Ocean sea routes as major trade routes of the Middle Ages and analyze how resources, wealth, and ideas were exchanged, wealth increased, and ideas were exchanged between regions.</del>	Rationale: Moved to Contextualize within the Age of Exploration
<u>(1)(2)</u>	<b>The Middle Ages in Europe and Connections to America and Texas.</b> The student understands important historical events and contributions to Western civilization in the Early Middle Ages. The student is expected to:	12 Lessons (6 hours) <u>14 Lessons (7 hours)</u>
(A)	Locate the Alps and Pyrenes mountains, the Sahara and Arabian Deserts, <u>Israel</u> , the Baltic and North Seas, the Danube River, Germany, Spain, Portugal, and the United Kingdom on a map. <u>(H, Geo/C, S)</u>	Rationale: All locations relate to the Crusades and Reconquista.

Citation	Work Group B TEKS Draft	Comments
(B)	Identify the Catholic Church <u>and the Pope</u> as <del>an</del> important institutions in Europe during the Middle Ages. (H, Geo/C)	Consider looking into financial importance and political contributions of the Catholic Church
(D)	<u>Explain that the purpose of the Crusades was to reclaim Christian</u> <del>and that conflict focused on control of the Holy Land and Jerusalem, and trade routes.</del> (H, Geo/C, E)	Clarity
(C)	Identify monasteries as centers of learning and community during the Middle Ages and explain how they served as a model for Spanish missions in the Americas, including Texas. (H, Geo/C)	
(E)	Explain how monks preserved ancient texts during the Middle Ages by copying them by hand. (H, Geo/C)	
<del>(2)</del> -(3)	<b>The Middle Ages in Europe and Connections to America and Texas.</b> The student understands important historical events and contributions from Medieval Europe. The student is expected to:	30 Lessons (15 hours) <u>25 Lessons (12.5 hours)</u>
(A)	Identify Charlemagne <u>as the Holy Roman Emperor</u> <del>an important leader</del> in medieval Europe who helped unite much of Western Europe. (H, G/Civ, Geo/C)	Rationale: Specificity from content advisor feedback
(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, <u>including the roles of castles and knights</u> , as a system of land ownership and protection in medieval Europe, <del>including the roles of castles and knights.</del> (H, G/Civ, Geo/C)	Rationale: Misplaced modifier.
(F)	<u>Describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others.</u> (H, Geo/C)	
(G)	Identify English common law as a system where judges referenced earlier decisions, called 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 rule of law, the idea that laws apply to everyone, and protections for individual rights <del>such as fairness in trials.</del> (H, G/Civ, Geo/C)	Rationale: Already covered in F

Citation	Work Group B TEKS Draft	Comments
(I)	<u>Use voting as a method for group decision making and explain that voting is an individual responsibility in America and Texas today (G/Civ);</u>	Align with statute and SBOE guidance
<del>(H)</del>	<del>Identify that the Magna Carta was created in 1215 in England.</del>	
(J)	Explain that the Magna Carta, <u>created in 1215 in England, was the first document which limited the power of the king and protected certain rights in medieval England. (H, G/Civ, Geo/C)</u>	Rationale: Combine content from 3H.
(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. <u>(H, G/Civ, Geo/C)</u>	
<del>(K)</del>	<del>Describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others.</del>	
(L)	Identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how <u>these innovations</u> <del>they</del> were later used in America and Texas. <u>(H, Geo/C)</u>	
<del>(M)</del>	<del>Identify Describe stained glass windows and buttresses as Gothic style architecture developed during the Middle Ages and explain how medieval cathedral schools and universities influenced the architectural elements of later buildings and colleges in America and Texas. (H, Geo/C)</del>	Rationale: Non essential
<del>(N)</del>	<del>Identify the Reconquista as a historical period in which control of the Iberian peninsula changed and explain how ideas and tools such as Arabic numbers were passed to Europe and are still used in America and Texas.</del>	Rationale: Non essential
<del>(O)</del>	<del>Summarize the purpose of the Crusades as the Christian claims on Jerusalem and that conflict focused on control of land and trade routes.</del>	Moved to KS2
<del>(3)</del> <del>(4)</del>	<b>People in the Americas and Texas.</b> The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:	13 Lessons (6.5 hours) <u>20 Lessons (10 hours)</u>
(A)	Locate the Americas, Andes <u>Mountains</u> , Appalachian <u>Mountains</u> , <del>and</del> Rocky Mountains, Great Lakes, Amazon River, <u>Texcoco Lake</u> , Mississippi River, Rio Grande River, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea on a map. <u>(H, Geo/C, S)</u>	Rationale: Provide clarification and foundation for 4F (Texcoco Lake).

Citation	Work Group B TEKS Draft	Comments
(B)	<p><del>Explain that physical geography, including how that rivers supported transportation and trade, plains supported farming and ranching, coastlines supported ports and trade, and mountains acted as barriers to movement, represent the impacted of physical geography on settlement and trade in the Americas and Texas.</del></p> <p><u>Explain that physical geography including rivers, plains, coastlines, and mountains impacted settlement and trade in the Americas and Texas. (H, Geo/C, E)</u></p>	Rationale: Grammar and breakouts
(C)	<p>Describe <del>the</del> “Cahokia” <del>and their</del> <del>as an</del> urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change. <u>(H, Geo/C, E)</u></p>	Rationale: Grammar
(D)	<p><del>Describe the pyramids at Chichén Itzá, the Mayan calendar system, and the influence of Mayan foods as a significant part of Mayan culture in the Yucatan Peninsula.</del></p> <p><u>Describe the significance of 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)</u></p>	Rationale: Clarity of intent
(E)	<p><del>Describe Machu Picchu as an architectural achievement, the community responsibilities within the mit'a system of labor, terrace farming as an agricultural innovation, and road networks for communication and regional trade as a significant part of the Inca Empire growth and change.</del></p> <p><u>Describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor, terrace farming as an agricultural innovation, and road networks for communication and regional trade (H, G/Civ, Geo/C, E)</u></p>	Rationale: Clarifying SE intent.
(F)	<p><del>Identify that urban planning was used to found Tenochtitlán, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control as a significant part of the Aztec Empire growth and change.</del></p> <p><u>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)</u></p>	

Citation	Work Group B TEKS Draft	Comments
(G)	<u>Compare the mit'a system of labor as a similar social structure to communism, which includes no private property, money, or free markets</u>	Added to maintain compliance with TEC §28.002(h-11)
(G)	Identify examples of primary sources, <u>including glyph writing and quipus which was a knotted string for record keeping</u> , in the Americas <del>as glyph writing, and the quipus which was a knotted string for record keeping.</del> (H, Geo/C, S)	Rationale: misplaced modifier
(H)	Explain the influence of <u>Mesoamerican Mexican and South American</u> cultural heritage on Texas culture, <del>as foods</del> including corn tortillas, <del>tacos and</del> tamales, musical traditions, including <u>cumbia Tejano and mariachi</u> , and community traditions centered on family and faith, including quinceañeras. (H, Geo/C)	Rationale: more accurate to historical region; grammar for breakouts
<del>(4)</del> -(5)	<b>People in the Americas and Texas.</b> The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:	28 Lessons (14 hours) <u>No change</u>
(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 <u>at the</u> 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 <u>that consisted of</u> corn, beans, and squash; <u>the use of</u> crop rotation; and <u>the</u> 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 <u>and Pueblo</u> lived. (H, Geo/C, S)	Later study Pueblo in G. Need to be able to locate this culture group.
(F)	Identify characteristics of Jumano settlements as villages built with adobe and <u>locate</u> the rock art site at Paint Rock <del>as evidence of their culture.</del> (H, Geo/C)	

Citation	Work Group B TEKS Draft	Comments
(G)	Identify that the Jumano played a significant role in regional trade networks <del>by because of their specialization as traders who exchanged</del> <u>exchanging</u> goods with Pueblo and Caddo people across Texas and the Southwest. <u>(H. Geo/C. E)</u>	Rationale: Clarify SE intent.
(H)	Locate <del>on a map</del> the Plains of Texas on a map and identify <u>this region</u> # as where the Apache lived. <u>(H. Geo/C. S)</u>	
(I)	Explain that the Apache participated in seasonal movement patterns, including traveling to hunt buffalo and moving in response to the availability of scarce resources. <u>(H. Geo/C)</u>	
(J)	Describe key characteristics of Apache life in the Plains, <u>including</u> the use of tipis and grass huts, hunting buffalo, and the use of buffalo jumps to obtain food and materials. <u>(H. Geo/C)</u>	
(K)	Identify how the Apache interacted with other peoples through conflict, including fighting other tribes to <u>control</u> <del>gain</del> access to scarce resources on the Plains of Texas. <u>(H. Geo/C)</u>	Rationale: Clarify SE intent. More historically accurate.
(L)	Identify Apache participation in trade networks, including exchanges that reached the Rio Grande region. <u>(H. Geo/C. E)</u>	
(M)	Identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools. <u>(H. Geo/C)</u>	
(N)	Identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi. <u>(H. Geo/C)</u>	
(O)	Compare <del>and contrast</del> the differences between natural resources in east and west Texas and <u>the</u> <del>its</del> effect on American Indian tribes. <u>(H. Geo/C)</u>	
<u>(5)</u> <del>(6)</del>	<b>The Renaissance and Connections to America and Texas.</b> The student understands important contributions to Western civilization from the Renaissance. The student is expected to:	15 Lessons (7.5 hours) <u>14 Lessons (7 hours)</u>
(A)	Locate the Italian states of Florence, Genoa, and Venice on a map. <u>(H. Geo/C. S)</u>	
(B)	Describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art. <u>(H. G/Civ. Geo/C)</u>	
(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. <u>(H. G/Civ. Geo/C)</u>	

Citation	Work Group B TEKS Draft	Comments
(D)	Explain that Leonardo da Vinci was described as a “Renaissance man” because he was an artist, scientist, and inventor that inspired others. <a href="#">(H, G/Civ, Geo/C)</a>	
(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. <a href="#">(H, G/Civ, Geo/C)</a>	
(F)	<del>Identify great works of painting, sculpture, and architecture by Donatello, Michaelangelo, Leonardo da Vinci, and Raphael. <a href="#">(H, Geo/C)</a></del>	Rationale: Suitability
<del>(F)</del>	<del>Explain that wealthy patrons, including the Medici family, played a crucial role in advancing art and education by funding artists, scholars, and institutions.</del>	Rationale: This is redundant to 6G.
(G)	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. <a href="#">(H, G/Civ, Geo/C, E)</a>	Rationale: importance is placed on institutions of banking and free enterprise.
<del>(6)</del> <del>(7)</del>	<b>Columbus and the Beginning of Exploration.</b> The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:	16 Lessons (8 hours) <a href="#">No change</a>
<del>(A)</del>	<del>Identify the Silk Road, Trans-Saharan caravans, and Indian Ocean sea routes as major trade routes of the Middle Ages and analyze how where resources, wealth, and ideas were exchanged, wealth increased, and ideas were exchanged between regions. <a href="#">(H, Geo/C, E)</a></del>	
(A)	Explain that the conquest of Constantinople by the Ottoman Empire closed off Europe from the Silk Road and trade with Asia was a cause of the Age of Exploration. <a href="#">(H, G/Civ, Geo/C, E)</a>	
(B)	Explain that <del>many</del> rulers <a href="#">throughout Europe, including France, Portugal, Spain, and England, strived were looking</a> to accumulate wealth and fame <a href="#">and spread religion</a> which contributed to the Age of Exploration. <a href="#">(H, G/Civ, Geo/C, E)</a>	Rationale: Clarify and specify as it was vague and broad. May consider the expansion of empire which is land/territory.
(C)	Explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible. <a href="#">(H, Geo/C)</a>	
(D)	Locate on a map the four voyages of Christopher Columbus <a href="#">(H, Geo/C, S)</a>	
(E)	Explain that Columbus was attempting to test <del>a theory of</del> a faster route to Asia by sailing west across the Atlantic and that he landed in <a href="#">the</a> Americas thinking it was Asia. <a href="#">(H, Geo/C)</a>	Rationale: Clarify SE intent.

Citation	Work Group B TEKS Draft	Comments
(F)	Describe <u>why</u> Columbus claiming of the land for Spain is significant because he represented <del>the</del> rulers who <u>sought</u> <del>desired</del> more wealth, expansion of their territories, and to spread their faith of Christianity. <u>(H, G/Civ, Geo/C, E)</u>	Rationale: Clarify SE intent.
(G)	Describe Columbus’ alliances and conflicts with the Taino and the Carib. <u>(H, G/Civ, Geo/C, E)</u>	
(H)	Identify Columbus Day as a holiday that <u>commemorates</u> <del>remembers</del> his voyages. <u>(H, G/Civ, Geo/C)</u>	Rationale: Clarify SE intent.
<del>(J)</del>	<del>Explain that Columbus, Ohio and the District of Columbia are named after Columbus.</del>	Rationale: MV. 3-1-1 voted to delete. Not essential knowledge-superfluous.
(I)	Explain that the name “America” comes from Amerigo Vespucci who was an Italian explorer <del>who realized that the lands Columbus explored were not Asia.</del> <u>(H, Geo/C)</u>	
<del>(K)</del>	<del>Develop and utilize routines for civil discourse, about the role of Christopher Columbus, including those with multiple perspectives.</del>	Rationale: Not present in original Key topics and believes it is not aligned to the SBOE approved IMRA suitability rubric (4.1).

**§113.16 Social Studies, Grade 5, Adopted 2026.**

Citation	TEKS with edits	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks with 4 lessons per week 45 minutes per lesson Estimate of Instructional Time Available: 128 Lessons (96 hours) per year <del>Estimate of Instructional Time Needed:                      Lessons 105 (78.75 hours) per year</del> WGB Estimate of Time Needed: 131 Lessons (98.25 hours)
(b)	Introduction.	
(1)	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	

Citation	TEKS with edits	Comments
(c)	Knowledge and Skills.	
(1)	<b>Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas.</b> The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:	14 Lessons (10.5 Hours) <a href="#">15 Lessons</a>
(A)	<a href="#">identify Martin Luther as the leader of the Protestant Reformation (H, G/Civ, Geo/C)</a>	Rationale: Martin Luther is the key historical figure pivotal to the Protestant Reformation. Course is right at or slightly under content limits.
(A)	Explain how the Protestant Reformation, <i>an idea that later influenced American colonists to challenge unfair rule and demand greater freedom</i> , encouraged people to question religious and political authority, <i>an idea that later influenced American colonists to challenge unfair rule and demand greater freedom.</i> (H, G/Civ, Geo/C)	
(B)	Explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and <a href="#">compare</a> how this <a href="#">innovation also helped</a> <del>tradition of</del> spreading ideas <del>continued</del> when American founders shared arguments for independence. (H, G/Civ, Geo/C)	Rationale: Building connections between time periods.
(C)	Explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements <del>and the value placed on religious liberty.</del> (H, G/Civ, Geo/C)	Rationale: The deleted phrase is redundant.
<del>(D)</del>	<del>Research and summarize transportation improvements, of the Scientific Revolution, including turnpikes, canals, and lighthouses.</del>	Rationale: Combined with F
<del>(E)</del>	<del>Identify improvements in farming, including crop rotation to increase food production, and transportation, including turnpikes, canals, and lighthouses, made during the Scientific Revolution, including crop rotation, cement, and glassware (H, Geo/C)</del>	Rationale: Redundant with F
(F)	Explain how <del>these</del> technological improvements <i>during the Scientific Revolution</i> in <a href="#">transportation and farming</a> , supported economic development by <del>improving transportation, increasing food production, and</del> making goods easier to produce or trade. (H, Geo/C, E)	
(G)	Explain John Locke’s idea that people are born with natural rights <a href="#">known as inalienable rights</a> , including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government. (H, G/Civ)	Rationale: Need to include the phrase inalienable rights for vertical alignment of concepts. Important to recognize these terms early.

Citation	TEKS with edits	Comments
(H)	Explain Charles Montesquieu’s idea that government power should be divided with different parts of government checking each other <u>known as the separation of powers</u> and how this idea influenced the government <u>structures for</u> <del>s-of</del> the United States and Texas. (H, G/Civ)	Rationale: Important to introduce correct vocabulary to build on vertical alignment.
(I)	Explain <u>how</u> Adam Smith’s idea of economic freedom, including how people making choices about buying, selling, and working, helped <u>foster support</u> capitalism <del>and economic growth</del> in America and Texas. (H, Geo/C, E)	Rationale: Important to introduce the term “capitalism.”
(2)	<b>Exploration and Early Settlements in America.</b> The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:	22 Lessons (16.5 hours) <u>26 Lessons</u>
(A)	<del>Analyze historical maps of European exploration in the Americas to</del> identify the routes <del>regions</del> explored, and areas claimed by Spain in early exploration of the Americas. (H, Geo/C, S)	
(B)	Identify Juan Ponce De Leon as a Spanish conquistador who explored Florida <u>in search of</u> <del>seeking new lands and resources for Spain</del> more wealth, expansion of their territories, and to spread their faith of Christianity. (H, G/Civ, Geo/C, E)	Rationale: Align with language found in grade 4 (8F).
(C)	Identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Montezuma. (H, G/Civ, Geo/C)	
(D)	Explain Cortés’ <del>and the</del> <u>alliances with surrounding native groups, including the</u> Tlaxcala, <u>that led to</u> <del>encounter with the Aztecs and</del> the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C)	Rationale: Specific and historical accuracy.
(E)	Identify Francisco Pizarro as a Spanish conquistador who <u>encountered the Inca Empire while exploring</u> <del>explored</del> the Andes region of South America <del>encountering the Inca Empire</del> . (H, G/Civ, Geo/C)	Rationale: Clarification of SE intent.
(F)	Explain Pizarro’s <u>role in</u> <del>and the Huancas encounter with the Incas, including</del> the capture of Atahualpa and the fall of the Inca Empire. (H, G/Civ, Geo/C)	Rationale: More specific content.
(G)	Explain the founding of New Spain, including the establishment of Mexico City as the capital of Spanish rule <u>in the Americas</u> . (H, G/Civ, Geo/C)	Rationale: Clarifying content for accuracy.
(H)	<u>locate New Spain on a map and</u> explain that Spanish control extended into present day Texas <del>as part of New Spain</del> . (H, G/Civ, Geo/C, S)	Rationale: Clarify and improve specificity

Citation	TEKS with edits	Comments
(I)	Describe the encomienda system <del>that as a system in which</del> Spanish colonists used to control <del>led</del> the labor of American Indians <u>and describe the inhumane treatment and hardships experienced by many American Indians through this system. (H. G/Civ. Geo/C. E)</u>	Rationale: Combine I and J to clarify these are connected.
(J)	<del>Describe the inhumane treatment and hardships experienced by American Indians under Spanish rule.</del>	Content moved to I.
(K)	Explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to <u>protective</u> reforms <del>to protect Indigenous peoples. (H. G/Civ. Geo/C)</del>	Rationale: Ensure group follows SBOE guidance in using the term, American Indians.
(L)	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 and El Paso del Norte. <u>(H. G/Civ. Geo/C)</u>	
(M)	Create a map to demonstrate the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange. <u>(H. Geo/C. E. S)</u>	Suggestion for TEKS Guide: Identify types of goods, including livestock. May consider terminology for Old World vs. New World?
(N)	Explain that the practice of slavery occurred in the British, Spanish, <del>and</del> Portuguese, <u>and French</u> empires. <u>(H. G/Civ. Geo/C. E)</u>	Rationale: List was not encompassing enough.
(O)	<u>locate on a map the transatlantic slave trade route and</u> explain the roles of European traders and African tribal leaders in the capture and sale of Africans into slavery contributing to the origins transatlantic slave trade, including the Middle Passage. <u>(H. G/Civ. Geo/C. E. S)</u>	Rationale: Important to locate the route on a map and show the triangular route.
(P)	describe the inhumane treatment endured by enslaved Africans during transport and enslavement; <u>(H. Geo/C)</u>	TEKS Guide: include visuals of ship living quarters (stowage). Spoon packing.
(Q)	<u>Explain that</u> <del>describe the experiences of enslaved Africans in the Americas and, noting that most enslaved Africans</del> were taken to South America and the Caribbean <u>to support the production of cash crops. (H. Geo/C. E)</u>	TEKS Guide: Explain cash crops and examples of what those were.
(R)	Explain that the American colonies were the smallest participants in the system of slavery compared to other regions in the Americas. <u>(H. Geo/C. E)</u>	
(S)	<del>Analyze historical maps of European exploration in the Americas to identify the routes, regions explored, and areas claimed by France in early exploration of the Americas</del> <u>European exploration historical maps (H. G/Civ. Geo/C)</u>	Rationale: Flip the SE to ensure age appropriate rigor.

Citation	TEKS with edits	Comments
(T)	Identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America. <u>(H, Geo/C, E)</u>	
(U)	Explain the <u>economic</u> importance of fur trading to French exploration and settlement in North America. <u>(H, Geo/C, E)</u>	Rationale: Add specificity
(3)	<b>Exploration and Settlements in Texas.</b> The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:	14 Lessons (10.5 hours) <u>16 Lessons</u>
(A)	Locate <u>on a map and describe</u> major geographic features <u>found in locations in</u> <del>of Texas on a map</del> , including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park. <u>(Geo/C, S)</u>	Question. Why is this list different than grade 3? Grade 3 references 8 geographic regions in Texas, and grade 5 is reference various locations in Texas. Could this list be the 8 geographic regions in Texas?  To align with 8 geographic regions in Texas, it could be changed to:  <u>describe major geographic features found in the eight geographic regions in Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos</u>
(B)	<del>Explain</del> <u>Identify</u> that <del>the exploration story of</del> Alonso Alvarez de Pineda was the <u>first</u> European to map the Texas Gulf Coast. <u>(H, G/Civ, Geo/C, E)</u>	Rationale: Historical accuracy.
(C)	<del>Describe</del> <u>Identify that</u> Cabeza de Vaca <u>was one of the first Europeans to explore modern day Texas and the Southwest</u> <del>cooperative relationship with American Indians.</del> <u>(H, G/Civ, Geo/C, E)</u>	Rationale: Essential
(D)	<del>Describe the exploration of</del> <u>Identify that</u> Francisco Coronado traveled through Texas and the Southwest <del>seeking the “Seven Cities of Gold”</del> <u>(H, G/Civ, Geo/C, E)</u>	
(E)	Identify the effects of Spanish rule, including the establishment of Spanish Catholic missions <u>and presidios</u> to spread Christianity <del>and contributions to ranching.</del> <u>(H, G/Civ, Geo/C)</u>	

Citation	TEKS with edits	Comments
(F)	<p><del>Identify how Spanish and Mexican leaders used forts called presidios and governors to settle Texas and create trade in San Antonio de Bexar.</del></p> <p><u>Explain the effects of Spanish Catholic missions and presidios on Texas settlement and trade in San Antonio de Bexar (H, G/Civ, Geo/C, E)</u></p>	Rationale: Continuation of E and identifying governors and non-essential content for grade 5.
(G)	<p><u>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)</u></p>	Moved from old J as this is a better sequence of content.
(G)	<p><u>Describe Spanish contributions to the Americas including vaquero culture and the religious tradition of Las Posadas.</u> <del>Explain cultural changes during Spanish rule, including contributions to ranching and the religious tradition of Las Posadas. (H, G/Civ, Geo/C, E)</del></p>	Clarity
(H)	<p><del>Explain</del> <u>Identify that</u> <del>the rise of</del> the Comanches (Numənətə) <del>as</del> became expert horseman resulting an expansion in buffalo hunting, raiding, and travel. (H, Geo/C)</p>	Specify
(I)	<p>Explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property. (H, G/Civ, Geo/C, E)</p>	
(J)	<p><del>Identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions.</del></p>	
(4)	<p><b>Trade and the Spread of Ideas.</b> The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:</p>	6 Lessons (4.5 hours) <u>No change</u>
(A)	<p><del>Describe the growth of the Ottoman Empire and its role in trade</del></p> <p><u>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)</u></p>	Rationale: SE was too broad. Revision is more precise and historically accurate.
(B)	<p>Explain how exploration <u>of the New World</u> and mercantilism led to the rise of smugglers, pirates and privateers. (H, G/Civ, Geo/C, E)</p>	Rationale: Specificity
(C)	<p>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)</p>	

Citation	TEKS with edits	Comments
(D)	Compare <del>and contrast</del> absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies. <a href="#">(H. G/Civ. Geo/C)</a>	Rationale: Redundant
(5)	<b>The British Colonies in America.</b> The student understands the founding of American colonies. The student is expected to:	10 Lessons (7.5 hours) <a href="#">20 Lessons</a>
(A)	Locate on a map Boston, <a href="#">the City of New York</a> , and Philadelphia. <a href="#">(H. Geo/C. S)</a>	Rationale: Historical accuracy
(B)	Identify on a map the thirteen colonies. <a href="#">(H. Geo/C. S)</a>	
(C)	Describe the three regions <a href="#">of the thirteen colonies</a> , 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 growing crop seasons. <a href="#">(H. Geo/C. E. S)</a>	Rationale: Increase specificity
(D)	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. <a href="#">(H. Geo/C)</a>	
(E)	Explain that the Pilgrims <a href="#">founded Plymouth Colony in 1620</a> and the Puritans founded <del>Plymouth and</del> Massachusetts Bay <a href="#">in 1630 to gain</a> <del>seeking</del> religious freedom. <a href="#">(H. G/Civ. Geo/C)</a>	Rationale: Breakout issue and specifying dates when founded.
(F)	Explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing <a href="#">agricultural</a> knowledge and resources. <a href="#">(H. G/Civ. Geo/C. E)</a>	Rationale: Specificity
(G)	Describe the first Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year. <a href="#">(H. Geo/C)</a>	

Citation	TEKS with edits	Comments
(H)	<p>Explain <del>economic and social</del> ideas developed at Jamestown <del>and Plymouth, including as the origins of</del> economic free enterprise and social ideas of private property, <del>and work ethic, that contrast with communist society.</del> <u>(H, G/Civ, Geo/C, E)</u></p>	<p>Rationale: Accuracy and addressing breakout issue. Clarity of language.</p> <p>Communism added in accordance with TEC §28.002(h-11).</p> <p>TEKS Guide: Early American colonies, specifically Jamestown and Plymouth, experimented with communal (communistic) systems where settlers shared resources, labor, and produce to equally survive. These systems generally failed, leading to poor productivity, prompting a shift to private property rights and market-based economies.</p>
(I)	<p><del>Compare</del> Explain that the self-government modeled <del>as developed</del> in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting <del>ideas of</del> consent of the people <del>and self-government.</del> <u>(H, G/Civ, Geo/C)</u></p>	<p>Rationale: Address breakout issue</p>
(J)	<p><del>Explain that beliefs about community and purpose that influenced colonial America included religious freedom as a guiding principle and John Winthrop’s image of a “City Upon a Hill” serving as an example of for others.</del></p> <p><u>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)</u></p>	<p>TEKS Guide: City Upon a Hill. Pamphlet</p>
(K)	<p>Describe religious diversity in American colonies <u>and locate on a map settlements founded by various religious groups,</u> including Anglicans, Catholics, and Quakers. <u>(H, G/Civ, Geo/C, S)</u></p>	<p>Rationale: Understanding the locations of these groups across the colonies.</p>
(L)	<p><del>Compare</del> Describe periods of cooperation and conflict between colonists and American Indian groups, <u>including Powhatan Confederacy and the Powatan Anglo Wars.</u> <u>(H, G/Civ, Geo/C, E)</u></p>	<p>Rationale: Provide specificity to narrow SE scope.</p>
(M)	<p><del>Compare</del> Describe the use of indentured servitude and slavery as labor systems in the American colonies. <u>(H, G/Civ, Geo/C, E)</u></p>	<p>Rationale: Nature verb change for topic.</p>

Citation	TEKS with edits	Comments
(N)	Describe early reform movements in the American colonies, including <u>the beginnings</u> <del>early origins</del> of the anti-slavery movement by the Quakers. <u>(H, G/Civ, Geo/C)</u>	Rationale: More precise and historically accurate framing of the movement.
(6)	<b>The British Colonies in America.</b> The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:	6 Lessons (4.5 hours) <u>No change</u>
(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. <u>(H, G/Civ, Geo/C, E)</u>	
(B)	Explain the impact of the Great Awakening as a recognition that ordinary people could challenge religious authority <u>that</u> <del>which</del> influenced colonists to challenge political authority. <u>(H, G/Civ, Geo/C)</u>	
(C)	Explain the impact of the Enlightenment, including John Locke’s belief in reason, limited government, and consent of the governed, <u>and how these ideals helped shape American and Texan beliefs about fair government.</u> <del>on ideas about government in America.</del> <u>(H, G/Civ, Geo/C)</u>	Rationale: Consistent with prior SE (1G).
(D)	Identify examples of the growth of <u>local</u> self-government, including <del>as</del> holding town meetings, <del>and</del> electing neighbors to colonial assemblies to make laws for the community, <u>and providing for self-defense through militias.</u> <u>(H, G/Civ, Geo/C)</u>	Rationale: Combine D and E as this reduces redundancy and pairs like ideas.
<del>(E)</del>	<del>Identify an example of the growth of self government as</del> <del>providing for self defense through militias.</del>	
(F)	Describe examples of English ideas of rights, <u>including</u> <del>as</del> the Magna Carta and the English Bill of Rights. <u>(H, G/Civ, Geo/C)</u>	
(7)	<b>The American Revolution and the Pursuit of Freedom.</b> The student understands important causes, events, and effects of the American Revolution. The student is expected to:	9 Lessons (6.75 hours) <u>No Change</u>
(A)	Explain mercantilism as a British economic system that limited colonial trade and production to benefit Great Britain <u>increasing discontent among colonists.</u> <u>(H, G/Civ, Geo/C, E)</u>	Rationale: More precise language
(B)	Explain that the French and Indian War increased British debt, leading Britain to seek greater control and revenue from the colonies <u>increasing discontent among colonists.</u> <u>(H, G/Civ, Geo/C, E)</u>	Rationale: More precise language

Citation	TEKS with edits	Comments
(C)	Explain the Proclamation of 1763 as a British law that limited colonial <u>expansion settlement</u> west of the Appalachian Mountains <u>increasing discontent among colonists</u> . <del>increasing colonial dissatisfaction.</del> (H, G/Civ, Geo/C, E)	Rationale: More precise language
<del>(D)</del>	<del>Explain how British restrictions contributed to colonial dissatisfaction and the causes of the American Revolution.</del>	Rationale: Redundant A-C already addresses this.
(E)	Explain that the Stamp Act <u>was one of several acts that</u> required colonists to pay taxes on printed materials and led to protests over taxation without representation. (H, G/Civ, Geo/C, E)	Rationale: Clarifies that it was not only this act that was taxation without representation.
(F)	<u>Explain</u> <del>Describe</del> the Boston Massacre <u>as political propaganda in opposition a colonial response</u> to British laws and enforcement during which British soldiers killed colonists, including Crispus Attucks. (H, G/Civ, Geo/C)	TEKS Guide: Explain the importance of Attucks-he was of mixed heritage, including American Indian and African American, and the first casualty of the American Revolution.  TEKS Guide: Explain that the Boston Massacre was a protest that turned deadly when 5 colonists were killed. However, it was publicized by Paul Revere as being much worse than it actually was to stoke unrest in the colonies.
(G)	Explain that the Tea Act allowed Britain to tax tea and control its sale in the colonies, which angered colonists and led to protests such as the Boston Tea Party. (H, G/Civ, Geo/C, E)	
(H)	describe the Boston Tea Party as a colonial protest <u>against</u> <del>to</del> the Tea Act under British laws and enforcement. (H, G/Civ, Geo/C, E)	Clarify
(I)	Identify colonial resistance leader Samuel Adams and the Sons of Liberty. (H, G/Civ, Geo/C)	
(J)	Identify how the British responded to the resistance with the Intolerable Acts resulting in further uniting colonists against British rule. (H, G/Civ, Geo/C, E)	TEKS Guide: List and define the Intolerable Acts to understand why they were intolerable. Quartering Act, Quebec Act, the Boston Port Act, Massachusetts Government Act, and the Administration of Justice Act.
(K)	Create a timeline of <u>and explain relationships between</u> key events leading to the <u>American Revolution</u> <del>and explain relationships among them</del> (H, G/Civ, Geo/C, E, S)	Rationale: Clarify SE intent.

Citation	TEKS with edits	Comments
(8)	<b>The American Revolution and the Pursuit of Freedom.</b> The student understands events and people of the American Revolution. The student is expected to:	12 Lessons (9 hours) <u>15 Lessons</u>
(A)	Describe the organization of colonial resistance through writing about ideas and tactics in the Committees of Correspondence and the Continental Congresses. <a href="#">(H, G/Civ, Geo/C)</a>	
(B)	Explain that Patriots supported independence from Great Britain and Loyalists remained loyal to the British Crown, causing divisions within the colonies. <a href="#">(H, G/Civ, Geo/C)</a>	
(C)	Explain the importance of the Minutemen at the Battle of Lexington and the colonial militia at the Battle of Concord, including how <u>these Patriots</u> <del>they</del> responded quickly to warnings, confronted British troops, and helped begin the American Revolutionary War. <a href="#">(H, G/Civ, Geo/C)</a>	
(D)	<u>Explain</u> <del>Describe</del> how Thomas Paine’s writing “Common Sense” encouraged the colonists to declare independence. <a href="#">(H, G/Civ, Geo/C)</a>	
(E)	Identify Thomas Jefferson as the primary writer of the Declaration of Independence. <a href="#">(H, G/Civ, Geo/C)</a>	
(F)	Explain why the Declaration of Independence, signed on July 4, 1776, was significant by identifying the ideas that “all men are created equal” and that people have inalienable rights, including life, liberty, and the pursuit of happiness. <a href="#">(H, G/Civ, Geo/C)</a>	
(G)	Explain the significance of Abigail Adams by describing how she urged leaders to “remember the ladies” and consider women’s rights when forming the new American government. <a href="#">(H, G/Civ, Geo/C)</a>	
(H)	Explain that fighting at Lexington and Concord marked the first battles between colonial forces and British troops leading the colonies to form the Continental Army under the leadership of George Washington. <a href="#">(H, G/Civ, Geo/C)</a>	
(I)	Explain how Washington’s decision to cross the Delaware River and defeat British forces at Trenton boosted American morale and kept the Continental Army together. <a href="#">(H, G/Civ, Geo/C)</a>	
(J)	Explain that the American victory at Saratoga showed the colonies could defeat the British and helped gain foreign support from France. <a href="#">(H, G/Civ, Geo/C, E)</a>	

Citation	TEKS with edits	Comments
(K)	Describe how John Paul Jones is considered the founder of the United States Navy because of his leadership in the American Revolution and victories against the British Royal Navy. ( <a href="#">H. G/Civ. Geo/C</a> )	
(L)	Explain how Washington led the Continental Army through a difficult winter at Valley Forge, where the army gained training and discipline despite hardship. ( <a href="#">H. G/Civ. Geo/C</a> )	
(M)	Explain how <a href="#">Prussian General</a> Baron von Steuben trained the Continental Army and improved discipline and effectiveness. ( <a href="#">H. G/Civ. Geo/C</a> )	
(N)	Explain how American and allied forces defeated the British at Yorktown under Washington's command ( <a href="#">H. G/Civ. Geo/C</a> )	
(O)	Describe how the Marquis de Lafayette supported the Continental Army and helped achieve victory at Yorktown. ( <a href="#">H. G/Civ. Geo/C</a> )	
(P)	Describe how James Armistead Lafayette gathered intelligence that helped lead to victory at Yorktown. ( <a href="#">H. G/Civ. Geo/C</a> )	
(Q)	<a href="#">Describe how Bernardo de Galvez's supported the American Revolution through Donativos, including cattle from Spanish Texas (H. G/Civ. Geo/C. E)</a>	Rationale: Added per content advisor feedback and showcases that the American Revolution was support by allied countries.
(Q)	Identify the Treaty of Paris of 1783 as the agreement that officially ended the war and recognized American independence. ( <a href="#">H. G/Civ. Geo/C</a> )	
(9)	<b>The United States Constitution and the Age of Washington.</b> The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:	12 Lessons (9 hours) <a href="#">18 Lessons</a>
(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, <del>and</del> <del>or</del> manage <del>money and</del> economic problems. ( <a href="#">H. G/Civ. Geo/C. E</a> )	TEKS Guide: Include the five main weaknesses.
(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. ( <a href="#">H. G/Civ. Geo/C</a> )	May or may not include an E tag.
(C)	Explain how delegates at the Constitutional Convention made decisions and resolved disagreements. ( <a href="#">H. G/Civ. Geo/C</a> )	

Citation	TEKS with edits	Comments
(D)	Explain that the Connecticut Compromise created <u>a bi-cameral legislature</u> , a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives. <u>(H, G/Civ, Geo/C)</u>	Originated from the NJ and Virginia Plans.
(E)	Explain that the Three-Fifths Compromise and the Slave Trade Compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery. <u>(H, G/Civ, Geo/C, E)</u>	
(F)	Explain the basic principles of American government found in the U.S. Constitution by defining “popular sovereignty” as power <u>derived</u> <del>comes</del> from the people, “republicanism” as <del>people</del> -elected representatives, and “limited government” as <u>the</u> <del>protecting</del> -people <u>protected</u> from unfair use of <u>governmental</u> power. <u>(H, G/Civ, Geo/C)</u>	Rationale: parallel language
(G)	Describe how the Constitution <u>creates separation of</u> <del>divides and balances</del> power to prevent tyranny. <u>(G/Civ)</u>	
(H)	Describe <del>separation of powers among</del> the three branches of government, <u>including the executive, judicial, and legislative branches</u> <u>(G/Civ)</u>	
(I)	Explain checks and balances <u>among the three branches of government</u> <u>(G/Civ)</u>	Rationale: too broad
(J)	Explain federalism as the sharing of power between national and state governments. <u>(G/Civ)</u>	
(K)	Compare Federalists and Anti-Federalists perspectives during the ratification debate and explain how their debate <u>was resolved by</u> <del>led to</del> the addition of the Bill of Rights. <u>(H, G/Civ, Geo/C)</u>	
<u>(L)</u>	<u>List the Bill of Rights</u> <u>(G/Civ)</u>	Rationale: Believes that this is essential knowledge for all students.
(L)	Explain how the Constitution protects individual rights and freedoms through the Bill of Rights. <u>(G/Civ)</u>	
(M)	Explain examples of civic responsibilities, <u>including</u> obeying the law, voting, showing <u>patriotism</u> <del>loyalty</del> , and serving the country <u>(G/Civ)</u>	
-	<u>Use voting as a method of decision making</u> <u>(G/Civ)</u> ;	Align with Statute and SBOE guidance

Citation	TEKS with edits	Comments
(N)	Explain that the Constitution is the supreme law of the land <del>and was written to be flexible over time</del> ; <u>(G/Civ)</u>	Rationale: Discussion included withstanding the test of time; durability of the Constitution and how it can be amended to adapt over time.
(O)	Explain how George Washington’s <del>domestic and foreign policies and his</del> Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries. <u>(H, G/Civ, Geo/C)</u>	
<del>(P)</del>	<del>Explain that John Adams worked to protect the United States from foreign threats while avoiding a full war with France during the Quasi-War.</del>	Rationale: Not essential for grade 5 students.
<del>(Q)</del>	<del>Explain that the Virginia and Kentucky Resolutions showed disagreements between state governments and the national government over power and authority.</del>	Rationale: End with George Washington. This topic is attempting to start a new topic and does not fit within this KS.

**§113.21 Social Studies, Grade 6, Adopted 2026.**

Citation	TEKS with edits	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks x 5 days per week 45 minutes per day Estimate of Instructional Time Available: 160 Lessons (120 hours) <del>Estimate of Instructional Time Needed:</del> <del>196 Lessons (147 hours)</del> WGB Estimate 166 Lessons (124.5 hours)
(b)	Introduction.	
(1)	<p><u>In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the nineteenth and early twentieth centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.</u></p>	

Citation	TEKS with edits	Comments
(c)	Knowledge and Skills.	
(1)	<b>Revolutions in Europe and the Americas during the 1800s.</b> The student understands revolutions around the world and connections to America and Texas. The student is expected to:	18 Lessons (13.5 hours) <u>12 Lessons (9 hours)</u>
(A)	<del>Describe how the American Revolution inspired other revolutions around the world and its impact on Texas including the French Revolution with Napoleon Bonaparte and the Haitian Revolution with Toussaint Louverture.</del> <u>Explain that the Enlightenment Ideals of the American Revolution inspired the Mexican War for Independence. (H, G/Civ.)</u>	Rationale: Enlightenment ideals are covered in 8 <sup>th</sup> grade (8.5.A)
<u>(C)</u> (B)	Describe <u>the</u> causes <del>and effects</del> of the Mexican War for Independence from Spain <del>including that led to an independent Mexico,</del> including social inequality and economic crisis <del>the lands of what would become Texas.</del> (H)	
<u>(B)</u> (C)	Explain that the social hierarchy caste system in Mexico <del>was made up of social classes</del> including peninsulares, criollos, mestizos, American Indians, and enslaved Africans. (H, Geo/C)	
(D)	<del>Explain how the social class system effected rights, jobs, and opportunities in Mexico.</del>	Rationale: Covered as part of C
(E)	<del>Identify September 16, 1810 as Mexican Independence Day and examine the reasons that led to the declaration including French occupation of Spain, high taxes, unfair rules, and the model of the American Declaration of Independence.</del>	Rationale: Covered as part of F
(F)	Explain <del>that how</del> Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, <del>known as Mexican Independence Day,</del> inspired revolutionary efforts in Texas, including the Battle of Medina (1813). <del>fought in present day Texas as part of the Mexican War of Independence (H)</del>	Recommend swapping this TEK with 8 <sup>th</sup> grade TEK 5(B) Explain the impact of the Mexican War for Independence on Texas.
(2)	<b>The Early Republic and Emergence of an American Culture.</b> The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:	20 Lessons (15 hours) <u>No change</u>
(A)	<del>Describe the election of 1800 and explain</del> <u>Explain</u> how Thomas Jefferson's victory in the election of 1800 led to the first peaceful transfer of power between political parties in the United States (G/Civ., H)	
(B)	Explain how the Louisiana Purchase (1803) expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency. (H, Gov/Civ, E)	

Citation	TEKS with edits	Comments
(C)	<del>Evaluate</del> <u>Explain</u> the significance of Congress’s prohibition of the importation of enslaved people in 1808 including how the law reflected ongoing national debates over slavery while allowing the institution to continue domestically. (H, Geo/C)	Rationale: Adjusted rigor for key information in 6 <sup>th</sup> grade based on provided verb document
(D)	<del>Analyze how</del> <u>Identify</u> the Barbary War, including the Battle of Tripoli, <u>as a key event that</u> influenced Thomas Jefferson’s decision to use military force overseas and contributed to the development of the United States Navy <del>and national defense</del> .	Adjusted for grade level essential content and SBOE guidance to include
(E)	Explain the causes of the War of 1812 including how 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)	
(F)	Describe key events of the War of 1812, including Andrew Jackson’s leadership at the Battle of New Orleans. (H, Geo/C)	Rationale: Need to include Star-Spangled Banner explicitly
<u>(NEW)</u>	Explain how the War of 1812 strengthened national pride and contributed to the emergence of an American national culture, <u>including the Star-Spangled Banner</u> .	
(G)	<del>Interpret charts, graphs, or simple examples to</del> 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)	
(H)	Analyze the importance of the Monroe Doctrine in shaping United States foreign policy, including resisting foreign intervention, in the Western Hemisphere. (H, G/Civ)	
(I)	<del>Describe how early Texas culture focused on La Patria Chica blended Tejano ranching and Spanish traditions. (Geo/C)</del>	Rationale: Removed non-essential content.
(3)	<b>Texas Settlement.</b> The student understands the geography of settling Texas. The student is expected to:	14 Lessons (10.5 hours) <u>6 Lessons (4.5 hours)</u>
(A)	Locate Texas landforms on a map including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River. (Geo/C)	Rationale: Work group disagrees with the lesson/time estimate for 3A-C.
(B)	Locate the major cities of Texas on a map including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco. (Geo/C)	
(C)	Interpret maps to identify how natural resources in Texas, including timber, farmland, and fossil fuels, influenced where people settled (Geo/C, S)	
(D)	explain how physical and human factors shaped these settlement patterns. (Geo/C, S)	

Citation	TEKS with edits	Comments
(4)	<b>Texas Settlement.</b> The student understands the motivations of early American settlers in Texas. The student is expected to:	16 Lessons (12 hours) <u>14 Lessons (10.5 hours)</u>
(A)	Describe how the Mexican government offered land grants to American settlers to increase the population in Texas and helped defend the region from raids and conflicts with American Indian tribes. (H, Geo/C)	
(B)	<del>Explain the causes and effects of the Panic of 1819 by describing how economic problems such as bank failures, loss of jobs, and falling farm prices contributed to migration to Texas as a way to start over.</del> <u>Summarize how the Panic of 1819 including how bank failures, job losses, and falling farm prices contributed to migration to Texas. (E)</u>	Rationale: Condensed to one verb and made learning more explicit.
(C)	<del>Explain the importance of the Constitution of 1824 by describing</del> <u>Describe how the similarities, including federalism and popular sovereignty, between the Constitution of 1824 and the United States Constitution served as a motivation for settlers to come to Texas. (G/Civ)</u> <del>Explain that it the Constitution of 1824 established a new government for Mexico that motivated settlers to come to Texas. (G/Civ)</del>	Rationale: Clarity
(E) (D)	<del>Explain how Stephen F. Austin led the settlement of Texas by organizing the Old Three Hundred, the first group of American families to receive land grants and establish permanent communities in Mexican Texas.</del> <u>Explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas. (H)</u>	Rationale: Rewrote for clarity
(D) (E)	<del>Compare the empresarios and how they served the different groups in Texas (H) Texas settlements by explaining how the empresario system developed, why it was created, and how different empresarios attracted and served different groups of settlers in Texas</del> <u>Identify how the empresario system supported settlement in Texas.</u>	Rationale: cut down to most essential piece of information
(F)	Identify <del>and describe both</del> peaceful and violent interactions <del>after the Texas Revolution</del> between <del>American Indians the Comanches</del> and settlers <del>by examining the experiences of Cynthia Ann Parker, Matilda Lockhart, and Juana Cavazos. (H)</del> <u>Identify that interactions between American Indians and settlers were, at times, peaceful and violent.</u>	Rationale: Possible move; cut down to fit with currently placed time frame. Comanche removed but will come in later.

Citation	TEKS with edits	Comments
(5)	<b>Westward Expansion and Texas Statehood.</b> The student understands how westward expansion shaped Texas, including <i>early settlement from 1825–1835, the Texas Revolution, and changes in Texas from independence through 1848.</i> The student is expected to:	38 Lessons (28.5 Hours) <u>6 Lessons (4.5 hours)</u> WG-B recommends chunking this mega-section into three sections – see italicized/underlined for the three section recommendations.
(A)	<del>Determine Identify the relationship between key innovations of the first Industrial Revolution, steamboats and improved transportation, and the cotton gin with increased production , and how these innovations influenced westward expansion by increasing transportation, production, and settlement.</del> <u>Identify how innovations, including steamboats which improved transportation and the cotton gin which increased production influenced westward expansion. (Geo/C, H, E)</u>	Rationale: Clarification
(B)	<del>Analyze the causes and effects of westward expansion by describing how new inventions and transportation improved trade and travel. (Geo/C, H, E)</del>	WG-B recommends including this in the first section “early settlement from 1825-1835”
(B)	Explain how Manifest Destiny encouraged Americans to seek new land and independence, and how different points of view shaped perspectives on westward expansion. (Geo/C, H)	WG-B recommends including this in the first section “early settlement from 1825-1835”
(C)	Explain how the <del>Cherokee on the</del> Trail of Tears <del>as an important event during the presidency of Andrew Jackson that forced the removal of American Indians,</del> impacted tribal relations along the Northern border of Texas. (H, Geo/C, G/Civ)	WG-B recommends including this in the first section “early settlement from 1825-1835” Changes focus on essential content for 6 <sup>th</sup> grade.
-	<del>Explain the contribution of Stephen F. Austin by describing his role in early Texas settlement, his efforts to negotiate with Mexico, and his eventual support for independence.</del>	
(6)	<b>Westward Expansion and Texas Statehood.</b> The student understands how westward expansion shaped Texas, <del>including early settlement from 1825–1835, the Texas Revolution,</del> The student is expected to: <del>Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the Texas Revolution</del>	WG-B added section divider back in. This section was too large and was separated. This should be 6 and everything below re-lettered. <u>15 lessons (11.25 hours)</u>

Citation	TEKS with edits	Comments
-	<del>Explain the role of Mexican leader Antonio López de Santa Anna including by describing how his shift toward centralized power and military actions influenced Texas’s decision to seek independence from Mexico. (H, G/Civ)</del>	Rationale: Reduced to one verb in the SE.
(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)	
-	<del>Identify important symbols of the Texas Revolution, including the “Come and Take It” flag and the phrase “Remember the Alamo,” and explain how they reflected Texian unity and resistance.</del>	Rationale: Most of the SE is duplicative. Moved “Remember the Alamo” down to the Battle of San Jacinto
-	<del>Explain the role of James Bowie by describing his involvement in the early fighting of the Texas Revolution and his leadership at the Alamo.</del>	Rationale: Need to cut content and Bowie is in the 8 <sup>th</sup> grade SEs.
(B)	Explain the contribution of William B. Travis by describing his command at the Alamo and how his leadership became a symbol of resistance. (H)	
	<del>Explain the role of David Crockett by describing his participation in the defense of the Alamo and his influence on public support for the Texas cause.</del>	Rationale: Need to cut content and Crockett is in the 8 <sup>th</sup> grade SEs.
(C)	<del>Explain the Texas Declaration of Independence by describing why Texians declared independence from Mexico and identify March 2, 1836, as Texas Independence Day. (H)</del>  <u>Explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2 as Texas Independence Day. (H)</u>	
-	<del>Explain the role of Richard Ellis by describing his leadership as president of the Convention of 1836 and his involvement in adopting the Texas Declaration of Independence.</del>	Rationale: Need to cut content
-	<del>Explain the contributions of Juan Seguín by describing and his role as a Tejano leader who supported Texas independence through political leadership and military service.</del>	Rationale: Need to cut nonessential content
(D)	Describe key <u>battles events</u> of the Texas Revolution, including the Battle of the Alamo; the Battle of Goliad; and the Battle of San Jacinto, <u>and the including its the battle cry, “Remember the Alamo, Remember Goliad”</u> and <del>explain</del> how these events influenced the outcome of the revolution. (H)	
(E)	Explain the contribution of Samuel Houston’s <del>by describing his</del> leadership of the Texian army and his role in securing independence at the Battle of San Jacinto. (H)	

Citation	TEKS with edits	Comments
-	<del>Explain the contribution of Susanna Dickinson by describing her experiences at the Alamo and how her survival helped spread news of the battle and shape public memory of the Texas Revolution.</del>	
(7)	<b>Westward Expansion and Texas Statehood.</b> The student understands how westward expansion shaped Texas, including <i>the changes in Texas from independence through 1848</i>	<a href="#">13 Lessons (9.75 hours)</a>
(A)	Explain how the annexation of Texas in 1845 <i>and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War.</i> <del>increased tensions between the United States and Mexico and contributed to the outbreak of the Mexican American War.</del> (H, G/Civ)	Rationale: merged R & S
-	<del>Explain the role of President James K. Polk by describing how his expansionist goals and actions led the United States into the Mexican American War.</del>	
(B)	Describe important events of the Mexican-American War and <del>explain</del> the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border. (H)	
-	<del>Explain how the Mexican American War increased trade through Texas ports such as Galveston and Indianola, strengthening Texas's economic connections to the United States.</del>	Rationale: cut non-essential content
(C)	Explain <i>how</i> the <del>Mexican Cession in</del> the Treaty of Guadalupe Hidalgo <del>and by describing how the treaty ended the war in 1848</del> <a href="#">and transferred territory to the United States through the Mexican Cession.</a> <del>transferred large areas of land from Mexico to the United States.</del> (H, Geo/C)	Rationale: rephrased for clarity and reduced two verbs to one
(D)	Explain how the outcomes of the Mexican-American War, <i>including increased settlement and pressure on tribal lands,</i> affected relations between the United States and American Indian groups, <del>including increased settlement and pressure on tribal lands.</del> (H, Geo/C)	Rationale: Technical edit
(E)	Compare major population movements in Antebellum America, <i>including those people who traveled by describing why groups traveled</i> the Mormon Trail and Oregon Trail migrating to Texas from Europe, and <del>who moved</del> west during the California Gold Rush. (H, Geo/C)	Rationale: Technical Edit
(Y)	<del>Explain why Irish, German, and Czech immigrants moved to Texas settling in New Braunfels, Fredericksburg, and West and describe the cultural traditions they brought with them.</del>	Rationale: Re-examine cultural traditions elsewhere.
(8)	<b>Texas, The Civil War, and Reconstruction.</b> 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:	42 Lessons (31.5 hours) <a href="#">36 Lessons (24.75 hours)</a>

Citation	TEKS with edits	Comments
(A)	Explain how slave labor and the invention of the cotton gin 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)	
<del>(C)</del>	<del>Analyze the causes of the American Civil War by explaining how disagreements over slavery, states’ rights, and tariff policies increased sectional tensions between the Northern and Southern states.</del>	Rationale: Content is included in other SEs, particularly A and B. By removing the Analyze verb SE, the time commitment is lessened.
(C)	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)	
(D)	Identify the roles of Frederick Douglass and Sojourner Truth <i>and by explaining</i> 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 <i>and by describing</i> how their writings influenced public opinion against slavery. (H)	
-	<del>Identify the roles of the Grimké sisters and John Quincy Adams by explaining how they used moral arguments, public speaking, and political action to challenge slavery.</del>	Rationale: Needed to cut to reduce time commitment for this section. G deemed nonessential.
(F)	<del>Determine</del> Describe the relationship between Harriet Tubman’s role in the Underground Railroad <i>and by explaining</i> how she helped to help enslaved people escape to freedom and how the role of Moses who led the Israelites in the biblical story of the Exodus that inspired her <del>nickname</del> actions. (H, Geo/C)	Rationale: Clarity
-	<del>Explain how abolitionist efforts increased national debate over slavery and contributed to growing sectional tensions before the Civil War.</del>	Rationale: Content covered elsewhere with more specificity. Abolitionist movements are described above.
(G)	Analyze major events that increased sectional tensions and led to the Civil War, including <i>the impact on Texas</i> of the Compromise of 1850 with the Fugitive Slave Act <i>and its impact on Texas</i> , popular sovereignty, the Kansas–Nebraska Act, the Dred Scott decision, and <del>violent conflict such as</del> Bleeding Kansas. (H, G/Civ, E)	Rationale: Technical edit

Citation	TEKS with edits	Comments
(H)	<del>Trace</del> Explain how political events—including the founding of the Republican Party, John Brown’s raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter—led to the outbreak of the Civil War. (H, G/Civ)	
(I)	Describe <del>the role of Texas in the secession crisis</del> by explaining the secession of Texas, Governor Sam Houston’s refusal to swear loyalty to the Confederacy, and the actions of Unionist leaders such as including A. J. Hamilton and E. J. Davis as contributing to <del>the role of Texas in the secession crisis</del> (H, G/Civ)	Rationale: technical edits
(J)	<del>Identify and</del> Describe the significance and locations of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House. (H, Geo/C)	Rationale: Reduce breakouts and focus on most important content.
(K)	<del>Identify and</del> Describe the significance and locations of battles fought in Texas such as Galveston, Sabine Pass, and Palmito Ranch. (H, Geo/C)	Rationale: Reduce breakouts and focus on most important content.
(L)	Describe the role of Texas in the Civil War including by explaining and the importance of the “cotton road” to avoid Union blockades, and Texas’s supply of cattle and other resources to the Confederacy. (H, E)	
-	<del>Explain how the Civil War ended and describe how its outcomes, including defeat of the Confederacy and the beginning of Reconstruction, affected Texas and the nation.</del>	Rationale: Duplicative to T
-	<del>Explain the leadership role of President Abraham Lincoln during the Civil War and by describing the purpose of the Emancipation Proclamation and how it changed the meaning of the war.</del>	Rationale: moved Emancipation Proclamation to R
(M)	Identify the main ideas expressed in <del>of the Lincoln’s Emancipation Proclamation,</del> the Gettysburg Address and the Second Inaugural Address <del>by explaining how Lincoln emphasized unity, freedom, and healing the nation.</del>	Rationale: Simplified SE
(N)	Describe the significance of Abraham Lincoln’s assassination and explain how it affected the nation at the end of the Civil War. (H)	
(O)	Define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation and address the rights of formerly enslaved people. (H)	
(P)	<del>Identify</del> Explain the purpose of the 13 <sup>th</sup> , 14 <sup>th</sup> and 15 <sup>th</sup> Amendments. <del>by explaining and how the 13<sup>th</sup> Amendment ended slavery and the 14<sup>th</sup> Amendment established citizenship and equal protection under the law.</del> (H, G/Civ)	Rationale: Consolidated the 13 <sup>th</sup> , 14 & 15 <sup>th</sup> amendments into the same SE.

Citation	TEKS with edits	Comments
-	<del>Explain the purpose of the 15th Amendment by describing how it protected the right to vote for formerly enslaved men during Reconstruction.</del>	Rationale: Covered in U
(Q)	<del>Explain why Juneteenth is an important symbol of the end of slavery during Reconstruction. Identify Juneteenth as the day enslaved people in Texas learned they were free when Union General Gordon Granger announced General Order No. 3 in Galveston on June 19, 1865, and explain why this event is an important symbol of the end of slavery during Reconstruction.</del> (H)	Rationale: Rewrote to focus on key content.
(R)	Identify <u>Describe</u> the purpose of the Freedmen’s Bureau and freedom colonies <del>by describing and</del> how they helped formerly enslaved people in Texas and the South transition to freedom. (H, G/Civ, Geo/C)	
(S)	<del>Explain that Black Codes, sharecropping, and acts of violence—such as including lynchings and intimidation by groups like the Ku Klux Klan—were used in Texas and the United States to limit the rights, economic opportunities, and political participation of African Americans during Reconstruction.</del> (H, E, Geo/C) <u>Explain how Black Codes and share cropping, and acts of violence, including lynchings and intimidation by groups like the Ku Klux Klan were used in Texas to limit the rights limited, economic opportunities and political participation of African Americans during Reconstruction.</u> (H, E, Geo/C)	
(T)	<u>Explain how acts of violence, including lynchings and intimidation by groups like the Ku Klux Klan were used in Texas to limit the rights of African Americans in Texas during Reconstruction.</u>	
(U)	Explain how <del>disagreements between presidential and congressional Reconstruction and the</del> Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights. (H, G/Civ)	
(9)	<b>The Gilded Age in America and Texas.</b> 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:	34 Lessons (25.5 hours) <u>No change</u>
(A)	<del>Compare new waves of immigration to the United States and Texas by describing how immigrants entered through Ellis Island and the Statue of Liberty, faced restrictions such as the Chinese Exclusion Act, and formed communities in Texas through entry points like Galveston and El Paso that preserved cultural traditions.</del> <u>Compare describe new waves of immigration to the United States and Texas, and how immigrants entered (Ellis Island, Galveston and El Paso), faced restrictions including the (Chinese Exclusion Act), and formed communities in Texas.</u> (H, G/Civ, Geo/C)	Rationale: Statue of Liberty is included in Ellis Island when taught, typically. Consolidated language.

Citation	TEKS with edits	Comments
(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)	Move to after P and before Q
(C)	Describe the Spanish-American War <del>by explaining</del> <u>and</u> the role of Theodore Roosevelt, <del>and</del> the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America. (H)	Move to after P and before Q
(D)	<del>Identify</del> <u>Describe</u> Jim Crow laws as state and local laws that enforced racial segregation and <del>explain</del> 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 <u>and</u> <del>by describing</del> how each proposed different strategies for achieving equality and improving the lives of African Americans. (H, Geo/C)	
-	<del>Describe key innovations of the Second Industrial Revolution, including oil, electricity, steel, the Transcontinental Railroad, Thomas Edison’s light bulb, Alexander Graham Bell’s telephone, and the Bessemer steel process.</del>	Rationale: Similar to G
(F)	Explain how new technologies <del>such as</del> <u>including</u> electricity, steel, and improved transportation changed manufacturing, communication, and daily life in the United States during the late 1800s. (H, Geo/C, E)	
-	<del>Describe how the Transcontinental Railroad and the use of steel supported economic growth, westward expansion, and the connection of regions across the United States.</del>	Rationale: Covered in G
(G)	Identify the contributions of major business leaders, <del>by describing and</del> <u>including</u> Andrew Carnegie’s role in the steel industry and philanthropy, J. P. Morgan’s role in business finance, and John D. Rockefeller’s work in the oil industry. (H, E)	
(H)	<del>Trace</del> <u>Explain</u> the growth of the Texas oil industry, <del>highlighting</del> <u>including</u> Spindletop in 1901 <u>and</u> <del>by explaining</del> 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)	
-	<del>Describe how immigrants settled in American cities and contributed to urban growth by providing labor for factories.</del>	Rationale: Duplicative to A

Citation	TEKS with edits	Comments
(J)	Identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, <u>including such as</u> Galveston, Houston, and El Paso. (H, Geo/C)	
(K)	Describe the creation of the Populist Party <del>by explaining and</del> why farmers in the United States and Texas organized to address economic challenges and demand political reforms. (H, G/Civ, E)	
-	<del>Identify the contributions of Susan B. Anthony by describing her role in the women's suffrage movement and the effort to expand voting rights.</del>	Rationale: Will cover in 7 <sup>th</sup> grade
(L)	Describe how monopolies <u>and</u> labor unions, <del>and political bosses</del> shaped industrial <del>and urban</del> life in the United States, <del>including their influence in and</del> Texas cities. (H, E)	Rationale: political bosses piece weaker for Texas connection
(M)	<del>Identify compare socialist ideas Karl Marx and Friedrich Engels as the authors of as found in</del> The Communist Manifesto and <del>describe its</del> <u>the</u> main claims about class struggle and abolishing private property, contrasting these claims with American constitutional principles of individual rights and limited government. (H, E, G/Civ)	
(N)	Explain how communist ideology calls for class conflict, violent revolution, and a dictatorship to enforce equality, and explain why these methods conflict with democratic self-government, the rule of law, and protections for individual liberty. (H, G/Civ, E)	Somewhat repetitive to Q. Grade level, this is complex.
-	<del>Compare primary and secondary accounts about Marxist/communist messaging by identifying author, audience, purpose, and historical context, and explain how propaganda tactics (including pamphlets) can shape public opinion and encourage forced conformity rather than open democratic debate. (S, E)</del>	Note: this is SB 24 Note: this seems more appropriate for high school and specifically, World History.
<u>(O)</u>	<u>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)</u>	Rationale: Galveston Hurricane is referenced in 8 <sup>th</sup> grade and by including a standard here, there's context.
(10)	<b>The Texas Frontier.</b> The student understands important changes in the Texas and American frontier. The student is expected to:	14 Lessons (10.5 hours) <u>10 Lessons (7.5 hours)</u>  WG-B thinks these SEs would take 8-10 lessons

Citation	TEKS with edits	Comments
(A)	Identify important <del>events</del> <u>developments during</u> westward expansion after the Civil War, <u>by describing including</u> the American cowboy era, <del>major western cattle trails such as</del> the Chisholm Trail, <del>and</del> the Goodnight-Loving Trail, and the growth of “cowtowns” that supported the cattle industry. (H, Geo/C)	
(B)	Describe how <u>ranching agricultural</u> traditions, including vaquero practices in <u>places like</u> the King Ranch, and <del>farming with irrigation</del> <u>irrigated farming</u> in South Texas <u>helped</u> shape Texas’s economy. <del>and way of life during westward expansion.</del> (H, Geo/C, E)	
(C)	Explain how railroad expansion supported westward settlement, <del>and</del> <u>cattle ranching</u> , and contributed to the closing of the frontier by 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 <del>by explaining</del> <u>including</u> conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier. (H, Geo/C, G/Civ)	
(E)	<del>Describe how</del> <u>Identify why</u> cultural traditions are reflected in Mexican American communities in Texas <del>such as</del> <u>including</u> Fiestas Patrias, Las Posadas, and Día de los Muertos. <del>reflect the continued influence of Mexican and Mexican American communities in Texas.</del> (H, Geo/C)	Move E to after B and before C

§113.22 Social Studies, Grade 7, Adopted 2026.

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks x 5 days per week 45 minutes per day Estimate of Instructional Time Available: 160 Lessons (120 hours) <del>Estimate of Instructional Time Needed:                      194 Lessons (145.5 hours)</del> WGB Estimate of Instructional Time Needed 164 Lessons (123 hours)
(b)	Introduction.	
(1)	<p><u>In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early twenty-first century to understand how reform, global 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.</u></p> <p><u>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.</u></p> <p><u>Students examine World War I and World War II to understand how global 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 the war efforts.</u></p> <p><u>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.</u></p> <p><u>Students investigate domestic and global change in the late twentieth century, including the Civil Rights Movement, presidential leadership including three 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.</u></p> <p><u>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.</u></p> <p><u>Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.</u></p>	

Citation	Work Group B Draft TEKS	Comments
(c)	Knowledge and Skills.	
(1)	<b>The Progressive Era.</b> The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:	17 Lessons <a href="#">11 Lessons</a>
(A)	<del>Identify</del> Describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment. (H, G/Civ) <del>summarize how the 19th Amendment expanded voting rights for women.</del>	
(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)	
-	<del>Analyze Theodore Roosevelt's domestic reforms, including the creation of the National Park Service, the Pure Food and Drug Act, and the Meat Packing Act.</del>	Rationale: covered in E
-	<del>Analyze Theodore Roosevelt's foreign policy, including Big Stick Diplomacy, the continuation of the Monroe Doctrine, and the construction of the Panama Canal.</del>	Rationale: covered in E
(C)	<del>Determine</del> Analyze the immediate and long-term consequences effects of Theodore Roosevelt's major domestic issues including National Park Service and Meat Packing Act and foreign (Monroe Doctrine, Panama Canal) policy actions <del>policy actions, including domestic reforms and foreign policy, distinguishing between immediate and long-term consequences effects.</del> (H, G/Civ, E)	Separate out domestic and foreign into two breakouts for readability.
(D)	Analyze the immediate and long-term consequences effects of Theodore Roosevelt's major and foreign policies including (Monroe Doctrine and Panama Canal) (H, G/Civ, E)	
(E)	Identify the role of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage. (H, Geo/C)	
(F)	Evaluate Analyze the impact of Spindletop on American and Texas society including boomtowns and mobility. (H, E)	
(G)	<del>Identify and</del> Explain how Henry Ford used the concept of the assembly line in the production of the Model T and its impact influence on the division of labor and economies of scale. <del>with industrial production and economies of scale in everyday life in the United States.</del> (H, E)	

Citation	Work Group B Draft TEKS	Comments
(2)	<b>World War I: United States and Texas.</b> The student understands the impact of World War I on America. The student is expected to:	16 Lessons WG B Note: This section would take less than 10 lessons. <a href="#">9 Lessons</a>
(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. (H)	
-	<del>Identify that Texas was a part of the area that Germany was offering to help Mexico recover as outlined in the Zimmerman Telegram. (H)</del>	Rationale: SE B should include that the Zimmerman Telegram names Texas.
(C)	<del>Evaluate</del> <a href="#">Explain</a> the impact of artillery, machine guns, 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.	
(E)	<del>Summarize</del> <a href="#">Explain</a> the Espionage Act and Sedition Acts and <del>explain</del> how they limited civil liberties including speech, dissent, and daily life on the World War I homefront. (H, G/Civ)	This verb can be easily assessed.
(F)	<del>Summarize</del> <a href="#">Explain</a> the Selective Service Act and <del>explain</del> its role in mobilizing soldiers and shaping the World War I homefront. (H, G/Civ)	
(G)	Identify that <del>the</del> American Doughboys, including Texans of the 90th Infantry (“Tough ‘Ombres”) and the 36th Division, fought in major World War I offensives. (H)	
(3)	<b>1920s and 1930s: United States and Texas.</b> The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:	18 Lessons <a href="#">16 Lessons</a>
(A)	<del>Summarize</del> <a href="#">Identify</a> 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)	This verb can be easily assessed.
(B)	<del>Summarize</del> <a href="#">Identify</a> 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)	This verb can be easily assessed.

Citation	Work Group B Draft TEKS	Comments
(C)	<del>Summarize</del> <u>Identify</u> domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime. (H, G/Civ)	This verb can be easily assessed.
(D)	<u>Analyze</u> <u>Describe</u> American economic developments during the 1920s, including <u>Great Migration</u> , increased consumer spending, growing prosperity, and the expansion of the stock market. (H, E)	
-	<del>Describe cultural developments</del>	
(E)	<del>Analyze Explain</del> <u>Describe</u> cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture <del>and style</del> , and professional sports. (H, Geo/C)	“Describe “ shows the intent of the TEKS.
(F)	<del>Analyze Explain</del> <u>Describe</u> African American cultural <del>and social</del> developments during the 1920s, including the Harlem Renaissance, jazz and blues music, the Great Migration, and the contributions of Texas blues musician Blind Lemon Jefferson. (H, Geo/C)	“Describe “ shows the intent of the TEKS.
-	<del>Apply research skills to describe multiple perspectives on American cultural developments of the 1920s using evidence from historical sources. (H, S)</del>	Note: if directions are provided to teachers in introduction for encouraging research skills, this can be removed as teachers may want flexibility and options of where and how to apply research skills. This was originally placed by the previous work group.
(G)	Describe life during the Great Depression, including bank runs, widespread unemployment, <u>mass deportations</u> , and the growth of Hoovervilles. (H, E)	WG-B: Recommend including the causes of the Great Depression.
(H)	Explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism. (H, E, G/Civ)	
(I)	Describe the role of President Franklin D. Roosevelt during the Great Depression, including his use of fireside chats and radio to communicate with the public.	
-	<del>Describe government responses during the Great Depression that affected people’s lives, including repatriation and mass deportations.</del>	Recommend moving to be included in H (include mass deportations after widespread unemployment). Then deleting K.
(J)	Explain the geographic patterns and processes that caused the Dust Bowl, including drought, high winds, and over-farming. (H, Geo/C)	

Citation	Work Group B Draft TEKS	Comments
(K)	Explain the social <del>and</del> <u>or</u> economic effects of the Dust Bowl, including crop failure, loss of farms, unemployment, and migration in search of work. (H, E)	Allows appropriate effect to be applied to the items in the including statement
(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, E, Geo/C)	
(4)	<b>1920s and 1930s: United States and Texas.</b> The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:	8 Lessons <u>No change</u>
(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)	<del>Identify the Hoover Dam and other New Deal public works programs and explain how these efforts reflected Progressive ideas by expanding the role of government to support economic recovery and public improvement. (H, G/Civ, E)</del>  <u>Interpret economic data and models to describe the effects of the Hoover Dam and other New Deal public works programs. (E, S)</u>	
-	<del>Describe the end of the gold standard and the increase in government regulation during the New Deal and explain how these changes reflected Progressive ideas about using government action to stabilize the economy and protect the public. (H, E, G/Civ)</del>	Rationale: Gold standard is not developmentally appropriate for G7, and removed to reduce content.
-	<del>Interpret economic data and models to describe the effects of ending the gold standard and increasing government regulation during the Great Depression. (E, S)</del>	WG-B: Recommend consolidating this Economic skill into B above.
(C)	Describe the Social Security Act and direct welfare payments and their effects on <u>Americans and</u> Texans during the Great Depression <u>including short term assistance as opposed to long term assistance.</u> (H, G/Civ)	This makes it more specific to ensure students understand what the Social Security Act was. The previous wording implied specific or unique effects on Texas while the effects were on Americans as a whole.

Citation	Work Group B Draft TEKS	Comments
(D)	Identify workers' rights promoted during the New Deal and the role of Frances Perkins, the first female Secretary of Labor, and <del>explain</del> how these efforts reflected Progressive ideas about protecting workers through government action. (H, E, G/Civ)	
(5)	<b>Communism and Other Totalitarian Regimes.</b> The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:	18 Lessons <a href="#">16 Lessons</a>
(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, E, G/Civ)	
(B)	<del>Compare</del> <a href="#">Identify the Russian Civil War by explaining</a> the differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed it, <a href="#">during the Russian Civil War</a> , and how the Reds' victory led to the creation of a communist government. (H, G/Civ)	
(C)	<del>Define a one-party dictatorship, the Red Terror, and mass murder as they relate to the Bolshevik government in Russia, including how political power was concentrated, opposition was eliminated, and violence was used to control society.</del>  <a href="#">Explain the 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.</a> (H, G/Civ)	Rationale: Revised for clarity
	<del>Describe Joseph Stalin's rise to power and the establishment of a one-party dictatorship in the Soviet Union.</del>	Rationale: Consolidated into E
(D)	Describe <del>how</del> Joseph Stalin's <a href="#">rise to power, including the use of political repression, including the Great Terror, show trials, forced labor camps (gulags), and mass arrests.</a> , <del>to control the Soviet population.</del> (H)	Stalin's control is represented in C. Forced labor camps is language in SB 24.
(E)	Describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering such as the Holodomor <a href="#">famine in Ukraine (Ukrainian famine).</a> (H, E)	To remove parentheses.
(F)	Evaluate methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity. (H, G/Civ)	

Citation	Work Group B Draft TEKS	Comments
(G)	<del>Trace</del> Explain communist attempts to seize power in China during the 1920s and in Spain during the 1930s and <del>explain</del> the effects of these efforts on each country. (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)	WG-B recommends moving I-K to next section (6)
(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)	WG-B recommends moving I-K to next section (6)
(J)	Describe how fears of communist revolution and antisemitism in Germany contributed to Nazi policies including <u>Nuremberg Laws</u> and actions, including <del>the Nuremberg Laws</del> and Kristallnacht. (H, E, G/Civ)	WG-B recommends moving I-K to next section (6) Clarity
(6)	<b>Communism and Other Totalitarian Regimes.</b> The student understands the immediate events that led to World War II. The student is expected to:	5 Lessons WG-B recommends striking the word “immediate” from the knowledge statement and moving I-K SEs down to this section. <u>8 Lessons</u>
(A)	Identify how Germany violated the Treaty of Versailles by rebuilding its military. (H, G/Civ)	
(B)	Explain how Germany’s remilitarization of the Rhineland challenged European peace. (H)	
(C)	Describe how Germany expanded its territory by taking control of Austria and parts of Czechoslovakia. (H)	
(D)	Define the <u>importance of</u> Molotov-Ribbentrop Pact <u>as the non aggression pact that delayed combat between Germany and Russia</u> , and <del>explain why it was important before World War II.</del> (H)	Rationale: focused on key history for students to know Rationale: clarity
(E)	Explain how British and French guarantees to protect Poland led to war after Germany invaded Poland. (H)	
(7)	<b>World War II: United States and Texas.</b> The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:	30 Lessons <u>25 Lessons</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Describe the early Axis invasions, <i>including Japan's invasion of China</i> and Europe, <del>including Japan's invasion of China</del> and the German and Soviet invasions of Poland and France. (H)	Rationale: Specificity to the regions.
(B)	Explain how Britain responded under <i>Winston Churchill's leadership</i> to German attacks, including the evacuation at Dunkirk, <del>the Winston Churchill</del> , <i>and</i> the Battle of Britain, <del>and the Blitz</del> . (H)	Rationale: The Blitz would be covered in German attacks; duplicative to list both.
(C)	<p><del>Analyze the attack on Pearl Harbor and evaluate President Franklin D. Roosevelt's "Day of Infamy" speech by identifying the author, audience, purpose, and historical context to explain how the speech shaped public support for entering World War II.</del> (H, G/Civ, S)</p> <p><u>Describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech.</u> (H, G/Civ)</p> <p><del>Analyze President Franklin D. Roosevelt's "Day of Infamy" speech with emphasis on the author, audience, purpose, and historical context and how the speech shaped public support for entering World War II.</del> (S, G/Civ, H)</p>	<p>Rationale: Original SE was too much content + skill.</p> <p>Note: the intent of this is for students to read this speech in order to understand how the US became involved in World War II.</p>
(D)	Identify how World War II led to <del>the</del> <i>the Bracero Program</i> and the growth of military facilities and defense industries in the South and West, <del>and explain how the Bracero Program helped supply workers for these war-related industries.</del> (H, E)	Rationale: Simplified SE to one verb.
(E)	Analyze the causes and effects of the internment of Japanese Americans during World War II. (S, H)	
(F)	Identify major World War II innovations, including <del>early computers, and</del> code-breaking technology, <del>advanced weapons such as</del> tanks, aircraft, radar, and the atomic bomb, <del>and new uses of energy that changed the nature of warfare.</del> (H)	Rationale: Removed "such as" statement and revised for key content/clarity.
(G)	<del>Identify</del> Explain how the Navajo and Comanche code talkers <del>and explain how used</del> their spoken-language codes <del>functioned to function</del> as a secure military communication innovation during World War II. (H)	
(H)	Describe American volunteerism and sacrifice during World War II <del>through civic responsibility</del> including victory gardens <del>that increased food production so more commercial food could be sent to soldiers and allies</del> and savings bonds <del>that helped the government raise money to pay for weapons, supplies, and military operations.</del> (H, G/Civ)	Rationale: The specific content are examples of volunteerism and sacrifice more so than civic responsibilities. Simplified and reduced breakouts.

Citation	Work Group B Draft TEKS	Comments
(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 Battles of <del>the Coral Sea and</del> Midway as <u>a</u> major naval battles that shifted the balance of power in the Pacific during World War II. (H)	Rationale: Reduced number of battles for 7 <sup>th</sup> grade to attain mastery on.
(L)	Identify the strategy of island-hopping and the battles of <del>Guadaleanal</del> , Iwo Jima, and Okinawa as part of the Allied campaign against Japan. (H)	Rationale: Reduced number of battles for 7 <sup>th</sup> grade to attain mastery on.
(M)	<u>Explain Summarize</u> the <u>outcomes of the</u> Conferences at Yalta and Potsdam, <del>including Allied decisions on Germany’s surrender and occupation, the division of Europe, and the establishment of postwar peace agreements.</del> (H)	Rationale: Focused on outcomes which will include the needed specificity without including multiple breakouts for each conference named.
(N)	Analyze <u>President Harry S. Truman’s decision causes and effects of the Manhattan Project, including wartime fears that led to its creation, President Harry S. Truman’s decision to authorize the use of an atomic bomb, created by the Manhattan Project,</u> on Hiroshima and Nagasaki, <del>and the influence of nuclear weapons on the end of World War II.</del> (S, H, G/Civ)	Rationale: Focus on the skill (civil discourse) of analyzing the president’s decision to use it.
(O)	Explain the Holocaust, <u>including and describe</u> how the Nazi regime attempted to exterminate the Jewish people and other targeted groups through systematic mass murder <u>through ; including</u> executions and concentration camps. (H)	
(P)	<u>Analyze Describe how</u> the war crime trials <u>established accountability for crimes against humanity</u> in both theaters of World War II, including the Nuremberg and Tokyo Trials, <del>and explain how they established accountability for crimes against humanity.</del> (H, G/Civ)	Rationale: Revised for clarity.
(8)	<b>World War II: United States and Texas.</b> The student understands Texas’s contributions in World War II. The student is expected to:	4 Lessons <u>4 Lessons</u>
(A)	Identify <u>the contributions of</u> Texans Audie Murphy and Chester Nimitz <del>and describe Murphy’s service as a highly decorated combat soldier and Nimitz’s leadership as a naval commander in the Pacific</del> during World War II. (H)	

Citation	Work Group B Draft TEKS	Comments
(B)	<del>Identify the American Arsenal of Democracy by describing</del> Identify shipbuilding in Houston, <del>and the petrochemical industry along the Houston Ship Channel</del> and aircraft manufacturing in Fort Worth <del>during World War II as examples of the American Arsenal of Democracy.</del> (H, E)	Rationale: moved oil-related content to next SE on oil production process and transportation.
(B) (C)	Identify the role of oil production and transportation during <del>World War II, in the American Arsenal of Democracy,</del> including oil <del>production in the Permian Basin,</del> refining in Port Arthur and Corpus Christi, <del>the petrochemical industry along the Houston Ship Channel,</del> <del>production in the Permian Basin,</del> and the Big Inch and Little Big Inch pipelines <del>during World War II as examples of the American Arsenal of Democracy.</del> (H, E)	Rationale for moves: keep oil topics together and goes in order of production processing and transportation.
(C) (D) (E)	<del>Identify the role of United States military bases, including Fort Hood in Killeen and Kelly Field in San Antonio, in supporting World War II operations.</del> (H, G/Civ)  Explain the <del>detention-holding</del> of German prisoners of war <del>including</del> civilian-administered camps at Hearne and Mexia <del>and identify the role of United States military bases, including Fort Hood in Killeen and Kelly Field in San Antonio, in supporting World War II operations.</del> (H, G/Civ)	Rationale: Split into two SEs to separate the role of military bases in operations from POW camps.
(9)	<b>Post War America and Early Cold War: Western Liberty and Communist Tyranny.</b> 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:	20 Lessons <u>16 Lessons</u>
(A)	<del>Summarize</del> 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)	<del>Summarize</del> Describe the development of nuclear weapons <del>and explain how their existence influenced military strategy and international relations as a deterrent</del> during the Cold War. (H)	Rationale: Simplified language for key content in 7 <sup>th</sup> grade. clarity
(C)	<del>Summarize</del> Describe how the Iron Curtain <del>and explain how it</del> divided Europe between communist and western regimes represented by the Berlin Wall <del>and the division of Germany.</del> (H, Gov/C, E)	Rationale: Simplified language for key content in 7 <sup>th</sup> grade.
(D)	<del>Analyze</del> Explain <del>the Marshall Plan and</del> explain how <del>the</del> United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism <del>through the Marshall Plan</del> after World War II. (H, Gov/C, E)	Rationale: Rephrased to maintain specificity and focus the key content for 7 <sup>th</sup> grade.

Citation	Work Group B Draft TEKS	Comments
(E)	<del>Analyze Explain</del> <i>the Truman Doctrine and</i> <del>explain</del> how the <i>Truman Doctrine committed the</i> United States <del>committed</del> to supporting countries resisting communism during the early Cold War. (H, Gov/C, E)	Rationale: Rephrased to maintain specificity and focus the key content for 7 <sup>th</sup> grade.  Recommend adding Korean War as an example.
(F)	Explain how modern Israel, <i>with increased international support following the Holocaust,</i> was established in 1948; <del>with increased international support following the Holocaust,</del> and how later conflicts in 1967 and 1973 <i>contributed over time to</i> <del>over land and security</del> <i>contributed over time to</i> peace treaties with Egypt and Jordan. (H, Gov/C)	Rationale: Rephrased to maintain specificity and focus the key content for 7 <sup>th</sup> grade.
(G)	<del>Analyze</del> Describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, <i>including 1-10 and explain its impacting and how the system affected on</i> transportation, the economy, and national defense, <i>including 1-10.</i> (H, Gov/C, E)	
(H)	<del>Analyze Describe</del> President Dwight D. Eisenhower’s warning about the power of the military-industrial complex and <del>explain</del> how this power was significance during the Cold War. (H, Gov/C)	
(I)	<del>Analyze Describe</del> how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower’s support for scientific advancement, including the creation of NASA, during the Cold War. (H, Gov/C, E)	
(J)	<del>Analyze Describe</del> the Bay of Pigs invasion and <del>explain</del> how the failed attempt to overthrow Cuba’s communist government affected United States–Cuba relations. (H, Gov/C, E)	
(K)	Analyze President John F. Kennedy’s support for the space program and <del>explain</del> Houston’s role in the United States’ efforts to compete with the Soviet Union during the Space Race. (H, Gov/C, E)	
(L)	<del>Analyze Describe</del> the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and <del>explain</del> its impact on the nation. (H, Gov/C)	
(10)	<b>Civil Rights Movement.</b> The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:	18 Lessons (7.50 hours)  <u>15 Lessons</u>
(A)	Describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by Rosa Parks, sit-ins, freedom rides, <del>and other forms of civil disobedience.</del> (H, Gov/C)	

Citation	Work Group B Draft TEKS	Comments
(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, Gov/C)	
(C)	Analyze Dr. Martin Luther King Jr.'s <i>"I Have a Dream" speech</i> <del>and the March on Washington</del> as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence <del>as a "promissory note" in his "I have a Dream" speech.</del> (S, H, Gov/C)	Rationale: Focused on analysis of the specific speech.
(D)	Explain the <i>impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expanding equal rights in the United States.</i> <del>and describe its impact on segregation and discrimination and expanding equal rights in the United States.</del> (H, Gov/C)	Rationale: Focused on the impact; discrimination is a part of segregation; moved Brown v. Board from F.
(E)	Describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement. (H, Gov/C)	
(F)	Explain how the use of marches, boycotts, and legal cases <i>including Brown v. Board of Education</i> were used to raise awareness and secure civil rights for Mexican Americans. (H, Gov/C)	Rationale: Moved Brown v. Board to D
(G)	Identify the roles of Dolores Huerta and Hector P. Garcia in advancing civil rights for Mexican Americans. (H, Gov/C)	
(H)	Describe the American G.I. Forum and the League of United Latin American Citizens (LULAC) and <del>explain</del> their efforts to promote civil rights for Mexican Americans in Texas. (H, Gov/C)	
(I)	Describe the goals of the American Indian Movement and <del>explain</del> how the Wounded Knee Occupation drew national attention to Native American civil rights issues. (H, Gov/C)	
(11)	<b>Civil Rights Movement.</b> The student understands domestic and foreign developments during the Presidency of Lyndon B. Johnson. The student is expected to:	15 Lessons (7.5 hours) <a href="#">15 Lessons</a>
(A)	Identify Lyndon B. Johnson as a former Congressman and Senator from Texas. (H, Gov/C)	
(B)	Identify the role of First Lady Bird Johnson in promoting environmental conservation, including her efforts to preserve wildflowers and Texas bluebonnets, and explain the influence of her work on public awareness of conservation. (H, Gov/C)	

Citation	Work Group B Draft TEKS	Comments
(C)	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, Gov/C)	
(D)	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, Gov/C)	
(E)	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)	
(F)	<del>Trace</del> <u>Explain</u> the impact of internal migration <u>including the growth of suburbs and changes in American cities</u> , and demographic change <u>including the Baby Boom and urban race riots</u> , in the United States after World War II. <del>including the Baby Boom, the growth of suburbs, changes in American cities, and the causes and effects of urban race riots.</del> (H, Geo/C)	
(G)	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, Gov/C, E)	
(H)	<u>Analyze</u> <u>Explain</u> how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War <del>and how the release of the Pentagon Papers affected public trust in the government.</del> (H, Gov/C, E)	Rationale: Focused on key content for 7 <sup>th</sup> grade. Moved Pentagon Papers to J
-	<del>Analyze how the Gulf of Tonkin Resolution shifted the balance of power between Congress and the President and how the Tet Offensive changed public support for the Vietnam War.</del>	Rationale: Not essential for 7 <sup>th</sup> grade.
(I)	Describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including changes <u>in civic participation</u> and public opinion <u>resulting from the release of the Pentagon Papers and civic participation.</u> (H, Gov/C, Geo/C)	
(12)	<b>Contemporary America and Texas.</b> The student understands important events in Richard Nixon’s presidency. The student is expected to:	2 Lessons (1.5 hours) <u>No change</u>
(A)	Identify Richard Nixon’s 1968 presidential election victory, <del>and explain</del> the meaning of the term “silent majority” and its role in shaping political support during his presidency. (H, G/Civ)	
(B)	Describe <del>the effects of the</del> <u>how the</u> Watergate scandal <u>led to a decrease in</u> <del>on</del> public trust in government and the presidency. (H, G/Civ)	

Citation	Work Group B Draft TEKS	Comments
(13)	<b>Contemporary America and Texas.</b> The student understands important conflicts and resolutions in which America was involved. The student is expected to:	2 Lessons (1.5 hours) <u>No change</u>
(A)	Explain the effects of the communist victory in Vietnam on <del>the outcome of the Vietnam War and</del> United States foreign policy, <u>including the War Powers Act</u> . (H, G/Civ)	
(B)	<u>Summarize Describe</u> the <del>impact of the influence of</del> United States diplomatic efforts in the Middle East <u>including the positive results from the Camp David Accords and negative results of the Iran Hostage Crisis. and describe their impact on</u> <del>United States relations in the Middle East</del> . (H, G/Civ)	
(14)	<b>Contemporary America and Texas.</b> The student understands people associated with the end of the Cold War. The student is expected to:	3 Lessons (2.25 hours) <u>3 Lessons</u>
(A)	Analyze Ronald Reagan presidential <u>leadership</u> <del>y in the final years of the Cold War</del> , including economic recovery after the oil crisis and <del>how his leadership influenced</del> relations between the United States and the Soviet Union to bring down the Berlin Wall. (H, Gov/C, E)	Rationale: Simplified language, kept specificity
(B)	<u>Explain Identify</u> the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War. (H, Gov/C, E)	
(C)	<u>Explain Identify</u> how Mikhail Gorbachev’s reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism. (H, E)	
(D)	<u>Identify Describe</u> the roles of Pope John Paul II and the Solidarity movement, led by Lech Wałęsa, in promoting resistance to communist rule in Eastern Europe. (H, E)	
(15)	<b>Contemporary America and Texas.</b> The student understands major events and their effects during the 1990s. The student is expected to:	3 Lessons (2.25 hours) <u>5 Lessons</u>
(A)	<u>Analyze Describe</u> the presidency of George H. W. Bush, <u>including</u> <del>by examining</del> his leadership during the end of the Cold War and the Gulf War. (H, Gov/C)	
(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 on United States foreign and economic policy. (H, Gov/C, E)	
(C)	<u>Summarize Explain</u> the impact of the Gulf War on the United States and the Middle East, including the role of Saddam Hussein as the leader of Iraq.	

Citation	Work Group B Draft TEKS	Comments
(16)	<b>Contemporary America and Texas.</b> The student understands the presidencies of George W. Bush and Barack Obama presidencies. The student is expected to:	11 Lessons (8.25 hours) <u>6 lessons</u>
(A)	<del>Analyze Explain</del> the September 11, 2001 terrorist attacks and the immediate impact on the United States, including national security concerns and public response. (H, Gov/C)	
(B)	<del>Analyze</del> <u>Describe</u> the War on Terror by explaining the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11. (H, Gov/C)	
(C)	<del>Analyze Explain</del> the impact of the Iraq War during the presidency of George W. Bush, <del>including the role of Saddam Hussein</del> and the effects on United States involvement in the Middle East. (H, Gov/C)	Clarity and focus
(D)	<del>Summarize</del> <u>Explain</u> the causes and effects of the 2008 economic crisis and <del>explain</del> the significance of the election of Barack Obama as the first African American president in United States history. (H, Gov/C)	
(17)	<b>Contemporary America and Texas.</b> The student understands important innovations and their effects during the computer and technological revolution of the 2000s and 2010s.	4 Lessons (3 hours) <u>3 Lessons</u>
(A)	Describe <u>the impact of the internet and smart phones on communication and daily life.</u> <del>development and use of the internet, smartphones, and mobile applications and their effects on communication and daily life.</del>	Rationale: mobile applications are covered by B
(B)	Describe the <u>influence</u> <del>growth</del> of social media platforms and big tech companies, <del>and their influence</del> on how people interact, share information, and conduct business. (H, Geo/C)	Rationale: Focused on the influence

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

Citation	TEKS with edits	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks x 5 days per week 45 minutes per day Estimate of Instructional Time Available: 160 Lessons (120 hours) <del>Estimate of Instructional Time Needed:                      187 Lessons (140.25 hours)</del> WGB Estimate of Instructional Time Needed: 150 Lessons (112.5 hours)
(b)	Introduction.	
(1)	<p><u>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 twenty-first 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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>Students examine Texas’s transformation during the late nineteenth and twentieth 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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	
(c)	Knowledge and Skills.	

Citation	TEKS with edits	Comments
(1)	<b>The Days Before Contact.</b> The student understands the geography of Texas. The student is expected to:	2 Lessons (1.5 hours) <u>2 Lessons (1.5 hours)</u>
(A)	<del>Locate</del> <u>Identify</u> regions <del>and rivers</del> on a map including <del>East Texas, Blackland Prairie, Coastal Bend, Hill Country, South Texas, West Texas, Panhandle, Trans Pecos, Texas Rivers, Interior Rivers, and Border Rivers.</del> <u>Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins.</u> (Geo/C)	Consider rigor of the verb (Change to compare) aligned with 3 <sup>rd</sup> and 5 <sup>th</sup> grade similar SE. Given feedback of too much content, WG B determined not to increase rigor of the verb beyond identify.
(B)	<u>Identify on a map</u> <del>Interior Texas Rivers including Trinity, Brazos, Colorado and Border Rivers including</del> <u>Rio Grande, Red, and Sabine.</u> (Geo/C)	Separated regions and rivers into two SEs. This is how regions are currently taught in Texas. The 8 regions are taught in other grades. All for reduction of content without reducing meaning and intent.
(2)	<b>The Days Before Contact.</b> 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:	5 Lessons (3.75 hours) <u>1 Lesson (45 minutes)</u>
(A)	<del>Compare the cultural practices, patterns of mobility, and methods of obtaining food, ways of life of early peoples of Texas, including Paleo Indian and Archaic cultures, by examining their cultural practices, patterns of mobility, and methods of obtaining food.</del> (H, Geo/C)	Removed for time consideration. Earlier grades cover this extensively.
(B)	Explain how geographic features and environmental conditions influenced the development of <del>Paleo Indian and Archaic</del> <u>Gulf, Plains, Puebloan, and Southeastern</u> cultures, including settlement patterns and resource use. (H, Geo/C)	These are groups taught in current TEKS.
(C)	<del>Analyze artifacts and archaeological evidence, including tools, rock art, and woven materials, to describe differences in technology and social organization between Paleo Indian and Archaic cultures.</del> <del>Analyze</del> <del>Compare</del> tools, rock art and woven materials found in Texas to describe differences in technology and social organization between <del>Paleo Indian and Archaic</del> cultures, including the Pecos River region. (S, H, Geo/C)	First considered combining C and D: Analyze tools, rock art and woven materials found in the Pecos River region to describe differences in technology . Removed for time considerations. Covered in earlier grades and natives are covered in different context in grade 8. The topic above will cover this.

Citation	TEKS with edits	Comments
(D)	<i>Use specific Texas sites, including the Pecos River region, to explain how archaeological evidence demonstrates the relative complexity and diversity of Archaic cultures compared to Paleo-Indian cultures.</i>	Recommend remove as it should be combined in C
(3)	<b>The Age of Contact.</b> The student understands the Age of Contact. The student is expected to:	3 Lessons (2.25 hours) <u>3 Lessons (2.25 hours)</u>
(A)	<del>Explain the economic, religious, and political motivations causes of Spanish exploration in Texas, including economic, religious, and political motivations and the role of explorers, including such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, and Francisco Vázquez de Coronado. (H, Geo/C, E)</del>  <u>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.</u>	de Vaca was the most influential not only in Texas but also in inspiring other explorers to come. Teachers can teach other explorers as time permits. This is a Texas focus. Specificity added. Coronado and de Pineda covered in earlier grades and still an opportunity to teach as time allows with “other explorers”
(B)	Explain the effects of Spanish exploration <del>and imperial competition</del> in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers. (H, Geo/C, E)	Imperial competition happens later with LaSalle.
(4)	<b>Spanish Colonial Period.</b> The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:	4 Lessons (3 hours) <u>2 Lessons (1.5 hours)</u>
(A)	<del>Identify</del> <u>Explain</u> the significance of René-Robert Cavelier, Sieur de La Salle, and <del>explain</del> how French exploration intensified imperial rivalry between France and Spain in Texas. (H, Geo/C, E)	
(B)	Describe the <del>role purpose, structure, and function</del> of the Spanish mission system in Texas, including <del>its role in</del> settlement, conversion, and control of American Indian populations. (H, Geo/C)	Simplified SE for clarity and time.
(C)	<del>Describe how the Bourbon reforms reorganized New Spain and explain how these changes strengthened</del> <u>Describe how</u> <del>Spanish control in Texas and contributed to Spain’s involvement in global conflicts, including the American Revolution. (H)</del>	Revised for clarity and key content for 8 <sup>th</sup> grade.
(5)	<b>Mexican National Period.</b> The student understands how Mexico’s independence affected Mexican Texas. The student is expected to:	16 Lessons (12 hours) <u>11 Lessons (8.25 hours)</u>

Citation	TEKS with edits	Comments
(A)	Explain how Enlightenment ideas <u>including natural rights, popular sovereignty, and republicanism influenced</u> the American Revolution, Mexican War for Independence, and later the Texas Revolution. <del>and the movement to end Spanish rule in Mexico.</del> (H, Gov/C)	These changes mirror the topics in section 16.
(B)	Explain the <del>impact-</del> <u>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 Delores and the death toll at the Battle of Medina in the Mexican War for Independence including the Battle of Medina and relationships with empresario Moses Austin. including events in Texas during the conflict and the economic effects of the Panic of 1819.</u>	This is similar to grade 6 current TEKS in a new story. Recommendation partially implemented; This SE is on the impact. Added specificity.
<del>(C)</del> (D)	Explain how the Mexican Constitution of 1824 <u>shaped governance and The State Colonization Law of 1825</u> <del>subsequent colonization laws re-shaped governance and</del> <u>shaped</u> settlement in <del>Mexican</del> Texas. (H, Gov/C)	Recommend flip C with D for chronology, Strike through of "Mexican" Texas. because already indicated in key topic
<del>(D)</del> (C)	<del>Compare the empresario system in Mexican Texas as an</del> <u>Describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities including plentiful land. by examining on the empresario system's the goals, settlement patterns, and relationships with the Mexican government of empresarios, such as Stephen F. Austin, Martín de León, and Green DeWitt. (H, E, Geo/C)</u>	Recommend moving "economic effects of the Panic of 1819" here because it is a separate topic. Provide clarity.  Move empresarios to new SE for better fit
(E)	<del>Describe the economic effect of the Panic of 1819</del> <u>Describe the role of on the empresarios settling in Texas system and the efforts of including Stephen F. Austin, Martín de León, and Green DeWitt. 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, E, Geo/C)</u>	Separate empresarios and streamline showing how they were different keeping the primary intent.
(6)	<b>Texas Revolution and the Republic.</b> The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:	12 lessons (9 hours)  Suggest this only be "Texas Revolution"  <u>12 Lessons (9 hours)</u>
(A)	Explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas. (H, Gov/C)	Explain the differences between Federalist and Centralist political views in Mexico, and how the rise of Antonio López de Santa Anna increased tension in Texas. (part of this came from E).

Citation	TEKS with edits	Comments
(B)	<p><del>Summarize Describe</del> the findings of the Mier y Terán Report and explain how the Law of April 6, 1830 reflected Mexican efforts to reassert control over Texas.</p> <p>Explain the chain of events that contributed to escalating conflict leading to the Texas Revolution including how the Mier y Terán Report, the Law of April 6, 1830, the Fredonian Rebellion, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin’s expedition to Mexico City, and the rise of Antonio López de Santa Anna contributed to escalating conflict in Texas. (H, Geo/C, Gov/C)</p>	<p>Clarity and split for what goes together chronologically.</p> <p>Mier y Teran and Law of April 6 moved for clarity and chronology. New SE below.</p>
(C)	<p>Explain how the Mier y Terán Report led to the Law of April 6, 1830 limiting Texian rights.</p>	<p>This is a cause and effect.</p>
<del>(C)</del>	<p>Explain the causes and outcomes of the Fredonian Rebellion and identify how it signaled growing resistance to Mexican authority in Texas.</p>	<p>Moved to combined C, D, E.</p>
<del>(D)</del>	<p>Explain the purpose and significance of the Turtle Bayou Resolutions and the Conventions of 1832 and 1833 in expressing Texian political demands.</p>	<p>Moved to combined C, D, E.</p>
<del>(E)</del>	<p>Analyze how Stephen F. Austin’s mission to Mexico City and the rise of Antonio López de Santa Anna contributed to escalating conflict in Texas.</p>	<p>Moved to combined C, D, E.</p>
<del>(F)</del> (D)	<p>Describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and Siege of Bxar.(H)</p>	<p>Context added</p>
<del>(G)</del> (E)	<p>Analyze Compare the principles expressed in the Texas Declaration of Independence with the U.S. Declaration of Independence, including grievances, natural rights, and self-government. (H, G/Civ, S)</p>	<p>This comes from section 16 and embeds chronologically and is better suited to the percentages of American history tied to this course. Changed to acknowledge that it is specific to this time period and “analysis” changed to “compare” for time and concision</p>
<del>(H)</del> (F)	<p>Explain how the siege of the Alamo became an inspiration for Texans and Americans including William Travis who commanded the Alamo, Juan Seguin who regretted not being at the Alamo during the siege, David Crockett who put America's attention on the Alamo, and James Bowie who was an American folk hero. (H, G/Civ)</p>	<p>Calls out Alamo as special event in Texas history and adds the significance of the people who fought for specificity.</p> <p>Does not add content. Separates from events above and adds specificity</p>

Citation	TEKS with edits	Comments
(H)(G)	<del>Analyze</del> <u>Identify that</u> the Travis Letter <del>to explain how purpose, audience, and historical circumstances shape the meaning of a primary source and its use in understanding the Texas Revolution. 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</del> (H, S)	This is a better representation of the significance of the Travis letter. This can also be part of the Revolutionary speeches from section 16.
(H)	<u>identify Tejanos who signed the Texas Declaration of Independence including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala.</u> (H)	Provides significance of these leaders from the list below without adding content.
(I)	<u>compare the</u> United States Constitution <u>and the Texas Constitution written at the Convention of 1836,</u> including separation of powers and branches of government (H, G/Civ);	This comes from section 16 and embeds chronologically and is better suited to the percentages of American history tied to this course. Changed to acknowledge that it is specific to this time period and “analysis” changed to “compare” for time.
(J)	<del>Describe major events of the Texas Revolution. Explain how the Alamo and including the Alamo, the Convention of 1836, the Texas Declaration of Independence, Coleto Creek and the Goliad Massacre, increased fear of and resulting in</del> the Runaway Scrape. (H)	Events moved for chronology and to tell the story of the Texas revolution.
(K)	Explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution. (H)	
(M)	<del>Identify Explain the contributions of Sam Houston, Lorenzo de Zavala, Juan Seguín, José Francisco Ruiz, José Antonio Navarro, Jim Bowie, David Crockett, and William B. Travis to the Texas Revolution.</del> (H) ****	Break into multiple SEs to indicate significance of these Texans. SBOE did not want long lists of people and events without context.
(N)	<del>Explain Identify the role of the Texas Navy in supporting the Texas Revolution.</del> (H, Gov/C)	Deleted for time constraints.

Citation	TEKS with edits	Comments
<del>(M)</del> (L)	<del>Analyze</del> <u>Compare</u> the structure <del>and principles</del> of the Constitution of the Republic of Texas <u>with the U.S. Constitution including the Bill of Rights</u> <del>and explain how it reflected revolutionary ideals</del> (S, H, Gov/C)	<p>Rationale: Course emphasis on influence of founding documents. Delete and add Bill of Rights for specificity. This does not delete principles but rather notes that those are found in the Bill of Rights. Simplifies SE.</p> <p>WG-B Note: An analysis SE at the end of this document (pasted below) is duplicative of SE (M) in this section. Leaving the duplicative SE at the end but noting that portions have been embedded.</p> <p>-Analyze how American founding principles shaped political language and arguments in the Constitution of 1836 and Texas revolutionary speeches. (G/Civ, H)</p>
(7)	<b>Texas Revolution and the Republic.</b> The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:	<p>Suggest this only be “Texas Republic”</p> <p>16 lessons (12 hours)</p> <p><u>12 Lessons (9 hours)</u></p>
(A)	Explain why the Republic of Texas sought diplomatic recognition and alliances after independence <u>including desiring protection from Mexico</u> . (H, Gov/C)	specificity
<del>(B)</del>	<del>Identify major foreign nations that engaged in diplomatic relations with the Republic of Texas and explain the significance of those relationships.</del> (H, Gov/C)	Time constraints
<del>(C)</del> (B)	Explain the <del>causes and outcomes of</del> conflicts between the Republic of Texas and American Indian groups, including Fort Parker <del>and</del> <u>with Cynthia Ann Parker</u> , the Council House Fight <del>and</del> <u>with Matilda Lockhart</u> , the Battle of Neches <del>and</del> <u>with Chief Bowles</u> , and Plum Creek <del>and</del> <u>with John “Jack” Hays</u> . (H)	Recommendations: People from other SEs were added here for context and specificity. Easier for teachers to know relationships between people and events for stories.
<del>(D)</del> (C)	Explain the <del>causes and</del> significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas. (H)	
<del>(E)</del> (D)	Describe Mexican military efforts to reclaim Texas and <del>explain</del> how these invasions threatened the security of the Republic. (H)	

Citation	TEKS with edits	Comments
<del>(F)</del> (E)	Explain <del>the goals and outcomes of</del> <u>how</u> the Santa Fe Expedition <del>and evaluate how it affected</del> <u>worsened</u> relations between Texas and Mexico. (H, Geo/C)	Specificity
<del>(G)</del> (F)	<u>Compare the presidencies of Mirabeau B. Lamar and Sam Houston including views on annexation, American Indians, and Mexico.</u>	Lamar is a huge Texas figure. Without specificity, teachers will not know what to teach. Understanding him in the context of Sam Houston sets up the issues related to Civil War and Westward <del>expansion</del> .
(G)	Explain the role of Texas Rangers <del>and the Second Texas Navy</del> in defending the Republic of Texas <u>including border and frontier patrol</u> . (H, Gov/C)	Cut Navy for time considerations
(H)	<del>Identify the contributions of Mirabeau B. Lamar, Anson Jones as the architect of annexation, and Thomas J. Rusk to the government and policies of the Republic of Texas.</del> (H, Gov/C)	Names moved to where content of their contributions is found.
(I)	<del>Identify the contributions of John "Jack" Hays and Chief Bowles and explain their roles in shaping security and American Indian relations during the Republic era.</del> (H)	Moved to the events they relate to above.
<del>(J)</del> (H)	<del>Analyze</del> <u>Explain</u> arguments <del>for and against</del> <u>regarding the</u> annexation of Texas, including economic concerns, security, and the expansion of slavery. (S, H, E, Gov/C, Geo/C)	Changed verb for time.
<del>(K)</del> (I)	Explain <del>why</del> <u>how the United States annexed</u> Texas <u>and identify Anson Jones as the architect of annexation</u> . <del>was annexed by the United States in 1845 and describe the consequences of annexation for Texas and the nation.</del> (H, Gov/C)	The last half of the SE was duplicative to 8(A) Could add Polk here. Possibly Combine K and A to this; "Explain why Texas was annexed by the United States in 1845, and describe how this led to conflict between the United States and Mexico."
(8)	<b>Texas Early Statehood.</b> The student understands slavery and secession. The student is expected to:	19 lessons (14.25 hours) <u>16 Lessons (12 hours)</u>
(A)	<del>Explain how the annexation of Texas led to conflict between the United States and Mexico.</del> (H)	Moved/combined into to 8A

Citation	TEKS with edits	Comments
(B) (A)	<del>Summarize</del> Describe the causes <i>of the Mexican–American War including Polk’s desire for Manifest Destiny, annexation of Texas, and disputed territories</i> <del>and outcomes of the Mexican–American War</del> and explain how the war affected Texas. (H, Geo/C)	Suggest changing “Mexican–American War” to US–Mexico War” for geographic clarity.
(C) (B)	Explain the terms <del>and significance</del> of the Treaty of Guadalupe Hidalgo, including changes to borders, citizenship, and land ownership. (H, Gov/C, Geo/C)	
(D) (C)	Explain the role of the United States Army in Texas during early statehood, including <u>forts built for</u> border defense <del>and enforcement of federal authority</del> . (H, Gov/C, Geo/C)	Added Clarity and Removed non-essential content.
(E) (D)	Explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, <u>including reservations</u> . (H, Gov/C, Geo/C)	Added specificity
(F) (E)	<del>Summarize</del> <u>Explain the purpose</u> the Compromise of 1850 <del>and explain its purpose</del> in resolving sectional tensions, <u>including establishing the present-day boundaries of Texas</u> . (H, Geo/C)	Rationale: Moved content piece from G up to F to consolidate.
(G)	<del>Explain how the Compromise of 1850 established the present day boundaries of Texas.</del>	Rationale: Consolidated into F
(H) (F)	Describe the causes of conflict between Texans and the Comanche (Numunuu) and <u>explain</u> how warfare, disease, and displacement contributed to <del>their</del> <u>the Comanche</u> decline. (H, G/Civ, Geo/C)	Recommendation: After Comanche (Numunuu), add “Empire,” so it reads “Comanche (Numunuu) Empire”
(I) (G)	<del>Analyze Describe how slavery developed and functioned in Texas, including its economic and social impacts. (H, E, Geo/C)</del>  <u>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.</u> (H, G/Civ, E, Geo/C)	Combine I and J and added specificity
(J)	<del>Analyze how slavery influenced political debates and sectional tensions in Texas. (S, H, G/Civ)</del>	Combine I and J and added specificity

Citation	TEKS with edits	Comments
<del>(K)</del> (H)	<del>Analyze</del> Explain the Texas Ordinance of Secession <u>in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union</u> (H, G/Civ, S)	Analyze is deep and takes time. This is a better verb for students.
<del>(L)</del> (I)	Explain Samuel Houston's resistance to <del>secession</del> <u>the Texas Ordinance of Succession because of his loyalty to the US Constitution which led to his removal as governor of Texas, and identify the role of Texas Unionists.</u> (H, G/Civ)	This is essential to understanding Houston and Texas unionists are listed later.
<del>(M)</del> (J)	Explain the surrender of the United States Army's Department of Texas and <del>analyze</del> the results of the popular vote for secession. (H, G/Civ)	
(9)	<b>Civil War and Reconstruction.</b> The student understands how Civil War, and Reconstruction reshaped Texas society, <u>and</u> government <del>and the frontier</del> . The student is expected to:	19 Lessons (14.25 hours) <u>No change</u>
(A)	Explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense. (H)	
(B)	<del>Trace</del> <u>Identify</u> major military <del>campaigns and battles</del> <u>events</u> involving Texas during the Civil War, including the New Mexico Campaign, <del>the capture of New Orleans</del> , the Union blockade, and the battles of Galveston and Sabine Pass. (H, Geo/C)	Rationale: Since the SE stem says Texas and not Texans, removed the capture of New Orleans.
(C)	Explain the <del>effects</del> <u>goals</u> of Union occupation <u>in Texas to control transportation of goods including cotton in coastal South Texas, and the Red River Campaign</u> <del>and identify the final battle of the Civil War at the Battle of Palmito Ranch, and the announcement of emancipation on Juneteenth.</del> (H)	Clarity and context Palmito Ranch is in other grade level.
(D)	Explain causes of frontier violence in Texas during the Civil War, including <del>events such as</del> Elm Creek and Dove Creek <u>conflicts</u> . (H)	
(E)	Explain the <del>causes and</del> significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war. (H)	
(F)	Identify <u>the roles of</u> major Texas Confederate military units, including Hood's Texas Brigade <u>and</u> Terry's Texas Rangers <u>which supported the confederate war effort outside Texas, Granbury's Brigade, and Green's Brigade, and explain their roles in the Civil War.</u> (H)	Moved for clarity and kept groups in current TEKS which have significance to US and Civil War

Citation	TEKS with edits	Comments
(G)	Identify <i>the roles of Unionists in Texas during and after the Civil War, including</i> E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry <u>which was part of the United States Army. (U.S.)</u> <del>and explain the role of Unionists in Texas during and after the war.</del> (H)	Moved from previous section for clarity
-	<del>and i</del> <i>Identify the final battle of the Civil War at the Battle of Palmito Ranch,</i>	Moved for chronology
(H)	<u>Explain that the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation.</u> (H)	Moves to chronological place and did not fit with other civil war events previously.
<del>(H)</del> (I)	Describe the <del>goals and</del> policies <i>enacted during</i> <del>of</del> Reconstruction in Texas following the Civil War <u>including military districts that enforced 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments and explain the resistance in eastern Texas to the implementation</u> (H, G/Civ)	clarity
(J)	Identify <del>the contributions of</del> African American political leaders <u>who were elected</u> during Reconstruction, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines. (H, G/Civ)	Suggest changing from African American to Black American to align to US History terminology and make a conforming change; order changed because this fits directly after explanation of the reconstruction amendments.
<del>(J)</del> (L)	Explain how <del>and why</del> Reconstruction ended in Texas. (H)	
(L) (K)	Explain the role of African American institutions during Reconstruction, including freedom colonies and the Freedmen's Bureau. (H, Geo/C, G/Civ)	
<del>(H)</del> (M)	<del>Explain resistance to Reconstruction in Texas and describe how postwar frontier policy affected settlement and security.</del> <del>Explain the resistance in eastern Texas to the implementation of Reconstruction policies and Describe the impact of migration and settlement patterns in western Texas including veterans and other Texans post Civil War.</del> (H, Geo/C)	Change to: Explain resistance, including the political, economic, and social problems to Reconstruction and describe the effects on different populations in Texas.  Rationale: for specificity and clarity.
<del>(P)</del> (N)	<del>Analyze Compare the principles and structure of</del> the Texas Constitution of 1876 <u>with the U.S. Constitution and explain how including protection of individual rights, limited executive authority, and emphasis on local control.</u>  (H, G/Civ, S)	This is language from 16.D

Citation	TEKS with edits	Comments
(10)	<u>Propose new knowledge statement: Texas Immigration, Expansion and Agriculture</u> <u>The student understands the development of the frontier. The student is expected to:</u>	The items below do not fit directly with the story of Civil War and Reconstruction. Adding a knowledge statement centers the frontier.  <u>5 Lessons (4.75 hours)</u>
<del>(M)</del> (A)	<del>Explain</del> <u>Describe changes in</u> the <u>role of individuals in shaping</u> United States American Indian policy after the Civil War, including <u>Quannah Parker</u> at the Treaty of Medicine Lodge Creek, <u>William Tecumseh Sherman at the Salt Creek Prairie Massacre</u> , and <u>Ranald Mackenzie</u> at the Red River War. (H, G/Civ)	This combines people below into significance of the events they were involved in.
<del>(N)</del> (B)	Identify <del>the actions of individuals and groups</del> <u>African Americans that helped to shaped the Texas frontier, including involved in frontier conflict, including William Tecumseh Sherman, Ranald Mackenzie, Buffalo Soldiers, buffalo hunters, and Britt Johnson, Cynthia and Quannah Parker, and explain how their actions shaped the Texas frontier.</u> (H, Geo/C)	Incorporate I as follows: "...and explain how their actions shaped the settlement and security on the Texas frontier."  Rationale: revised for clarity; people moved to significance of events they were affiliated with.
<del>(O)</del>	<del>Describe events such as the Salt Creek Prairie Massacre and explain their significance in the context in of frontier violence and displacement. (H, Geo/C)</del>	Moved for context and clarity
(C)	Explain that <u>buffalo hunters</u> were sent to west Texas to eliminate the buffalo and force American Indians onto reservations.	This centers the significance of the buffalo hunters and the contributions of African Americans in Texas.
<del>(10)</del> (11)	<b>Texas Immigration, Expansion and Agriculture.</b> The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:	14 Lessons (10.5 hours)  <u>11 Lessons (8.25 hours)</u>
(A)	Describe how natural resources supported early industrial growth in Texas, including cotton production and the expansion of agriculture. (Geo/C, H)	
(B)	<del>Explain</del> <u>Describe</u> how sharecropping developed in Texas and <del>analyze its economic and social</del> <u>explain the</u> effects on farmers and laborers. (H, E, Geo/C)	
<del>(C)</del>	<del>Explain how the large scale slaughter of buffalo, including activities associated with J. Wright Mooar and Fort Griffin, contributed to economic change and the decline of the Plains Indian way of life.</del>	Rationale: key content covered in section above (11.D)

Citation	TEKS with edits	Comments
(D) (C)	<del>Explain how</del> <u>Identify</u> cattle drives and ranching operations <u>that</u> contributed to economic growth in Texas, including <u>the Espuela, King and XIT ranches</u> <del>such as the Espuela, King, and XIT.</del> (H, E)	Consider: Explain how cattle drives, land acquisitions, and ranching operations contributed to economic growth in Texas, including Espuela, King, and XIT ranches.
(E)	<del>Explain the role of investment ranching and land syndicates in shaping land ownership and economic development in Texas.</del>	Rationale: key content covered in D
(F) (D)	Explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas. (H, E)	
(G)	<del>Apply research methods to evaluate Analyze student gathered evidence from multiple perspectives about regarding the effects of ranching and land development in Texas. (S, H, E, Geo/C)</del>	Cannot be tested. Would be skills to apply to D and F.
(H)	<del>Explain political reform efforts in Texas in response to industrialization, including the goals of the Farmers' Alliance and conflicts with railroad companies. (H, E)</del>	Key content is covered in I; H deprioritized
(F) (E)	Explain the role of <u>James "Jim" Hogg</u> and the creation of the Texas Railroad Commission in regulating business and protecting <del>the public interest</del> <u>farmers</u> (H, E, G/Civ)	Adjust ending: "...and protecting the farmers' interest." to add specificity.
(J)	<del>Explain how industrialization contributed to social reform movements in Texas, including the temperance movement and the women's suffrage movement. (G/Civ, Geo/C, H)</del>	Content is covered in 6 <sup>th</sup> grade and in 8 <sup>th</sup> grade 12(D)
(K)	<del>Summarize the goals of organized labor in Texas, including the Knights of Labor.</del>	Deprioritized per key focus of capstone course
(L) (F)	<del>Explain</del> <u>Identify</u> the <del>causes and</del> outcomes of major labor conflicts that <u>resulted in mob violence and resistance to organized labor because of belief in free enterprise</u> in Texas, including the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike (H, E)	Difficult concept. Simplified. Specificity added.
(M) (G)	<del>Analyze</del> <u>Describe the social</u> <del>the</del> status of African Americans in Texas <u>after Reconstruction</u> <del>status of African Americans in Texas during the industrial age, including</del> including the effects of Plessy v. Ferguson and the rise of Jim Crow segregation. (S, H, E, Geo/C, G/Civ)	
(N)	<del>Explain how industrialization and segregation shaped economic opportunities and daily life for African Americans in Texas.</del>	Duplicative content to M; prioritized the higher rigor level and more in-depth standard of M that will cover content listed in N

Citation	TEKS with edits	Comments
<p><del>(O)</del> (H)</p>	<p><del>Explain</del> <u>Identify</u> immigration patterns to Texas <u>and America</u> during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration. (Geo/C, H)</p>	<p>Consider: Analyze late 19th and early 20th century immigration patterns to Texas, including Mexican, German, and Czech immigration, and compare demographic changes to national immigration trends.</p> <p>Identify for time constraints</p>
<p><del>(P)</del></p>	<p><del>Compare demographic changes in Texas to national immigration trends and explain similarities and differences.</del> (Geo/C, H)</p>	<p>Time constraints and repetitive to O</p>
<p>(11)</p>	<p>The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-twentieth century. The student is expected to:</p>	<p>16 Lessons (12 hours)</p> <p>Note: this topic doesn't seem to be only about oil and calling it "age of oil" without breaking out subtopics seems odd.</p> <p><u>11 Lessons (8.25 hours)</u></p>
<p>(A)</p>	<p><del>Describe early oil discoveries in Texas and Explain how Spindletop</del> <u>how they contributed to industrial growth</u> <u>the oil boom, Texas oil and gas companies, and urbanization in Texas.</u> <del>how they launched the oil age.</del> (H, E)</p>	<p>Rationale: changed to capture the significance of Spindletop to Texas</p>
<p><del>(B)</del></p>	<p><del>Explain how early oil development contributed to industrial growth and urbanization in Texas.</del></p>	<p>Rationale: consolidated into A</p>
<p><del>(C)</del> (B)</p>	<p>Identify <del>new oil fields and technological advances</del> <u>oil boom advances</u> that fueled <del>the oil boom</del> <del>in</del> Texas, <u>including the discovery of the East Texas Field and the rotary drill bit.</u> (H, E)</p>	<p>Rationale: Added specificity and reduced breakouts</p>
<p><del>(D)</del> (C)</p>	<p>Explain the effects of <del>the oil boom</del> <u>the free enterprise system</u> on <del>Texas</del> <u>Midland and Houston.</u> including changes in employment, population growth, and regional development. (H, E, Geo/C)</p>	<p>Center focus around free enterprise and cities that are known for oil and gas production</p>

Citation	TEKS with edits	Comments
<del>(E)</del>	<del>Interpret information from economic sources to regarding analyze the impact of the oil boom on Texas. (S, E, H)</del>	Repetitive to above
<del>(F)</del> (D)	Explain how oil production and transportation connected Texas to global markets <u>through the Houston Ship Channel and its development after the Galveston Hurricane of 1900.</u> (E, H)	
<del>(G)</del>	<del>Explain the significance of the Houston Ship Channel (1914) and how its development after the Galveston Hurricane of 1900 expanded Texas's role in global trade.</del>	Rationale: Consolidated into F
<del>(H)</del>	<del>Summarize the causes of the Mexican Revolution of 1910, including conditions during the Porfiriato.</del>	Rationale: Deprioritized per key focus of capstone course and this content covered in other grade level(s)
<del>(I)</del>	<del>Identify key figures of the Mexican Revolution, including Francisco Madero, <i>Francisco</i> "Pancho" Villa, and Venustiano Carranza. (H)</del>	Consider adding Add Emiliano Zapata next to "Pancho" Villa  SBOE recommended not having extensive lists without significance. Moved to center the story on Pancho Villa below. The other people are implied in the story of Pancho Villa.
<del>(J)</del> (E)	Explain how the actions of <u>Francisco "Pancho" Villa, during the</u> Mexican Revolution increased border tensions and violence affected <del>ed</del> <u>ing</u> Texas, including <u>cross border raids violence and describe the United States military response in</u> the Pershing Expedition, <del>the Plan de San Diego, the Brite Ranch Raid, and the Porvenir Massacre.</del> (H)	Specificity and simplification. Centers around a story about Pancho Villa.
<del>(K)</del> (F)	Explain Texas's role in World War I, including the significance of the Zimmerman Telegram, <del>and</del> the contributions of Edward M. House, <u>and oil production in supporting the Allied victory.</u> (H, E)	
<del>(L)</del>	<del>Describe the service of Texans in World War I, including the 36th and 90th Divisions and the expansion of military training bases. (H)</del>	This is nearly repeated identically in World War II below.
<del>(M)</del>	<del>Explain how Texas oil production supported the Allied victory in World War I.</del>	Rationale: moved content into K
(12)	<b>Texas in the Great Depression and World War II.</b> 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:	16 Lessons (12 hours) <u>16 Lessons (12 hours)</u>

Citation	TEKS with edits	Comments
(A)	Describe <u>the role of Dan Moody</u> in political conflict and reform in Texas during the 1920s and 1930s, including <del>the influence of the</del> <u>prosecuting the</u> Ku Klux Klan, <del>opposition by Dan Moody,</del> and <u>opposing</u> the Ferguson political machine <u>that led to transparency in government.</u> (H, Geo/C)	Original language did not have reform. this centers Dan Moody's role also in these events
(B)	Explain <del>how-</del> <u>the causes of the Dust Bowl</u> in the Texas and the United States including <u>poor land management, prolonged drought, and high wind.</u> <del>the Great Depression affected Texas, including the effects of drought and the Dust Bowl on agriculture, employment, and migration.</del> -(Geo/C, H)	Effects of Dust Bowl in 7 <sup>th</sup> grade. Causes are a good way to spiral in grade 8.
(C)	Explain how government <del>and civic</del> responses to economic hardship caused by the Dust Bowl expanded during the Great Depression, including <del>New Deal era programs</del> <u>Civilian Conservation Corps (CCC), Works Progress Administration (WPA),</u> Agricultural Adjustment Administration (AAA) <del>and public projects</del> in Texas. (E, G/Civ, H)	Rationale: Reduced content but added specificity to a topic that is relevant to Texas and correlates to Dust Bowl. Time Constraints Students will learn other programs in other grades
(D)	Describe <u>the role of Jane Yelvington McCallum</u> <del>societal social and cultural changes in Texas during this period, including</del> <u>in</u> women's suffrage <u>which led to expanded voting rights in the 19th amendment.</u> <del>and the contributions of leaders such as Jane Yelvington McCallum and Annie Webb Blanton.</del> (H, Geo/C, G/Civ)	Clarity and name 19 <sup>th</sup> amendment, added language due to criteria of section 16
(E)	Explain the purpose <del>and significance</del> of the Texas Centennial Exposition in shaping state identity <u>and culture</u> <del>during the Great Depression</del> <u>by uplifting people's suffering during the Great Depression.</u> (Geo/C, E, H)	
(F)	<del>Describe</del> <u>Identify</u> the contributions of Texans in <del>national and</del> military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby. (H)	Consider Combine F and H: First, replace leadership with service "Describe the contributions of Texans in national and military service..." Rationale: alignment and spiraling opportunity to 7 <sup>th</sup> grade
(G)	<del>Describe</del> <u>Identify</u> the service of Texans in World War II, including the 36th and 90th Divisions, <del>the WASPs,</del> and the Lost Battalion. (H)	Oveta Culp Hobby named above. WASPS follow her.
(H)	<del>Identify the contributions of individuals such as</del> <u>Explain why</u> Doris Miller and Audie Murphy <u>are considered to be American heroes.</u> (H, G/Civ)	This creates a story about two important Texans and their roles in World War II.

Citation	TEKS with edits	Comments
(I)	Explain how <del>the increased number the expansion</del> of military bases and home-front <u>industrial</u> mobilization transformed Texas communities during World War II. (H, E, Geo/C)	
(J)	Explain the Bracero Program and <del>analyze</del> how wartime labor needs reshaped agriculture and migration patterns in Texas. (H, Geo/C)	Consider Reword: Explain the Bracero Program and analyze how wartime labor needs, including agriculture and railroads, reshaped migration patterns in Texas. Rationale: clarity and specificity
<del>(K)</del>	<del>Explain the significance of the Big Inch and Little Inch pipelines in supporting the war effort and expanding Texas's industrial capacity. (H, E)</del>	Rationale: reduce volume of content. Nearly identical in seventh grade.
<del>(L)</del>	<del>Explain how World War II contributed to postwar population growth and urbanization in Texas. (Geo/C, H, E)</del>	
<del>(M)</del> <u>(K)</u>	<del>Locate-Identify on a map</del> World War II prisoner-of-war camps in Texas <u>including Hearne</u> . (S, Geo/C, H)	Consider: Locate World War II prisoner-of-war and internment camps in Texas, and analyze the social, economic, and political impact on Texas communities.
<del>(N)</del> <u>(L)</u>	<del>Analyze Describe the social, and economic, and political impact of prisoner of war camps on Texas communities. (Geo/C, E, H)</del> <u>Contrast the treatment and conditions of prisoners of war detained in Texas and the United States with the treatment of prisoners detained in Germany and Japan during World War II</u> (H, G/Civ, E, S)	Rationale: focus on more significant impact and connections to Texas and US and spiral from previous content.
(13)	<b>Texas in the 1950s and Civil Rights Era.</b> The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:	14 Lessons (10.5 hours) <u>11 Lessons (8.25 hours)</u>

Citation	TEKS with edits	Comments
(A)	<p>Explain how early labor and civil rights activism in Texas <u>contributed to demands for equality reflect broader struggles for Civil Rights in the United States including the roles of LULAC and the GI Forum during the Felix Longoria episode.</u> <del>including Emma Tenayuca and in the pecan shellers strike.</del> (E, H, Geo/C, G/Civ)</p>	<p>Pecan Shellers Strike resulted in limited gains</p> <p>The Felix Longoria episode was significant because it brought national attention to discrimination against Mexican Americans and helped strengthen organized civil rights efforts in Texas and the United States. Additionally, Texas president LBJ was involved. This story is significant for both Texas and the United States in the progress of Civil Rights.</p> <p>Combining this SE with the ones below also reduces redundancy and makes content more concise.</p>
<del>(B)</del>	<p><del>Explain the goals and strategies of civil rights organizations in Texas, including the NAACP, LULAC, and the G.I. Forum.</del> (H, G/Civ)</p>	<p>Combined with A</p> <p>NAACP moved to D</p>
<del>(C)</del>	<p><del>Explain the significance of the Felix Longoria episode in advancing Mexican American civil rights and national recognition.</del> (H, G/Civ)</p>	<p>Combined with A</p>
<del>(D)</del> (B)	<p><del>Analyze how</del> <u>Identify the role of the NAACP and Lulu Belle Madison White in court cases Sweatt v Painter challenged segregation and discrimination which expanded equal rights</u> in Texas, including <i>Sweatt v. Painter</i>, <i>Delgado v. Bastrop ISD</i>, and <i>Hernandez v. Texas</i>. (S, G/Civ, H)</p>	<p>Mirrors language in section 16 and combines related people and events into one SE</p>
(C)	<p><u>Explain how Mexican American Texans used court cases including <i>Delgado v. Bastrop ISD</i>, and <i>Hernandez v. Texas</i>, to gain civil rights.</u></p>	<p>Distinguishes Mexican American and African American civil rights.</p>
<del>(E)</del>	<p><del>Identify the contributions of civil rights leaders in Texas, including Héctor P. García, James L. Farmer, and Lulu Belle Madison White, and explain their contributions.</del> (H, G/Civ)</p>	<p>Garcia is named in other courses. his role is part of A. Lulu Belle Madison white moved to Sweatt V Painter and James Farmer moved below for context to stories.</p>
<del>(F)</del> (D)	<p><del>Summarize</del> <u>Explain how</u> national civil rights milestones <del>affecting</del> <u>affected</u> Texas, including the role of <i>James L Farmer</i> and <u>how resistance to</u> Brown v. Board of Education, <del>and resistance to desegregation in Texas, including</del> <u>led to the Mansfield school incident.</u></p>	<p>Reorganized because cannot have two including statements in one SE and moved Farmer here to acknowledge significance to Civil Rights</p>
<del>(G)</del>	<p><del>Explain resistance to desegregation in Texas, including the Mansfield school desegregation incident.</del></p>	<p>Rationale: Consolidated into F</p>

Citation	TEKS with edits	Comments
<del>(H)</del> (E)	<del>Trace</del> <u>Identify the key pillars of</u> postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, and population increases. (E, H)	
(J)	<del>Explain how the Farm Labor Supply Program influenced migration patterns and demographic change in Texas. (E, H)</del>	Rationale: Reduced SEs by cutting nonessential content.
(J)	<del>Explain how Texas attracted national attention and criticism in the mid-twentieth century, including portrayals by Edna Ferber and John Bainbridge.</del>	Rationale: Reduced SEs by cutting nonessential content.
(K)	<del>Describe how Dallas and Houston were portrayed as symbols of modern Texas, including the influence of Neiman Marcus on culture on fashion, taste, and consumer culture. (Geo/C, E, H)</del>	Time constraints
<del>(L)</del> (F)	Explain how popular culture <del>and leisure</del> shaped Texas's image, including tourism growth, Disney's interest in Texas, and <del>films such as</del> John Wayne's The Alamo. (Geo/C, E)	
<del>(M)</del> (G)	<del>Analyze</del> <u>Describe</u> physical changes in Texas during the postwar period, including the construction of reservoirs, highways, <u>and</u> airports, <del>and military installations</del> . (Geo/C, H)	Time constraints; military installations named above
(N)	<del>Explain how drought and environmental conditions shaped development and resource use in Texas during the mid-twentieth century.</del>	Time constraints
(14)	<b>Texas in the 1950s and Civil Rights Era.</b> 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:	12 Lessons (9 hours) <u>11 Lessons (8.25 hours)</u>
(A)	<del>Analyze how</del> <u>Explain how</u> <u>Identify major</u> <u>Great Society legislation</u> <del>of</del> Lyndon Baines Johnson's <del>political career in Texas led to his</del> presidency; <u>including the Civil Rights Act of 1964, the Voting Rights Act of 1965, social welfare initiatives</u> <u>the war on poverty, and environmental legislation</u> <u>the Clean Air Act</u> . <del>including his succession following the assassination of John F. Kennedy.</del> (H, G/Civ, Geo/C, E)	Rationale: Focus on key content and move the items in C to this SE for concision, clarity and specificity
(B)	<u>Analyze</u> <u>Describe</u> how the Cold War and the Space Race <del>shaped federal priorities during Johnson's presidency and affected Texas's political and</del> <u>led to</u> economic development in <u>Texas including NASA and the moon landing</u> . (G/Civ, H)	Rationale: Johnson listed above. This puts focus on Texas and NASA. Johnson would be implied in this SE and required as part of the lesson to discuss and teach this content.

Citation	TEKS with edits	Comments
<del>(C)</del>	<del>Evaluate Analyze the goals and impacts of Great Society legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, social welfare initiatives, and environmental legislation.</del> (S, G/Civ, H, Geo/C)	Add to LBJ above for time constraints and to connect this directly to LBJ
<del>(D)</del>	<del>Evaluate multiple perspectives on Great Society legislation.</del>	Rationale: Reduced SEs by cutting nonessential content. Great Society is covered above in A and includes an SS skill.
<del>(E)</del> <del>(C)</del>	<del>Describe Explain how the life, career of, and significance of</del> Barbara Jordan demonstrates <u>the expansion of equality</u> in Texas and national politics.	Rationale: Reduced duplicative breakouts
<del>(F)</del> <del>(D)</del>	Identify <u>societal social and cultural</u> changes in Texas during the 1960s, including <u>new landmarks such as</u> the Astrodome, <u>and</u> the Tower of the Americas, and the growth of professional sports and music scenes. (Geo/C)	
<del>(G)</del>	<del>Explain how popular culture, including professional sports teams and the Austin music scene, reflected changing identities in Texas.</del>	Rationale: Similar/same content covered in F. Need to reduce number of SEs.
<del>(H)</del>	<del>Describe how suburbanization, white flight, and population change reshaped Texas communities during the 1960s.</del> (Geo/C, H)	Time constraints
<del>(I)</del>	<del>Explain economic and political change in Texas during the 1960s, including oil decline, competition from OPEC, and Republican resurgence.</del> (E, H)	Repetitive to below
<del>(J)</del> <del>(E)</del>	Explain how <u>major events national and global events, including the moon landing and</u> the Vietnam War affected Texas <del>through military service and immigration,</del> including Vietnamese <u>immigration to flee communism.</u> (Geo/C, H, E)	Moved for chronology SB 24
<del>(K)</del> <del>(F)</del>	Identify <u>Mexican</u> civil rights <del>and identity</del> movements in Texas during the 1960s, including the <del>women's Feminist Movement,</del> the Chicano Movement, and <u>the fall of</u> La Raza Unida <u>because of corruption.</u> (Geo/C, H)	<b>Consider</b> I..... and the end of the Bracero Program. Feminist movement is clearly part of L below. This is NOT intended to be a deletion. It is correcting repetition and centering focus on Mexican Civil Rights. The feminist movement led the ERA.
<del>(L)</del> <del>(G)</del>	<del>Explain</del> <u>Identify</u> the significance of Texas's passage of the Equal Rights Amendment <u>including being the first state to ratify.</u> (G/Civ, H)	Time Constraints Note: students will not understand the significance of this because they do not yet know the amendment process

Citation	TEKS with edits	Comments
(15)	<b>Contemporary Texas.</b> 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:	9 Lessons (6.75 hours) <u>8 Lessons (6 hours)</u>
(A)	Explain how <del>global political</del> events <u>in the Middle East</u> <del>affected energy markets led to economic growth in and Texas's economy,</del> including <del>the Arab-Israeli conflicts,</del> the Yom Kippur War, <del>and that resulted in</del> the oil embargo. (E, H)	The Yom Kippur War is part of the Arab Israeli Conflict. This restructuring centers Texas.
(B)	<del>Explain how energy conservation, technological innovation, and market changes contributed to the revitalization of the Texas oil industry after the 1970s. (E, H)</del> <u>Identify Jack Kilby as a Texas innovator who invented the microchip. (E, H)</u>	Too vague. time constraints. previous themes covered. Jack Kilby is in current TEKS and transformed the world.
(C)	Identify <del>how media, Larry McMurtry whose literature, and popular culture</del> contributed to the <del>creation and</del> projection of the Texas image nationally and globally. (Geo/C, H)	Culture done twice before. (John Wayne's Alamo movie and Centennial) Change context to add relevance Larry McMurtry fits in this time period.
<del>(D)</del>	<del>Explain how portrayals of Texas culture influenced tourism, business, and public perception of the state. (Geo/C, E)</del>	repetitive
<del>(E)</del> <u>(D)</u>	<del>Analyze Explain how the presidencies of</del> Identify George H. W. Bush and George W. Bush <del>shaped Texas's role in national politics. as presidents from Texas.</del> (G/Civ, H)	Time constraints
<del>(F)</del> <u>(E)</u>	<del>Describe Contrast the leadership and</del> significance of Texas governors Ann Richards <u>who was influential female politician</u> and Bill Clements <u>who was the first Republican governor since Reconstruction</u> (G/Civ, H)	Rationale: duplicative content for the two terms, removed one Specificity to role and significance
<del>(G)</del>	<del>Analyze Identify shifts in Democratic and Republican political control in Texas, and explain debates over "Blue Texas" and "Red Texas."</del>	Rationale: removed duplicative language
<del>(H)</del>	<del>Analyze Describe the significance of Edgewood v. Kirby and explain how the case reshaped debates over public education funding in Texas. (G/Civ, H)</del>	
<del>(I)</del>	<del>Trace Explain patterns of internal migration to Texas from other U.S. states and explain how these movements affected population growth and urban development. (Geo/C, E)</del>	Rationale: Streamlining and repetitive to below

Citation	TEKS with edits	Comments
(F)	<del>Analyze</del> Describe population growth and distribution in Texas, including the development of the Texas Triangle. (S, Geo/C, E)	
(16)	<b>The Influence of American Founding Documents and Principles.</b> The student understands how American founding documents and political principles influenced the development of Texas government, law, and civic culture. The student is expected to:	10 Lessons (7.5 hours) RECOMMEND DELETING THIS SECTION AS ALL OF THESE THINGS ARE COVERED THROUGHOUT THE COURSE. AT THE END OF THE YEAR, ANALYZING THESE APART FROM CHRONOLOGICALLY WILL BE A CHALLENGE FOR TEACHERS PREPARING STUDENTS FOR TESTING.
(A)	<del>Analyze key American founding principles, including natural rights, consent of the governed, and the right to revolution, as expressed in the Texas Declaration of Independence and other revolutionary era documents. (G/Civ, H)</del>	These ideas are found in 5.A 5.E
(B)	<del>Analyze how American founding principles shaped political language and arguments in the Constitution of 1836 and Texas revolutionary speeches. (G/Civ, H)</del>	5.L
(C)	<del>Analyze the structure and democratic processes of the United States Constitution, including separation of powers, checks and balances, and federalism. (G/Civ, H)</del>	5.I 5.O
(D)	<del>Analyze how principles from the U.S. Constitution and the Bill of Rights influenced the structure of the Texas Constitutions of 1845 and 1876, especially protections of individual rights, limits on executive authority, and local control. (G/Civ, H)</del>	9.N

Citation	TEKS with edits	Comments
(E)	<del>Analyze how Texans have invoked American founding principles during key historical debates, including slavery and secession, Reconstruction, and the civil rights movement. (G/Civ, H)</del>	6.I 9.G 9.J 12.D 13.A 13.C 14.A 14.D 14.H
(F)	<del>Analyze how founding principles have been used in modern conflicts over federalism and state sovereignty to justify, challenge, or reform political and legal institutions in Texas. (G/Civ, H)</del>	8.H

**§113.28 World Geography Studies (One Credit), Adopted 2026.**

Citation	Work Group B DRAFT	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks x 5 days per week 45 minutes per day Estimate of Instructional Time Available: 160 Lessons (120 hours) <u>WGB Estimate of Instructional Time Needed:</u> <u>9 Regions with 24 lessons each plus introduction on themes</u> <u>164 Lessons (123 hours)</u>
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial perspectives of geography. Students describe the influence of geography on events of the past and present. The course includes nine geographic regions that are examined through several thematic lenses such as: the physical processes that shape patterns in the physical environment; the characteristics of major landforms and climates; population geography and human-environment interaction; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.</u>	Adapted from current WG TEKS
(A)	(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.	Copied from current WG TEKS

Citation	Work Group B DRAFT	Comments
(B)	<p><u>The course is structured around the application of two broadly applicable knowledge and skills statements that are applied to all regions, as appropriate. The first statement requires students to think like geographers by applying geographic tools and analytical skills to understand the world and interpret spatial patterns. The second statement builds on these skills by using geographic tools and reasoning to examine world regions through a comparative lens. Specific geographic content is embedded within the key topics for each of the nine regions.</u></p>	Rationale for structure of the course by Work Group B
(d)	Knowledge and Skills.	
<del>(1)</del> 2	Major Themes in World Geography. Understand Physical Geography Processes	
(A)	<i>a. Determine how Earth-Sun relationships impact climates and weather conditions.</i>	
(B)	<i>b. Identify major types and patterns of landforms, ecosystems, biomes, natural resources.</i>	
(C)	<del>c. Explain the spatial distribution of landforms, ecosystems, biomes, natural resources.</del>	Non-essential – not enough time to include
<del>(4)</del> 1	<i>Major Themes in World Geography. The Student applies geographic thinking skills to Think Like a Geographer</i>	
(A)	<i>a. Explain the history of geography Tools including how reference and thematic maps reflect choices, limitations and biases including Mercator and other projections.</i>	
(B)	<i>b. Use geography tools to analyze geographic relationships including cartography, Geographic Information Systems (GIS), Global Positioning Systems (GPS), data visualizations (maps, charts, graphs), aerial photography, and geo-archaeology.</i>	
(C)	<del>c. Examine the processes that have led to current spatial organization (The why of where)</del>	
(D)	<del>d. Develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales.</del>	
(E)	<del>e. Explain the purposes of regionalization including types of regions.</del>	
(F)	<del>f. Apply Scales of Analysis including local, national, global to interpret geographic data.</del>	
<del>(6)</del> 5	Major Themes in World Geography. <del>Understand Human-Environment Interaction</del>	

Citation	Work Group B DRAFT	Comments
<del>(A)</del>	<del>a. Compare how people depend on, adapt to, and modify their environment using geography tools.</del>	
<del>(B)</del>	<del>b. Evaluate the benefits and consequences of human environment interactions such as agriculture, mining, urban development.</del>	
<del>(C)</del>	<del>c. Research how places plan for, mitigate, and respond to natural hazards at various scales.</del>	
<del>(D)</del>	<del>d. Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non renewable resources.</del>	Non-essential
3-	Major Themes in World Geography. <del>Understand Human Settlement Patterns</del>	Rolled into population geography
<del>(A)</del>	<del>a. Describe human and physical features that influence the size and distribution of settlements.</del>	
<del>(B)</del>	<del>b. Trace the effects of innovation and technology on patterns of human settlement including metallurgy, agricultural tools, navigational improvements, and weapons.</del>	
<del>(C)</del>	<del>c. Apply geographic tools to analyze urbanization and spatial patterns of land use including rural, suburban, urban.</del>	
<del>(D)</del>	<del>d. Compare how physical geography affects the routes and flows of human migration.</del>	
<del>(E)</del>	<del>e. Compare how and push and pull forces, including political, economic, social, and environmental conditions, affect human migration patterns.</del>	
<del>(F)</del>	<del>f. Analyze the effects of voluntary and forced migration on countries of origin, transit, and destination at various scales.</del>	
<del>(7)</del> 4	Major Themes in World Geography. <del>Understand Population Geography</del>	
<del>(A)</del>	<del>a. Interpret Demographic data (including Birth and death rates, Fertility, Life expectancy, Population density patterns,) to understand population characteristics.</del>	
<del>(B)</del>	<del>b. Use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies.</del>	
<del>(C)</del>	<del>c. Explain how a place uses census data to recognize population trends, allocate resources, and determine infrastructure needs.</del>	
<del>(9)</del> 6	Major Themes in World Geography. <del>Understand Economic Geography</del>	

Citation	Work Group B DRAFT	Comments
(A)	<i>a. Categorize economic activities primary including subsistence and commercial agriculture, domesticated animals) secondary including cottage and commercial industrialization), tertiary including sales and services, and quaternary including data driven decisions.</i>	
(B)	<i>b. compare world trade patterns over time and analyze the implications of globalization, including outsourcing, free trade zones, and supply chains</i>	
(C)	<i>c. assess how changes in climate, resources, infrastructure, and factors of production affect the location and patterns of economic activities.</i>	
(D)	<i>d. evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources</i>	
(E)	<i>Use data from the Human Development Index (HDI) and Gross Domestic Product (GDP), including GDP per capita, Literacy rates) to compare the level of development and standard of living in places</i>	
7	<i>Major Themes in World Geography. Understand Cultural Geography</i>	
(A)	<i>a. Define culture (e.g. identity, language, systems of belief, shared practices, material goods)</i>	
(B)	<i>b. Compare patterns of culture (e.g. language, religion, land use, education, and customs that make specific regions of the world distinctive)</i>	
(C)	<b><i>c. Analyze the human and physical characteristics of place</i></b>	Non-essential – included in other parts of cultural geography
(D)	<i>d. analyze cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion;</i>	
(E)	<i>e. describe central ideas and spatial distribution of religions and philosophies, (e.g. Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, Confucianism, and Daoism)</i>	
(F)	<i>f. Analyze visual sources to identify components of cultural landscape (e.g. architecture, land use, signage, public art, monuments, place names)</i>	

Citation	Work Group B DRAFT	Comments
<del>(G)</del>	<del>g. Evaluate the impact of time-space compression on cultural changes including the affects of communication and transportation technologies and globalization</del>	Non-essential – not enough time to include
<del>(11) 8</del>	<del>Major Themes in World Geography. How geography affects warfare. Understand Political Geography</del>	
<del>(A)</del>	<del>a. Explain the spatial organization of nations and states including international and internal boundaries including control of territory and resources.</del>	
<del>(B)</del>	<del>b. Assess advantages and disadvantages of the participatory relationship between sovereign states and international organizations, treaties, and obligations.</del>	
<del>(C)</del>	<del>c. Critique the role of physical and human geography in territorial conflicts including corridors, straits, mountain passes, fords, Barriers, strategic locations, environmental factors, and natural resources.</del>	
<del>(D)</del>	<del>d. Assess causes and effects of conflicts between groups of people, including modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge.</del>	
<del>(E)</del>	<del>e. Evaluate how political power is spatially organized and distributed at various scales.</del>	
<del>(F)</del>	<del>f. Classify and compare government systems along the political spectrum between limited and unlimited systems including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian.</del>	
(13)	Regions of Study. United States and Canada including Texas	
(14)	Regions of Study. Latin America	
(15)	Regions of Study. Sub-Saharan Africa	
(16)	Regions of Study. Southwest Asia and North Africa	
(17)	Regions of Study. South Asia	
(18)	Regions of Study. Southeast Asia and Oceania	
(19)	Regions of Study. East Asia	

Citation	Work Group B DRAFT	Comments
-	<i>Regions of Study: Russia and the Republics</i>	
<del>(20)</del>	<i>Regions of Study: Europe</i>	
-	*Regions in this section (13-20) will include all geography themes listed above.	
<del>(4)</del> 1	<i>Major Themes in World Geography. The Student applies geographic thinking skills to Think Like a Geographer</i>	11 Lessons (8.25 hours) 6 Lessons
(A)	<p>a. <i>Explain the history of geography Tools including how reference and thematic maps reflect choices, limitations and biases including Mercator and other projections. (Geo/C, H)</i></p> <p><u>Explain the historical development of geographic tools, including reference maps, thematic maps, and map projections.</u></p> <p><u>Explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections.</u></p>	Technical edits needed for language clarity. Split into 2 SEs to decrease breakouts.
(B)	<p>b. <i>Use geography tools to analyze geographic relationships including cartography, Geographic Information Systems (GIS), Global Positioning Systems (GPS), data visualizations such as maps, charts, graphs, aerial photography, and geo-archaeology. (Geo/C, S)</i></p>	Reduce breakouts
(C)	<p>c. <del>Examine the processes that have led to current spatial organization (The why of where)</del> <u>Geo/C</u></p>	What is the intended learning? Consider measurable verb
(D)	<p>d. <i>Develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales. (Geo/C, S)</i></p>	
(E)	<p>e. <i>Explain the purposes of regionalization including types of regions. (Geo/C)</i></p>	Including statement does not align with SE.

Citation	Work Group B DRAFT	Comments
(2)	<u>Major Themes in World Geography: The student uses geographic thinking skills to compare regions</u>	24 Lessons (18 hours) per region <u>15 Lessons</u> This KS includes Ses to apply to every region
(A)	a. <u>Interpret Demographic data including Birth and death rates, Fertility, Life expectancy, and Population density patterns, to understand population characteristics. (Geo/C, S)</u>	To be applied to each region typo
(B)	b. <u>Use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies. (Geo/C, S)</u>	To be applied to each region
(C)	c. <u>Compare how people depend on, adapt to, and modify their environment using geography tools. (Geo/C, S)</u>	To be applied to each region
(D)	d. <u>Use data from the Human Development Index (HDI) and Gross Domestic Product (GDP), including GDP per capita, Literacy rates) to compare the level of development and standard of living in places (Geo/C, S)</u> <u>Compare levels of development and standard of living in a variety of places using data, including GDP per capita and literacy rates.</u>	To be applied to each region Reword for clarity
(E)	e. <u>Define and describe the components of culture (e.g. including identity, language, faith-based systems, systems of belief, shared practices, material goods) (Geo/C)</u>	To be applied to each region
(F)	f. <u>describe central ideas and spatial distribution of religions and or philosophies, (e.g. including Christianity, Judaism, Buddhism, Hinduism, Islam, and Sikhism, Confucianism, and Daoism) (Geo/C)</u>	To be applied to each region but not reteach central ideas
(G)	g. <u><del>Classify and</del> compare government systems along the political spectrum between limited and unlimited systems including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian. (G/Civ)</u>	To be applied to each region
(H)	h. <u>Describe how Earth–Sun relationships and elevation impact the spatial distribution of climates or and biomes. (Geo/C)</u>	To be applied to each region
(I)	i. <u><del>Compare</del> Describe patterns of culture (e.g. including language, religion, land use, education, and customs that make specific regions of the world distinctive) (Geo/C)</u>	To be applied to each region

Citation	Work Group B DRAFT	Comments
(13) (3)	<del>Regions of Study.</del> <u>United States and Canada including Texas: The student understands the physical geography of the United States and Canada including Texas.</u>	3 Lessons (2.25 hours) 2 lessons
(A)	a. <u>Describe how Earth–Sun relationships impact weather conditions including tornadoes and hurricanes (Geo/C)</u>	
(B)	b. <del>Identify major types and patterns of landforms, ecosystems, biomes, natural resources including the</del> <u>Rocky Mountains, Appalachian Mountains, the Great Plains, the Great Lakes, Rio Grande River, and the Mississippi River–(Geo/C)</u>	Biomes moved to 2h Specificity added
(4)	<del>Regions of Study.</del> <u>United States and Canada including Texas: The student understands population geography of the United States and Canada including Texas.</u>	6 Lessons (4.5 hours) 3 Lessons
(A)	a. <del>Describe human and physical features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (Geo/C, H)</del>	Human and physical removed to allow for flexibility across the regions. Including statement added as illustrative examples
(B)	b. <del>Trace Explain the effects of innovation and technology, including railroads, windmills, and the steel plow, on patterns of human settlement metallurgy, agricultural tools, navigational improvements, and weapons. (H, Geo/C)</del>	Explain is a more measurable verb, Metallurgy, agricultural tools, navigational improvements, and weapons replaced with specificity Rationale: This content is covered in US and World History
(C)	c. <del>Apply geographic tools to describe the process of urbanization in the United States, using the concentric zone, multiple nuclei, and the galactic city models and spatial patterns of land use including rural, suburban, urban. (H, S, Geo/C)</del>	Specified process of urbanization and spatial patterns, the geographic toll is implied in the models Rationale: Remove to decrease content and apply grade appropriate rigor
(D)	d. <del>Compare Analyze push and pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C)</del>	Replaced concepts with specificity

Citation	Work Group B DRAFT	Comments
(E)	<del>e. Explain how applications of population trends in census data is used by a place use population trends in census data to recognize population trends, including the allocation of resource allocation, and determining infrastructure needs. (G/Civ, S)</del>	Reword for clarity Rationale: Remove to decrease content and apply grade appropriate rigor
(5)	<del>Regions of Study. United States and Canada including Texas: The student understands the Human-Environment Interaction of the United States and Canada including Texas.</del>	4 Lessons (3 hours) 4 Lessons
(A)	a. Evaluate Analyze the benefits and consequences of human-environment interactions such as agriculture, mining, urban development, including commercial agriculture and use of natural resources (Geo/C, H)	Replaced concepts with specificity for regions
(B)	b. Research explain how places plan for mitigate, and respond to natural hazards using seawalls, including the Galveston seawall and resilient building codes at various scales. (G/Civ, H, E)	Added specific examples
(C)	c. Research explain how places plan for, mitigate, and respond to natural hazards using the National Weather Service and resilient building codes at various scales. (G/Civ, H, E)	
(6)	<del>Regions of Study. United States and Canada including Texas: The student understands the Economic Geography of the United States and Canada including Texas.</del>	5 Lessons (4.5 hours) 4 Lessons
(A)	a. Evaluate the economic advantages and disadvantages of compare world trade patterns over time and analyze the implications of globalization related to economic practices or systems, including outsourcing, free trade zones, and supply chains (E, G/Civ)	Reduced the scope of the SE
(B)	b. assess Explain how changes in climate, resources, infrastructure, and factors of production affect the location and the spatial patterns of economic activities. (E, Geo/C)	Reduced breakouts from 8 to 4 by removing location, natural resources are included in factors of production
(7)	<del>Regions of Study. United States and Canada including Texas: The student understands the Cultural Geography of the United States and Canada including Texas.</del>	5 Lessons (3.75 hours)
(A)	a. analyze Explain cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion; (Geo/C, E)	War better suits other regions

Citation	Work Group B DRAFT	Comments
(B)	b. <u>Analyze visual sources to identify components of cultural landscape (e.g. including architecture, land use, signage, public art, monuments, place names)</u> (Geo/C)	Break outs
(8)	<u>Regions of Study. United States and Canada including Texas: The student understands the Political Geography of the United States and Canada including Texas.</u>	4 Lessons (3 hours)
(A)	a. <u>Explain the role of international and internal boundaries spatial organization of nations and states including international and internal boundaries including control of territory and resources.</u> (Geo/C)	Break outs
(B)	b. <u>Assess Explain advantages and disadvantages of the participatory on by relationship between sovereign states in and international organizations, treaties, and obligations including the United Nations and the North Atlantic Treaty Organization (NATO)</u> (G/Civ)	Changed to a measurable verb and added specificity
(C)	c. <u>Evaluate Explain how political power is spatially organized and distributed at various scales through systems of governance, including federalism in the United States.</u> (G/Civ)	Changed to a measurable verb and added specificity
(9)	<u>Regions of Study. Latin America The student understands the physical geography and human environment interaction of Latin America</u>	5 Lessons
(A)	a. <u>Describe how Earth-Sun relationships impact weather related conditions or processes, including extreme heat, flooding, and glacier melt</u> (Geo/C)	Added specificity Rationale: Decrease content
(B)	b. <u>Identify major types and patterns of landforms, ecosystems, biomes, natural resources including the Andes Mountains and the Amazon River Basin</u> (Geo/C)	Biomes moved to its own line - d
(C)	c. <u>Evaluate Analyze the benefits and consequences of human-environment interactions such as agriculture, mining, urban development, including commercial agriculture, deforestation, and the use of natural resources</u> (E, Geo/C)	Replaced concepts with specificity for regions
(D)	d. <u>Research Describe how places in Latin America plan for, mitigate, and respond to natural hazards including earthquakes at various scales.</u> (G/Civ, H, E)	Added specific examples
(10)	<u>Regions of Study. Latin America: The student understands the population geography of Latin America</u>	5 Lessons
(A)	a. <u>Describe how government policies human and physical influence the size and distribution of settlements</u> (Geo/C, G/Civ)	Human and physical removed to allow for flexibility across the regions. Including statement added as illustrative examples

Citation	Work Group B DRAFT	Comments
(B)	a. <del>Describe human and</del> <u>physical features, including mountains, and rain forests influence the size and distribution of settlements (Geo/C, G/Civ)</u>	Break out from 10a
(C)	b. <del>Trace Explain how the Incan Road system and chinampas influenced the effects of innovation and technology patterns of human settlement in Latin America metallurgy; agricultural tools, navigational improvements, and weapons. (H, Geo/C)</del>	Explain is a more measurable verb, Metallurgy, agricultural tools, navigational improvements, and weapons replaced with specificity
(D)	c. <del>Compare Analyze push and pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns including economic and safety conditions (E, G/Civ)</del>	Replaced concepts with specificity
(11)	<del>Regions of Study. Latin America</del> <u>The student understands the Economic and Political Geography of Latin America.</u>	<u>3 Lessons</u>
(A)	a. <del>Compare the Categorize primary and secondary economic activities in Latin America with those in the United States primary including subsistence and commercial agriculture, domesticated animals) secondary including cottage and commercial industrialization), tertiary including sales and services, and quaternary including data driven decisions.(E)</del>	Reduced to Rationale: Decrease content
(B)	b. <del>Assess Explain the advantages and disadvantages of the participatory relationship between ion by sovereign states in regional and international organizations, treaties, and obligations including the Organization of American States and the Inter-American Development Bank (G/Civ)</del>	
(C)	c. <del>Evaluate Compare how political power is spatially organized and distributed in various countries at various scales including Mexico, Cuba, and the United States (G/Civ)</del>	Connects to TEC 28.002 (h-11)
(12)	<del>Regions of Study. Latin America:</del> <u>The student understands the Cultural Geography of Latin America</u>	<u>3 Lessons</u>
(A)	a. <del>analyze Explain cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion including communication technology (E, Geo/C)</del>	War better suits other regions Reduced to an essential SE
(B)	b. <del>analyze Explain cultural convergence and divergence of indigenous within communities in Latin America caused by migration, war, trade, innovations, and diffusion; including the Nahuatl, Quechua, and Mayan groups (H, Geo/C)</del>	Replaced concepts with specificity

Citation	Work Group B DRAFT	Comments
(C)	c. <del>Analyze visual sources to identify components of cultural landscape including Incan Architecture, Meso-American pyramids, and favelas (e.g. architecture, land use, signage, public art, monuments, place names)</del> (H, Geo/C)	Deleted list for specific examples
(13)	<del>Regions of Study. Sub-Saharan Africa</del> The student understands the physical geography and human environment interaction of Sub-Saharan Africa	5 Lessons
(A)	a. Describe how Earth–Sun relationships impact weather conditions in Sub-Saharan Africa including wet and dry seasonality (Geo/C)	Added specificity
(B)	b. Identify major types and patterns of landforms, ecosystems, or biomes, natural resources including the Congo River, the Sahel, and the Kalahari Desert, Mount Kilimanjaro, and the Great Rift Valley (Geo/C)	Biomes moved to 2h
(C)	c. <del>Evaluate</del> Analyze the benefits and consequences of human-environment interactions such as agriculture, mining, urban development. Associated with agriculture, deforestation, and commercial mining (E, Geo/C)	Replaced concepts with specificity for the region
(D)	d. <del>Research</del> Describe how places plan for, mitigate, and respond to natural hazards including flooding and drought at various scales. (G/Civ, H, E)	Added specific examples
(14)	<del>Regions of Study. Sub-Saharan Africa:</del> The student understands the population geography of Sub-Saharan Africa	5 Lessons
(A)	a. Describe human and physical features factors that influence the size and distribution of settlements in Sub-Saharan Africa, including industrial development, historical colonial infrastructure, and habitable land (Geo/C, G/Civ, H)	Human and physical specificity added
(B)	b. Compare Analyze push and pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns in Sub-Saharan Africa, including economic opportunities and conflict, (E, G/Civ)	Replaced concepts with specificity Rationale: Repetitive for C and D
(C)	c. Analyze the causes and effects of voluntary and forced migration in Sub-Saharan Africa, including economic conflict including the Rwandan Genocide, conflict in the eastern Democratic Republic of the Congo, and Sudan on countries of origin, transit, and destination at various scales. (Geo/C, H)	Concepts replaced with specificity and broken into 2 SEs

Citation	Work Group B DRAFT	Comments
(D)	a. <u>Analyze the causes and effects of <del>voluntary and forced migration</del> in Sub-Saharan Africa, including the Rwandan Genocide, conflict in the eastern Democratic Republic of the Congo, and <del>conflict in Sudan</del> on countries of origin, transit, and destination at various scales.</u> (Geo/C, H)	
(15)	<u>Regions of Study: Sub-Saharan Africa</u> The student understands the <u>Economic and Political Geography of Sub-Saharan Africa</u> . The student is expected to:	6 Lessons
(A)	a. <u>Analyze <del>the</del> Categorize the shift from primary <del>and or</del> secondary economic activities in Sub-Saharan Africa to including subsistence and commercial agriculture, domesticated animals) to tertiary including sales and services, and or quaternary including data driven decisions.</u> (E, H)	Revised to allow for a study of change over time into the future
(B)	b. <u>Assess Explain advantages and disadvantages of the participation <del>relationship between</del> by sovereign states and international organizations, treaties, and obligations in the African Union, The Economic Community of West African States, and the Southern African Development Community</u> (E, G/Civ)	Adding specificity
(C)	c. <u>Evaluate Compare how political power is <del>spatially organized and</del> distributed in various Sub-Saharan countries at various scales</u> (H, G/Civ)	Connects to TEC 28.002 (h-11)
(16)	<u>Regions of Study: Sub-Saharan Africa: The student understands the Cultural Geography of Sub-Saharan Africa</u>	4 Lessons
(A)	a. <u>analyze Explain cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion including religious syncretism and the Swahili language</u> (H, Geo/C)	Reduced to an essential SE drawing attention to the region's uniqueness
(B)	b. <u>analyze Explain the cultural <del>convergence and</del> divergence caused by colonial borders migration, war, trade, innovations, and diffusion;</u> (H, Geo/C)	Replaced concepts with specificity for the region
(C)	c. <u>Analyze visual sources to identify components of cultural landscape including <del>(e.g. architecture, land use, signage, public art, monuments, and place names</del> in Sub-Saharan Africa</u> (H, Geo/C)	Reduced the list to the essential
(17)	<u>Regions of Study: Southwest Asia and North Africa</u> The student understands the <u>physical geography and human environment interaction of Southwest Asia and North Africa</u>	5 Lessons

Citation	Work Group B DRAFT	Comments
(A)	<u>a. Describe how Earth–Sun relationships impact weather conditions including extreme heat and haboobs (Geo/C)</u>	Added specificity
(B)	<u>b. Identify major types and patterns of landforms, ecosystems, and biomes, natural resources including the Sahara Desert, the Nile River, the Red Sea, the Arabian Desert, and the Persian Gulf-(Geo/C)</u>	Biomes moved to 2h
(C)	<u>c. Evaluate Analyze the benefits and consequences of human-environment interactions such as agriculture, mining, urban development, including urban development, water management, and oil extraction (E, Geo/C)</u>	Replaced concepts with specificity for the region
(18)	<u>Regions of Study, Southwest Asia and North Africa: The student understands the population geography of Southwest Asia and North Africa</u>	<u>5 Lessons</u>
(A)	<u>a. Describe human and physical features including water availability, historical trade routes, and religious significance that influence the size and distribution of settlements (Geo/C, G/Civ, H)</u>	Human and physical removed to allow for flexibility across the regions. Including statement added as illustrative examples
(B)	<u>b. Compare Analyze push and or pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns including economic opportunity, religion, and conflict. (E, G/Civ)</u>	Replaced concepts with specificity
(C)	<u>c. Compare Explain how physical geography affects the routes and flows of human migration including the Silk Road and Trans-Saharan Trade. (H, Geo/C)</u>	Specificity added
(19)	<u>Regions of Study, Southwest Asia and North Africa The student understands the Economic and Political Geography of Southwest Asia and North Africa</u>	<u>3 Lessons</u>
(A)	<u>a. Identify the Categorize Classify economic activities of Southwest Asia and North Africa as primary, secondary, economic activities including subsistence and commercial agriculture, domesticated animals) including cottage and commercial industrialization), tertiary including sales and services, and or quaternary economic activities of Southwest Asia and North Africa including data driven decisions, Oil extraction, tourism, and technology(E)</u>	Reduced the verb and added specificity
(B)	<u>b. Assess Explain advantages and disadvantages of the participatory relationship between ion by sovereign states in international organizations, treaties, and obligations including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council(E, G/Civ)</u>	Specificity added

Citation	Work Group B DRAFT	Comments
(C)	c. <del>Evaluate</del> <u>Compare how political power is spatially organized and distributed in various Southwest Asia and or North African countries at various scales including Saudi Arabia and the United Arab Emirates (G/Civ)</u>	Specificity added
(20)	<del>Regions of Study. Southwest Asia and North Africa:</del> <u>The student understands the Cultural Geography of Southwest Asia and North Africa</u>	<u>3 Lessons</u>
(A)	a. <del>analyze</del> <u>Explain the cultural convergence in Southwest Asia and or North Africa and divergence caused by migration, war, trade, innovations, and or diffusion including technology, religion and language (H. Geo/C)</u>	Specificity added and non-essential concepts deleted
(B)	b. <del>analyze</del> <u>Explain the cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion including religion ;(H. Geo/C)</u>	Replaced concepts the essential topic for the SE
(C)	c. <u>Analyze visual sources to identify components of the cultural landscape including (e.g. religious architecture, land use, signage, public art, monuments, and place names represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia)-(H. Geo/C)</u>	Replaced concepts with specificity
(21)	<del>Regions of Study. Central and South Asia</del> <u>The student understands the physical geography and human environment interaction of Central and South Asia</u>	<u>3 Lessons</u>
(A)	a. <u>Describe how Earth–Sun relationships in Central or South Asia that impact weather conditions including monsoons and cyclones (Geo/C)</u>	Added specificity
(B)	b. <del>Identify major types and patterns of landforms, ecosystems, and biomes, natural resources including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C)</del>	Biomes moved to 2h
(C)	c. <del>Research</del> <u>Describe how places in Central and or South Asia plan for, mitigate, and respond to natural hazards including earthquakes and monsoons at various scales.-(G/Civ, E)</u>	Added specific examples
(22)	<del>Regions of Study. Central and South Asia</del> <u>The student understands the population geography of Central and South Asia</u>	<u>5 Lessons</u>
(A)	a. <del>Explain-Describe</del> <u>how human and physical features including being land-locked or having access to the maritime trade routes that influence the size and distribution of settlements in Central or South Asia (Geo/C, G/Civ, H)</u>	physical specificity added

Citation	Work Group B DRAFT	Comments
(B)	<u>b. Analyze the growth of</u> <del>Describe human and physical features that influence the size and distribution of settlements</del> <u>megacities including Delhi, Dhaka, Mumbai, and Karachi (Geo/C, G/Civ, H)</u>	Human and physical specificity added
(C)	<u>c. Compare</u> <del>Analyze push and or pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns in</del> <u>Central or South Asia including conflict, weather, and economic opportunity (E, G/Civ)</u>	Fit the push/pull forces to the region
<u>(23)</u>	<del>Regions of Study. Central and South Asia</del> <u>The student understands the Economic and Political Geography of Central and South Asia</u>	<u>5 Lessons</u>
(A)	<u>a. Identify</u> <del>the Categorize the primary, secondary, economic activities including subsistence and commercial agriculture, domesticated animals) including cottage and commercial industrialization), tertiary including sales and services, and or quaternary economic activities of Central or South Asia including pharmaceutical manufacturing and information technology software development</del> <u>data-driven decisions. (E)</u>	Revised to allow for a study of change over time into the future
(B)	<u>b. compare world trade patterns over time and analyze the implications of globalization, including outsourcing to Central and or South Asia, free trade zones, and supply chains (E)</u>	Tailored for the region
(C)	<u>c. Explain the spatial organization of</u> <del>nations and states, countries in Central and or South Asia including the international and internal boundary between India and Pakistan including control of territory and resources. (Geo/C, G/Civ)</del>	Tailored for the region
(D)	<u>d. Critique</u> <del>Explain the role of physical and human geography in territorial conflicts including the USSR invasion of Afghanistan and the disputed territory of Kashmir corridors straits, mountain passes, fords, Barriers, strategic locations, environmental factors, and natural resources. (Geo/C)</del>	Tailored for the region
<u>(24)</u>	<del>Regions of Study. Central and South Asia</del> <u>The student understands the Cultural Geography of Central and South Asia</u>	<u>3 Lessons</u>
(A)	<u>a. analyze</u> <del>Explain cultural convergence in Central and South Asia and divergence caused by migration, war, trade, innovations, and diffusion including religious syncretism (H, Geo/C)</del>	Reduced to an essential SE drawing attention to the region's uniqueness
(B)	<u>b. analyze</u> <del>Explain the cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion</del> <u>the caste system and religious composition; (H, Geo/C)</u>	Replaced concepts with specificity for the region

Citation	Work Group B DRAFT	Comments
(C)	c. <del>Analyze visual sources to identify components of cultural landscape including the Taj Mahal and Hindu temples (e.g. architecture, land use, signage, public art, monuments, and place names.)</del> (H, Geo/C)	Reduced the list to the essential
(25)	<del>Regions of Study. Southeast Asia and Oceania</del> The student understands the physical geography and human environment interaction of Southeast Asia and Oceania	4 Lessons
(A)	a. <del>Describe how Earth–Sun relationships in Southeast Asia or Oceania that impact weather conditions including tropical storms and cyclones</del> (Geo/C)	Added specificity
(B)	<del>b. Identify major types and patterns of landforms, ecosystems, and biomes, natural resources including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire</del> (Geo/C)	Biomes moved to 2h Specificity replaced concepts
(C)	<del>c. Research</del> Describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to natural hazards including mangrove restoration and artificial reefs Describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations at various scales. (G/Civ, E)	Added specific examples
(26)	<del>Regions of Study. Southeast Asia and Oceania</del> The student understands the population geography of Southeast Asia and Oceania	1 Lesson
(A)	a. <del>Explain Describe human and physical</del> how the topography features including that influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia and Oceania (Geo/C, G/Civ, H)	specificity added
(27)	<del>Regions of Study. Southeast Asia and Oceania</del> The student understands the Economic and Political Geography of Southeast Asia and Oceania	6 Lessons
(A)	a. <del>Identify the Categorize the primary, secondary, economic activities including subsistence and commercial agriculture, domesticated animals) including cottage and commercial industrialization), tertiary including sales and services, or quaternary economic activities of Southeast Asia or Oceania including agriculture and tourism data driven decisions.</del> (E)	Revised to fit the region
(B)	b. <del>Evaluate Analyze how political power is spatially organized and distributed at various scales in archipelagic states including Indonesia and the Philippines</del> (G/Civ, Geo/C)	Tailored for the region
(C)	c. <del>Assess describe causes and effects of conflicts between groups of people, including of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge.</del> (H, G/Civ)	TEC 28.0002 (h-11) (h-12)

Citation	Work Group B DRAFT	Comments
(28)	<del>Regions of Study. Southeast Asia and Oceania</del> The student understands the <u>Cultural Geography of Southeast Asia and Oceania</u>	<u>3 Lessons</u>
(A)	a. <del>analyze</del> <u>Explain cultural convergence in Southeast Asia and or Oceania and divergence caused by migration, war, trade, innovations, and diffusion including maritime technologies and navigational techniques (H. Geo/C)</u>	Reduced to an essential SE drawing attention to the region's uniqueness
(B)	b. <del>analyze</del> <u>Explain the cultural convergence and divergence in Southeast Asia or Oceania caused by geographic isolation and colonial influence migration, war, trade, innovations, and diffusion; (H. Geo/C)</u>	Replaced concepts with specificity for the region
(C)	c. <u>Analyze visual sources to identify components of cultural landscape including the rice terraces and the Sydney Opera House (e.g., architecture, land use, signage, public art, monuments, and place names.) (H. Geo/C)</u>	Reduced the list to the essential
(29)	<del>Regions of Study. East Asia</del> The student understands the <u>physical geography and human environment interaction of East Asia</u>	<u>WG B considered Mongolia as part of this region</u> <u>4 Lessons</u>
(A)	a. <u>Describe how Earth–Sun relationships in East Asia that impact weather conditions including typhoons and tsunamis (Geo/C)</u>	Added specificity
(B)	b. <del>Identify major types and patterns of landforms, ecosystems, and biomes, natural resources including the Gobi Desert, the Himalayas, and the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C)</del>	Biomes moved to 2h – specificity for the region added
(C)	c. <del>Research</del> <u>Describe how places in East Asia plan for, mitigate, and respond to natural hazards including earthquakes</u>	Added specific examples and break into 2 SEs
x	<del>Describe how places in East Asia use early warning systems to prepare for and respond to tsunamis at various scales. (G/Civ, E)</del>	Redundant
(30)	<del>Regions of Study. East Asia</del> The student understands <u>the population geography of East Asia</u>	<u>4 Lessons</u>
(A)	a. <u>Describe human and or physical features that influence the size and distribution of settlements in East Asia including arable land and the high-speed rail. (Geo/C, G/Civ, H)</u>	Specificity

Citation	Work Group B DRAFT	Comments
(B)	<p><del>b. Compare Analyze push and or pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns in East Asia including oppression experienced by people living under communist regimes in North Korea and economic opportunity (E, G/Civ, H)</del></p>	<p>Fit the push/pull forces to the region Connects to TEC 28.002 (h-11)</p>
(C)		
(D)	<p><del>c. Explain Compare how a place East Asian countries use census data to recognize population trends, allocate resources, and determine infrastructure needs (E, G/Civ)</del></p>	<p>Tailored for the region</p>
(E)	<p>a. Describe the development of family planning policies in East Asia. (E, G/Civ)</p>	<p>Added specificity for previous</p>
(31)	<p><del>Regions of Study. East Asia</del> The student understands the <i>Economic and Political Geography of East Asia</i></p>	<p><u>3 Lessons</u></p>
(A)	<p><del>a. Identify the Categorize the primary, secondary, economic activities including subsistence and commercial agriculture, domesticated animals) including cottage and commercial industrialization), tertiary including sales and services, and or quaternary economic activities of East Asia including automobile and technology manufacturing data driven decisions. (E)</del></p>	<p>Tailored to the region</p>
(B)	<p><del>b. compare world trade patterns over time and analyze the implications of globalization in East Asia including, free trade zones, and supply chains-(E)</del></p>	<p>Tailored for the region</p>
(C)	<p><del>c. Explain how the spatial organization of nations and states countries in East Asia changed from the nineteenth to the twentieth centuries including the international and internal boundary including control of territory and resources. (H, Geo/C, G/Civ)</del></p>	<p>Tailored for the region historically Rationale: Decrease content</p>
(D)	<p><del>d. Critique Explain the role of physical and human geography in territorial conflicts including the disputes over territorial claims in the South China Sea corridors-straits, mountain passes, fords, Barriers, strategic locations, environmental factors, and natural resources.-(G/Civ, Geo/C)</del></p>	<p>Tailored for the region</p>
(32)	<p><del>Regions of Study. East Asia</del> The student understands the <i>Cultural Geography of East Asia</i></p>	<p><u>3 Lessons</u></p>
(A)	<p>a. <del>analyze Explain cultural convergence in East Asia and divergence caused by migration, war, trade, innovations, and diffusion including core tenets of Confucianism and the Hanzi Writing System (H, Geo/C)</del></p>	<p>Reduced to an essential SE drawing attention to the region’s uniqueness</p>

Citation	Work Group B DRAFT	Comments
(B)	b. <del>analyze</del> Explain the <u>cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion</u> differing political systems including differences between China and Taiwan and differences between North and South Korea. (H, G/Civ/Geo/C)	Replaced concepts with specificity for the region
(C)	c. <u>Analyze visual sources to identify components of cultural landscape including the Great Wall of China, the Forbidden City, and cityscapes (e.g. architecture, land use, signage, public art, monuments, and place names)</u> (H, Geo/C)	Reduced the list to the essential
(33)	<del>Regions of Study. Russia and the Republics</del> The student understands the <u>physical geography and human environment interaction of Russia and the Republics</u>	<u>4 Lessons</u>
(A)	a. <del>Describe how Earth-Sun relationships impact weather conditions in Russia or the Republics including sub-Arctic conditions</del> (Geo/C)	Added specificity Rationale: Decrease Content
(B)	b. <del>Identify major types and patterns of landforms, ecosystems or biomes, natural resources including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River</del> (Geo/C)	Tailored to the region
(C)	c. <del>Evaluate</del> Analyze the <u>benefits and or consequences of human-environment interactions in case studies such as agriculture, mining, urban development, including hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster</u> (H, Geo/C)	Replaced concepts with specificity for the region
(34)	<del>Regions of Study. Russia and the Republics:</del> The student understands the <u>population geography of Russia and the Republics</u>	<u>5 Lessons</u>
(A)	a. <del>Describe human and physical features that influence the size and distribution of settlements in Russia or the Republics including government policies and inhospitable climate</del> (Geo/C, G/Civ)	Tailored to the region
(B)	b. <del>Trace</del> Explain the effects of <u>innovation and technology on patterns of human settlement in Russia or the Republics including the Trans-Siberian Railroad and pylon construction in permafrost zones, metallurgy, agricultural tools, navigational improvements, and weapons</u> (H, Geo/C)	Explain is a more measurable verb, Metallurgy, agricultural tools, navigational improvements, and weapons replaced with specificity
(C)	c. <del>Compare</del> Analyze <u>push and or pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns including economic stagnation and opportunities</u> (E, G/Civ)	Replaced concepts with specificity

Citation	Work Group B DRAFT	Comments
(D)	<p><del>d. Explain the spatial organization of nations and states including international and internal boundaries including control of territory and resources. (Geo/C)</del></p> <p><u>Explain how international and internal boundaries shape the spacial organization of Russia and its republics through territorial and resource control.</u></p>	Technical edits for clarity
(35)	<p><del>Regions of Study: <u>Russia and the Republics</u> The student understands the <u>Economic and Political Geography</u> of Russia and the Republics.</del></p>	<u>3 Lessons</u>
(A)	<p><del>a. Compare the Categorize primary, and secondary, including subsistence and commercial agriculture, domesticated animals), secondary including cottage and commercial industrialization), tertiary including sales and services, and or quaternary economic activities in Russia and the Republics with those in the United States including data driven decisions military development and defense manufacturing (E. H. G/Civ)</del></p>	Tailored to the region Technical edits needed
(B)	<p><del>b. Assess Explain advantages and disadvantages of the participatory relationship between participation by sovereign states and international organizations, treaties, and obligations in in regional organizations including the Commonwealth of Independent States (CIS), the Collective Security Treaty Organization (CSTO), and political tensions within the region (G/Civ)</del></p>	
(36)	<p><del>Regions of Study: <u>Russia and the Republics</u>: The student understands the <u>Cultural Geography</u> of Russia and the Republics</del></p>	<u>2 Lessons</u>
(A)	<p><del>a. analyze Explain cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion including shared Soviet era experiences and Cold War history (Geo/C. H)</del></p>	Tailored to the region
(B)	<p><del>b. Analyze visual sources to identify components of cultural landscape including the Kremlin, Red Square, St. Basil's Cathedral, and Moscow City (e.g. architecture, land use, signage, public art, monuments, place names) (H. Geo/C)</del></p>	Deleted list for specific examples
(37)	<p><del>Regions of Study: <u>Europe</u> The student understands the <u>physical geography and human environment interaction</u> of Europe</del></p>	<u>3 Lessons</u>
(A)	<p><del>a. b. Identify major types and patterns of landforms, ecosystems, biomes, natural resources including the Alps, the Scottish Highlands, The Pyrenees, the Rhine River, The Danube River, Norwegian Fjords, and the Greek Archipelago -(Geo/C)</del></p>	Biomes moved to its own line - d

Citation	Work Group B DRAFT	Comments
(B)	<p><del>b. c. Evaluate</del> <u>Analyze the benefits and consequences of human-environment interactions such as agriculture, mining, urban development. in in case studies including commercial agriculture, the polder system, hydroelectric dams, and acid rain (E. Geo/C)</u></p>	Replaced concepts with specificity for regions
(38)	<p><del>Regions of Study. Europe:</del> <u>The student understands the population geography of Europe</u></p>	<u>3 Lessons</u>
(A)	<p><del>a. Describe human and physical features including industrial corridors and access to major rivers that influence the size and distribution of settlements in Europe (Geo/C. G/Civ)</del></p>	Tailored to the region
(B)	<p><del>b. Trace Explain the effects of innovation and technology on patterns of human settlement including the the Channel Tunnel and high speed rail networks metallurgy, agricultural tools, navigational improvements, and weapons. (H. Geo/C)</del></p>	Explain is a more measurable verb, Metallurgy, agricultural tools, navigational improvements, and weapons replaced with specificity
(C)	<p><del>c. Compare Analyze push and or pull forces that, including political, economic, social, and environmental conditions, affect human migration patterns including the high cost of urban living, availability of high-speed rail transportation, and economic opportunities (E. G/Civ)</del></p>	Replaced concepts with specificity
(39)	<p><del>Regions of Study. Europe</del> <u>The student understands the Economic and Political Geography of Europe.</u></p>	<u>2 Lessons</u>
(A)	<p><del>a. Identify the Categorize the primary, secondary, economic activities including subsistence and commercial agriculture, domesticated animals) including cottage and commercial industrialization), tertiary including sales and services, or quaternary economic activities of Europe including tourism and high-tech manufacturing data driven decisions. (E)</del></p>	Reduced to
(B)	<p><del>b. Assess Explain advantages and disadvantages of the participation by European sovereign states and international organizations, treaties, and obligations including the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ)</del></p>	
(40)	<p><del>Regions of Study. Europe:</del> <u>The student understands the Cultural Geography of Europe</u></p>	<u>3 Lessons</u>
(A)	<p><del>a. analyze Explain cultural convergence and divergence caused by migration, war, and trade, innovations, and diffusion including political and economic integration brought about by the European Union (E. Geo/C)</del></p>	War better suits other regions Reduced to an essential SE

Citation	Work Group B DRAFT	Comments
(B)	b. <del>analyze</del> <u>Explain the cultural convergence and divergence in Europe caused by migration, war, trade, innovations, and diffusion; including linguistic sovereignty (H. Geo/C)</u>	Replaced concepts with specificity
(C)	c. <u>Analyze visual sources of Europe to identify components of cultural landscape (e.g. including architecture, land use, signage, public art, monuments, place names influence by historical civilizations (Geo/C)</u>	

WORKING DOCUMENT

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

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 Weeks x 5 Days per week 45 minutes per day Estimate of Available Instructional Time: 160 Lessons (120 hours) Estimate of Instructional Time Needed: 252 Lessons (189 hours) <u>WGB Estimated Instructional Time Needed:</u> <u>153 Lessons (114.75 hours)</u>
(b)	Introduction. <u>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 will consist 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.</u>	
(c)	Knowledge and Skills.	
(1)	<b>Origins and Civilizations.</b> The student understands the origins of humanity and the history of ancient civilizations. The student is expected to:	<del>8</del> <u>3</u> Lessons (6 hours)
(A)	Identify <u>the characteristics of Pre-History &amp; History.</u> <del>the origins of human beings in Africa.</del> (H)	Foundational to a history class (not an anthropology class)
(B)	<del>Explain</del> Describe the <u>impacts of the Neolithic Revolution.</u> (H, Geo/C, E)	Added Specificity
(C)	Compare major characteristics of <u>River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica.</u> (Geo/C)	Added Specificity
(D)	<del>Research using</del> Define <u>primary and secondary historical resources</u> and geographic <u>tools used by historians.</u> (S)	History Skills
(2)	<b>Classical World and Foundational Ideas.</b> The student understands roots of Western Civilization in ancient Israel. The student is expected to:	<del>3</del> <u>4</u> Lessons ( <del>2-25</del> <u>3</u> hours)

Citation	Work Group B Draft TEKS	Comments
(A)	Describe <u>the historical development of Ancient Israel, including <del>Ancient Israelites</del> the roots of Judaism, the Exodus story, and Decalogue, and the establishment of the kingdoms (Israel &amp; Judah).</u> (H, G/Civ, Geo/C, E)	<u>For specificity, the Exodus story is a major current beginning in early US history, and it is foundational</u>
(B)	<u>Identify the contributions of ancient Hebrews including monotheism, biblical text, moral and ethical teachings, and their application to which influenced the development of the Western Civilization and specifically, the United States.</u> (H, G/Civ, Geo/C)	<u>Specificity and focus on Western Civ. The content needs specific references to contributions that had been missing.</u>
(3)	<b>Classical World and Foundational Ideas.</b> The student understands roots of Western Civilization in ancient Greece. The student is expected to:	<del>12</del> 8 Lessons ( <del>9</del> 6 hours)
(A)	<del>Examine</del> <u>Explain how the physical geography of Greece and its role in the influenced the development of Greek civilizations including the Greek city states.</u> (H, G/Civ, Geo/C, E)	<u>Clarity and Foundational Content</u>
(AB)	<del>Examine Greece's foundational role in Western political ideals and institutions including Athens and Sparta by analyzing models of government and the democratic processes.</del> (H, G/Civ)  <u>Compare the foundational role of Athens and Sparta in the development of Western political thought including government and democratic processes.</u>	The Founders of the U.S. disliked Athenian democracy and favored the Spartan mixed system of government.
(B)	<del>Evaluate Explain the causes, course, and consequences of political and military events including Persian Wars, Peloponnesian Wars, Hellenistic empires, and the spread of Greek culture.</del> (H, G/Civ, Geo/C)	<u>The content is too complex. Students should make observations not conclusions.</u> <u>Simplified in 4 SEs below</u>
(C)	<u>Describe the establishment of the Athenian empire as a result of the Persian War including the battles of Marathon and Salamis.</u>	<u>These SEs were created to simplify the wars above.</u>
(D)	<u>Describe the role the Spartans played in the Persian War in the Battle of Thermopylae.</u>	
(E)	<u>Describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire.</u>	
(F)	<u>Explain how Alexander the Great's conquest led spread Hellenistic culture including language.</u>	

Citation	Work Group B Draft TEKS	Comments
(E) (G)	<del>Assess</del> Describe important <del>achievements</del> contributions of Greek civilizations <del>including philosophy, science and mathematics, government, the arts, architecture, and history to Western civilizations and the United States.</del> (H, G/Civ, Geo/C, S)	<u>Add specificity and the influence on Western Civilization.</u>
(D) (H)	<del>Examine Analyze–Contrast</del> ancient <del>Greek political systems including Athens and Sparta. Greece by analyzing using primary sources including excerpts from Pericles’ Funeral Oration and Plato’s Republic, and identify Greek culture using secondary sources including images of the Parthenon and the theater at Epidaurus, patterns of continuity and change over time to explain historical transformation.</del> (H, G/Civ, Geo/C, S)	<u>NOTE: Intention here is for students to use primary sources to teach this and this is ELA specific. Add specificity, using primary and secondary sources, and these sources are influential to U.S. history. The specificity references themes in primary sources.</u>
(4)	<b>Classical World and Foundational Ideas.</b> The student understands roots of Western Civilization in ancient Rome. The student is expected to:	<del>10</del> 8 Lessons ( <del>7.5</del> 6 hours)
(A)	<del>Examine</del> Describe the <del>foundation and the development of Roman Republic, Rome an Republic including the downfall of kings and the rise of the republic, to the development of republican self-government by analyzing models of democratic processes.</del> (H, G/Civ, Geo/C, E, S)	_Clarity
(B)	Explain the <del>origin, growth, and long life</del> course of the Roman Empire <u>Including the Punic Wars, civil wars and Imperial Rome.</u> (H, G/Civ, Geo/C, E, S)	Clarity
(C)	Assess contributions of <u>the Romans to Western civilizations and the United States including republicanism, Roman law, architecture and transmission of Greek culture and arts.</u> (G/Civ, Geo/C)	<u>Add specificity and the influence on Western Civilization.</u>
(D)	<del>Examine Analyze–</del> Explain the idea of self-governance in ancient Roman texts <u>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, by analyzing patterns of continuity and change over time to explain historical transformation.</u> <del>including excerpts from Livy’s story of Cincinnatus, Polybius’ Histories book 6 (section 57&amp;58), and secondary stories about Cicero.</del> (H, S)	<u>Add specificity and the influence on Western Civilization.</u>
(5)	<b>Classical World and Foundational Ideas.</b> The student understands roots of Western Civilization in Christianity. The student is expected to:	4 Lessons (3 hours) <u>No change</u>
(A)	Describe <u>the origins of Christianity, foundational beliefs from the Old and New Testaments including the influence on morality in the West,</u> and early growth of Christianity. (H, Geo/C)	<u>Clarity</u>

Citation	Work Group B Draft TEKS	Comments
(B)	<del>Examine</del> Describe the persecution of Christians in the Roman empire beginning with Nero and explain the effects of the legalization of Christianity in the Roman empire including <del>Constantine</del> . The Edict of Milan, the debates in the First Council of Nicaea, and The Nicene Creed. (H, G/Civ, Geo/C, S)	Clarity
(C)	<del>Assess</del> Identify the contributions of Christianity to Western Civilization and early America including the Christianization of the Roman Empire including the universality of human dignity, influencing all realms of the near east, North Africa, and early European societies (political, cultural, social, economic). (H, G/Civ, Geo/C, E, S)	Clarity and Specificity: Needed contribution to Western civilization. all of these societies come out of Roman Empire. Assess not measurable.
(6)	<b>Classical World and Foundational Ideas.</b> The student understands ancient Indian Civilization. The student is expected to:	9.4 Lessons (6.75 3 hours)
(A)	Describe significant beliefs of Hinduism including found in central religious texts including the Vedas and Upanishads, and Shastras. (Geo/C)	Consistency within the TEKS
(B)	Describe significant beliefs of Buddhism including the Four Noble Truths and the Eightfold Path. (Geo/C)	
(C)	<del>Analyze</del> Explain important aspects of Indian history including Monsoon agriculture, Maurya and Gupta empires, and Indian mathematics. by assessing the impact of historical transformations on societies, economies, and political systems. (H, G/Civ, Geo/C, E, S)	Consistency and Concision
(7)	<b>Classical World and Foundational Ideas.</b> The student understands ancient Chinese civilization. The student is expected to:	7.4 Lessons (5.25 3 hours)
(A)	Describe significant beliefs of Confucianism including teachings from found in the Analects. (Geo/C)	Clarity
(B)	<del>Analyze</del> important political, economic, and cultural aspects of the Qin, Han, and Tang dynasties including conquest of Southern China, diffusion of Buddhism, the inventions of the compass, gunpowder, and printing by assessing the impact of historical transformations on societies, economies, and political systems. (H, G/Civ, Geo/C, E, S)	Clarity
(C)	Identify Qin, Han, and Tang dynasties in China on maps. (Geo/C, S)	These have been moved from above to here to streamline and add specificity.
(D)	Describe the diffusion of Buddhism including trade along the Silk Road. (Geo/C)	

Citation	Work Group B Draft TEKS	Comments
(E)	<u>Explain how the <i>compass, gunpowder, and printing transformed societies.</i> (H, E, Geo/C)</u>	
(8)	<b>Faith, Empires, and Medieval Transformations.</b> The student understands the Early Middle Ages <del>in Europe</del> from 476-1000. The student is expected to:	98 Lessons (6.75 hours)
(A)	<del>Explore Byzantine history including the Code of Justinian.</del> <u>Explain the contributions of the Byzantine Empire including the preservation ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia.</u> (H, G/Civ, Geo/C)	<u>Clarity and Specificity</u>
(B)	Describe the <del>growth and</del> influence of Christianity in medieval society including <del>monasteries, monasticism, missionary activity, hospitals and orphanages.</del> (H,Geo/C)	<u>Clarity and Specificity</u>
(C)	<del>Explore-Describe developments in the-Latin West to Viking Era including Charlemagne and Christian and Islamic conflicts, the rise of the Holy Roman Empire, and the Viking Era.</del> (H, G/Civ, Geo/C, E)	<u>Clarity and Specificity</u>
(D)	<del>Explore the Latin West by analyzing available historical sources. The student understands</del> Explain the significant beliefs of Islam <u>in central religious texts including founding and central features including the Qur'an.</u> <del>The student is expected to:</del> (Geo/C)	<u>Clarity and Specificity</u>
(E)	<u>Describe the reasons for the expansion of Islam and name contributions including algebra and astronomy.</u> (H, G/Civ, Geo/C, E)	<u>Clarity and Specificity</u>
<del>(9)</del> (F)	<del>Examine-Explain the interaction of Islam with Europe in the early Middle Ages by using primary sources including excerpts from The Chronicle of 754 and The Pact of Umar, including Battle of the Tours.</del> (H, S)	7 Lessons (5.25 hours) <u>Clarity and Specificity</u> <u>Mandating teaching of primary sources is ELA, changing to this</u>
<del>(9)</del>		
<del>(10)</del> (9)	<b>Faith, Empires, and Medieval Transformations.</b> The student understands the High Middle Ages <del>in Europe</del> from 1000-1300. The student is expected to:	10 8 Lessons (7.5 6 hours)
(A)	<del>Analyze Describe the political and economic</del> <u>developments of Medieval Europe including the rise of Feudalism and The Norman Conquest, The Reconquista, and the Crusades.</u> (H, G/Civ, Geo/C, E)	<u>Clarity to focus on</u>
(B)	<u>Describe conflicts involving Europe including <del>and</del>The Reconquista, and the Crusades.</u>	<u>Pull out events related to relationship of Europe to Islam</u>

Citation	Work Group B Draft TEKS	Comments
(B) (C)	<del>Analyze Explain religious, intellectual and cultural</del> developments of <u>Western Civilization</u> including <u>The Great Schism of (1054) between eastern and western Christian church</u> , Roman and canon law, <del>and</del> Romanesque <u>and</u> Gothic architecture, <u>and the creation of universities.</u> (H, G/Civ, Geo/C)	<u>Clarity</u>
(C) (D)	Describe <del>and evaluate technological, military, and economic</del> developments including windmills and watermills, armored knights and crossbows <del>analyzing sources of economic information.</del> (H, G/Civ, Geo/C, E)	<u>Clarity</u>
(D) (E)	Compare European and Japanese Feudalism including knights and samurai <u>using Describe the High Middle Ages by corroborating historical accounts by comparing multiple documents.</u> (H, G/Civ, Geo/C, E, S)	Clarity
<del>(12)</del> -(10)	<b>Faith, Empires, and Medieval Transformations.</b> The student understands the Late Middle Ages from 1300-1450. The student is expected to:	<del>10</del> <u>9</u> Lessons ( <del>7.5</del> <u>6.75</u> hours)
(A)	Analyze developments in medieval English legal <del>and constitutional</del> history including common law, Parliament, habeas corpus, and private property rights <u>and their influence on Western civilization and the United States.</u> (H, G/Civ, S)	<u>Clarity; emphasis on Western civilization and US history</u>
(B)	Describe <del>and evaluate political, religious, military, technological, social, and economic</del> <u>social</u> developments including Babylonian <u>Captivity and Black Death</u> , military developments <del>including during the 100 Years War and including disciplined infantry, and technological developments including</del> gunpowder <u>and</u> cannon. <del>and disciplined infantry.</del> (H, G/Civ, Geo/C, E, S)	
(C)	Explain <u>the</u> decline of Byzantium in the 14th and 15th centuries including the rise of the Ottoman Empire <u>and Islamic slave trade</u> <u>and</u> the capture of Constantinople in 1453, <del>and Islamic slave trade.</del> (H, G/Civ, Geo/C, E)	<u>Leave Islamic slave trade for contextual relevance</u>
(D)	Analyze <u>the influence of the Magna Carta on Western Civilization including the rights of citizens, historical documents by examining their purpose audience and circumstances</u> including <del>feudalism the Magna Carta and readings on the Black Death.</del> (H, G/Civ, Geo/C, S)	<u>Specificity</u> <u>This is ELA. Changed to mirror intent</u>
(11)	<b>Faith, Empires, and Medieval Transformations.</b> The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:	<del>4</del> <u>7</u> Lessons ( <del>35.25</del> hours)
(A)	Describe key aspects of Indian history including the Mughal Empire and <u>Indo-Persian culture, religious toleration.</u> (H, G/Civ, Geo/C)	<u>Restored per the Content Advisor recommendations.</u>

Citation	Work Group B Draft TEKS	Comments
(B)	Describe <u>cultural development including the Song Dynasty and Neo-Confucianism and economic development including of Chinese history including the Song Dynasty, printed money and the Silk Road, and Neo-Confucianism.</u> <del>Of on</del> <u>Chinese history</u> . (H, G/Civ, Geo/C, E)	Clarity and specificity
(C)	<u>Describe how the Mongol Conquest unified of China and its the effects on Chinese society, politics, economy and religion.</u> (H, G/Civ, Geo/C, E)	Clarity and specificity
<del>(D)</del>	<del>Examine Indian and Chinese civilizations by utilizing reasoning skills such as sequencing, evaluating evidence, and contextualization.</del>	Redundancy
(12)	<b>Renaissance to Global Interaction. Renaissance and the Reformation.</b> <u>The student understands the influence of the Renaissance on Western Civilization. The student is expected to:</u>	9 Lessons (6.75 hours) <u>No change</u>
(A)	Identify <u>characteristics in the</u> <del>and evaluate the origins and</del> development of the Renaissance including the arts, <u>architecture, The Gutenberg Press,</u> and <u>explain how this led to</u> the expansion of knowledge. (H, Geo/C)	<u>Conforming language.</u>
(B)	Identify <del>and evaluate</del> the origins <u>of the Protestant Reformation including the 95 Theses</u> and effects of the Protestant Reformation <del>and</del> <u>including</u> the Catholic Counter Reformation <del>including Martin Luther and the printing press</del> (H, Geo/C, S)	Conforming language.
(C)	<del>Identify and evaluate</del> <u>Describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church including</u> <del>including political and religious influences on</del> <u>The Great Peasants' War, The French Wars of Religion, and the Thirty Years War and their consequences.</u> <del>politics and religion in the wars among European nations in the 16th and 17th centuries.</del> (H, G/Civ, Geo/C, E, S)	Specificity Rationale: clarity
(D)	<u>Identify Renaissance elements in art including The Duomo, The Mona Lisa, The Pieta, and The School of Athens using pictures.</u> (G/Civ) <del>Investigate aspects of the Renaissance using primary and secondary resources to create an original project or presentation. Apply inquiry and research methods to craft evidence-based analysis by locating and researching a variety of relevant sources about the Renaissance.</del> (H, G/Civ, Geo/C, E, S)	Clarity and concision. Rationale: measurable and specific. There was no way to accomplish or test this in its original form. Providing these examples of art will offer teachers the opportunity to create projects
<del>(13)</del> (14)	<b>Renaissance to Global Interaction.</b> The student understands <u>The Scientific Revolution</u> and Enlightenment. The student is expected to:	<del>4</del> 9 Lessons ( <del>36.75</del> hours)

Citation	Work Group B Draft TEKS	Comments
(A)	Describe the innovations of the Scientific Revolution including the Heliocentric Model, Laws of Motion and Gravitation, <del>Examine The Scientific Revolution and</del> the scientific method, and calculus. <del>including Francis Bacon, Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, and Isaac Newton.</del> (H. Geo/C.)	Consistency – the entire document doesn't reference names so therefore, they are removed across the document.
(B)	<del>Explore</del> <del>Examine</del> <u>Explain</u> key ideas <u>and philosophies</u> of the Enlightenment including primacy of reason <u>over superstition</u> , <del>and</del> natural rights, and <del>their</del> <u>describe the</u> impact on political thought. <del>and models of government.</del> (H. G/Civ, Geo/C, E)	Specificity and consistency w/ (A)
(C)	<del>Apply foundational language skills to engage in meaningful and respectful discourse about the Renaissance.</del>	Should be an implied skill.
(14)5	<b>Renaissance to Global Interaction.</b> The student understands political developments in Europe from 1500-1800. <del>including consolidation of political power in nation states ruled by monarchs, rise of Russian Empire, England's intensifying fiscal and commercial innovation.</del> The student is expected to:	45 Lessons (33.75 hours)
(A)	<u>Describe the consolidation of nation-states ruled by European Monarchs, including the Treaty of Westphalia.</u> <del>Organize and evaluate causes, key events, and consequences of the rise of English liberty including English Civil War, Glorious Revolution, English Bill of Rights and analyze how point of view and frame of reference in historical sources influence the perspectives they present.</del> (H. G/Civ, Geo/C, E)	Recommended by Dr. Simon. Emphasis on breaking down Key Topics to appropriate number of Subtopics.
(B)	<del>Trace</del> <u>Compare the rise of the Russian Empire to other European monarchies including Westernization.</u> (H. G/Civ, Geo/C, E)	Content and context were added to support the Key Topic.
(C)	<del>Organize and evaluate</del> <u>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, and its the influences on which later influenced the United States.</u> (H. G/Civ, Geo/C, S)	Recommended by Dr. Simon. Emphasis on breaking down Key Topics to appropriate number of Subtopics. And, emphasis on influence of U.S. needed.
(15)6	<b>American Civilizations and European Conflicts.</b> The student understands Pre-Columbian civilizations and empires in the Americas. <del>including geography, politics, society, and culture.</del> The student is expected to:	37 Lessons (52.25 hours)
(A)	Identify <del>and compare</del> key political, economic, and cultural aspects of Mesoamerican <u>civilizations from 1300-1520 including Aztec, Incan, and Taino.</u> <del>analyze the impact of geography on society, and analyze historical resources.</del> (H. G/Civ, Geo/C, E, S)	Specificity Remove compare as this is a dense SE with multiple breakouts.

Citation	Work Group B Draft TEKS	Comments
(B)	<u>Analyze the impact of geography on Pre-Columbian civilizations society, and analyze historical resources.</u> (H. Geo/C, E, S)	Organization and emphasis.
(1617)	<b>American Civilizations and European Conflicts.</b> The student understands European expansion from 1500 to 1800. The student is expected to:	<del>12</del> 8 Lessons ( <del>9</del> 6 hours)
(A)	<del>Explain</del> <u>Compare the causes of European exploration of the Americas by Spain, England, France and Portugal. why and how Europe sent explorers including Columbus.</u> (H. G/Civ, Geo/C, E, S)	Amended language to reflect Content Advisor recommendation.
(B)(C)	<del>Locate and describe European expansion in the Americas including the North American colonies. Examine New World slavery and forced labor regimes, American Indian slavery, and Atlantic slave trade by analyze patterns of continuity and change over time to explain causes, evaluate significance, and assessing the impact of historical transformations on societies, economies, and political systems and analyze economic data to explain economic concepts and their consequences. and analyze the impact of geography on society.</del> (Geo/C, E, S)	Reorder chronologically. Simplified. Added Specificity.
(C)(B)	<del>Identify, describe, and Compare the political, economic, and cultural effects of European expansion of empires in the Americas imperial competition over land and resources, conflicts with native peoples, and mixing of cultures. and analyze the impact of geography on society.</del> (H. G/Civ, Geo/C, E, S)	Adding skills It is important for students to have opportunities to learn that European countries strive to have power over one another and the consequences of mixing different cultures and can lead to conflict.
(D)(E)	<u>Describe indentured servitude and slavery as practiced in the Americas by American Indians and Europeans, including the effects of the Atlantic Slave Trade.</u> (H. G/Civ, Geo/C, E)	Clarity and concision: Recognizing that there are many coercive labor systems across world history but focusing specifically on the Americas. For instance the Islamic slave trade was part of an earlier TEK that has been removed and Russian serfdom is part of a later TEK.
(D)	<u>Describe the causes and effects of slavery in the Americas including the effects of the Atlantic Slave Trade.</u>	European slavery in the Americas is specific to the Atlantic Slave Trade
(C)	<del>Identify, describe, and compare European expansion of empires and analyze the impact of geography on society.</del>	

Citation	Work Group B Draft TEKS	Comments
(1718)	<b>Revolution, Industry, Empire, and the Rise of Liberty.</b> The student <u>understands</u> revolution, industry, empire, and the rise of liberty. The student is expected to:	9 8 Lessons (6-75 hours)
(A)	Describe how the ideals of the Enlightenment were used to justify American Independence, the French Revolution, and Latin American independence movements. <u>(H. G/Civ. Geo/C. E. S)</u>	Specificity and reinserted the Revolutionary Wars
(AB)	<del>Explain the causes, course, and consequences. Identify, describe, and evaluate causes, events, and effects.</del> <u>events</u> of the French Revolution including <del>including Enlightenment political thought, Bastille, Bastille, and the execution of Louis XVI.</del> <u>(H. G/Civ. Geo/C. E) the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV.</u>	This story is central to understanding the differences between the American and French revolution in the uniqueness of the American experiment.
(BC)	<del>Examine</del> <u>Explain the Napoleonic Wars and its effects on the Americas including the United States, Haiti, and Mexico. (H. G/Civ. Geo/C. E)</u>	Specificity, Mexico add to connect Mexico and Texas Independence
(CD)	<del>Analyze author, audience, purpose, point of view, and historical context of primary sources</del> <u>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.</u> <del>to evaluate their perspectives of the French Revolution. (H. G/Civ. E. S)</del>	Refocuses around the two very different perspectives of enlightenment thought and led to different outcomes of the revolutions.
(1819)	<b>Revolution, Industry, Empire, and the Rise of Liberty.</b> The student understands the Industrial Revolution and social, <u>economic</u> , and political change from 1800–1914. The student is expected to:	10 6 Lessons (7.5 4.5 hours) “economic” added clarity and significance
(A)	<del>Explore</del> <u>Explain the causes, course, and consequences—development of</u> the Industrial Revolution including factories, new energy sources, <del>coal</del> -urbanization, and the <u>ideals of free enterprise economics. (H. G/Civ. Geo/C. E)</u>	Specificity and following the State’s statute to include material on free enterprise economics.
(B)	<del>Examine</del> <u>Explain free enterprise ideals in The Wealth of Nations including the Pin Factory example of division of labor, and the concepts of the Invisible Hand and self-interest. Evaluate intellectual, legal, and cultural causes of the industrial revolution including Adam Smith. (H. G/Civ. Geo/C. E. S)</u>	Specificity and following the State’s statute to include material on free enterprise economics.  Note: this is intended to be a study of Adam Smith’s Wealth of Nations. All of these examples are from Wealth of Nations and students should be familiar with this book to fully understand free enterprise.

Citation	Work Group B Draft TEKS	Comments
(C)	<del>Examine</del> Explain the foundation of <del>C</del> communist and <del>S</del> socialist Ideology in <i>The Communist Manifesto</i> including class struggle, the bourgeois and the proletariat, and the abolition of private property. <del>Assess the industrial revolution's social and economic costs and benefits.</del> (H, G/Civ, Geo/C, E, S)	Specificity and examining sources, SB 24, Skills, changed to measurable verb.
(D)	<del>Compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise. Analyze economic data and models to explain economic concepts, issues, or policies to assess the impact of historical transformations on societies and political systems.</del> (G/Civ, Geo/C, E, S)	SB 24
(1920)	<b>Revolution, Industry, Empire, and the Rise of Liberty.</b> The student understands changing political and cultural characteristics of the nineteenth-century Europe. The student is expected to:	14 6 Lessons (10.5 4.5 hours) Clarity
(A)	Describe <del>and analyze</del> political changes in nineteenth-century England including suffrage reform and democratization. <del>the birth of the Labour Party and analyze models of democratic processes such as voting and broader industrial reform.</del> (H, G/Civ, Geo/C, S)	Clarity and Consistency: Labor Party too specific
(B)	Describe and analyze nineteenth-century France including cycles between empire and republics. (H, G/Civ, S)	
(C)	<del>Trace and assess</del> Explain the causes, <del>course</del> , and consequences of the unifications of Italy and Germany. (H, G/Civ, Geo/C)	Clarity, HS students do not need all of the historical details related to the course of these reunifications
(D)	<del>Trace and assess</del> Explain the causes, <del>course</del> , and consequences of Russia's partially successful nineteenth-century reforms including serf emancipation (1861) and revolutionary movements. (H, G/Civ, Geo/C, E)	Consistency; see note above
(E)	<del>Explore and assess</del> Describe and analyze changing European culture and religion in the 19th century including nationalism, <del>and</del> Romanticism, secularism, and the Catholic response to Liberalism. (H, G/Civ, Geo/C, S)	Clarity and Consistency
(2021)	<b>Revolution, Industry, Empire, and the Rise of Liberty.</b> The student understands European imperial expansion. The student is expected to:	10 6 Lessons (7.5 4.5 hours) Clarity
(A)	<del>Describe and evaluate</del> Explain nineteenth-century developments in Latin America including the Napoleonic invasion of Spain and Independence of the Latin American republics. (H, G/Civ, Geo/C, E)	Consistency and Clarifying development

Citation	Work Group B Draft TEKS	Comments
(B)	<del>Describe and evaluate</del> Explain the height of British imperialism including the British Commonwealth and Apogee of British Raj. (H, G/Civ, Geo/C, E)	Following CA recommendation
(C)	Locate and describe <del>and evaluate</del> imperial expansion in nineteenth-century East Asia including southeast Asia and Oceania. (H, G/Civ, Geo/C, E, S)	Skills and concision
(D)	Explain the causes and effects of <del>Describe and evaluate</del> imperial expansion in nineteenth-century Africa including the Berlin Conference. (H, G/Civ, Geo/C, E)	Specificity
(E)	Analyze political cartoons dealing with 19 <sup>th</sup> century Imperialism, emphasizing how point of view as it relates to cultural perspectives including Scramble for Africa and Sphere of Influence. <del>and frame of reference in historical sources influence the perspectives they present and explain how these perspectives shape understanding of past events related to the revolution, industry, empire, and the rise of liberty.</del> (H, G/Civ, Geo/C, E, S)	Skills and cartoons are fun
(2122)	<b>World Wars and Global Crisis.</b> The student understands World War I. The student is expected to:	<del>10</del> 6 Lessons ( <del>7.5</del> 4.5 hours)
(A)	<del>Describe and evaluate</del> Explain the causes of World War 1 including imperial competition, alliances, nationalism, <u>and</u> militarism. <del>and the assassination of Franz Ferdinand.</del> (H, G/Civ, E, S)	Fits better with the events
(B)	Identify and <del>examine</del> describe events and innovations of World War I <u>including</u> key battles, types of warfare, and medical advancements. (H, G/Civ, Geo/C, E, S)	Clarity, Specificity, Concision
(C)	<del>Evaluate</del> <u>Explain</u> results of World War I including <u>the</u> Treaty of Versailles, Sykes-Picot Agreement, changes in territory, and Remembrance days. (H, G/Civ, Geo/C, E, S)	Clarity, Specificity, Concision Measurable verb added
(D)	Explain the causes and consequences of the <del>Identify and examine</del> Russian Revolution including the Bolshevik <u>elimination</u> of the monarchy. (H, G/Civ, Geo/C, E)	Clarity, Specificity, Concision
(E)	<del>Analyze</del> Use maps to explain territorial changes as a result of WW1 including Europe, the Middle East, and Africa <del>the author, audience, purpose, and historical context of primary sources to evaluate their perspective, reliability, and utility for answering historical questions related to World War 1.</del> (H, G/Civ, Geo/C, S)	Skill
(2223)	<b>World Wars and Global Crisis.</b> The student understands the interwar global crisis in <del>interwar</del> Western Europe. The student is expected to:	<del>10</del> 6 Lessons ( <del>7.5</del> 4.5 hours)

Citation	Work Group B Draft TEKS	Comments
(A)	<del>Examine and Explain</del> Compare the global depression of the 1930's in the United States and Germany <u>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. including analyzing using economic data and models. to explain economic concepts, issues, or policies.</u> (H. G/Civ. Geo/C. E. S)	Concision and measurable on assessments
(B)	Compare <del>and evaluate</del> the rise of <u>authoritarianism and totalitarianism including fascism and Nazism. in Italy and Germany.</u> (H. G/Civ. Geo/C. E. S)	Concision & Clarity
(C)	<del>Explore and analyze</del> Describe actions of the Soviet <u>Union communism</u> to 1945 including <u>collectivization, the Holodomor (Ukrainian Genocide) and Stalin's Great Terror.</u> (H. G/Civ. Geo/C. E)	Concision, SB 24
(D)	<del>Describe how</del> <u>Analyze historical documents and images from the World Wars interwar period to explain the spread of political ideologies including fascism, Nazism, and communism used propaganda, public shaming, censorship, and forced conformity to maintain control. y examining the authors, purpose, audience, and circumstances and how these factors shape the information the source provides.</u> (H. G/Civ. Geo/C. E. S)	Specify and addressing SB 24. Used language specific to bill.
(2324)	<b>World Wars and Global Crisis.</b> The student understands India and China <u>from 1900</u> <del>1918</del> to 1945. The student is expected to:	6 2 Lessons (4.5 1.5 hours) Accuracy of dates
(A)	Describe <del>and analyze</del> the characteristics of Indian nationalism <u>including the Congress Party and All-India Muslim League.</u> (H. G/Civ. Geo/C)	Per CA recommendation
(B)	Explain the conflict in <del>Describe and analyze</del> China <u>including struggles</u> between Nationalists and the Chinese Communist Party <u>and its consequences.</u> (H. G/Civ. Geo/C. E)	Students tie to Taiwan
(C)	<del>Describe India and China by utilizing reasoning skills such as sequencing and contextualization.</del>	Previous content sufficient
(2425)	<b>World Wars and Global Crisis.</b> The student understands World War II. The student is expected to:	7 6 Lessons (5.25 4.5 hours)
(A)	Explain the causes of World War II <u>including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, economic depression, and the specific causes for the US entry into the war.</u> <del>Describe and evaluate causes and key events including Pearl Harbor, D Day, and the Atomic Bomb.</del> (H. G/Civ. Geo/C. E)	Specificity

Citation	Work Group B Draft TEKS	Comments
(B)	Identify and <del>examine</del> describe events and innovations of World War II including key battles, types of warfare, and medical advancements. <del>Analyze causes and consequences of the Holocaust including Nazi genocide of the Jews</del> (H, G/Civ, Geo/C)	Consistency
(C)	<del>Evaluate World War II by evaluating the author, audience, purpose, and historical context of primary sources to evaluate their perspective, reliability, and utility for answering historical questions and analyzing the impact of geographic patterns and processes on issues and events.</del> <del>Analyze</del> 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)	Moved to follow consequences
(D)	<del>Evaluate</del> Analyze World War II war propaganda including images, media, and song lyrics, <del>by evaluating the author, audience, purpose, and historical context of primary sources to evaluate their perspective, reliability, and utility. for answering historical questions and analyzing the impact of geographic patterns and processes on issues and events</del> (H, G/Civ, Geo/C, E, S)	Skill
(2526)	<b>The Cold War, Decolonization, and Global Institutions.</b> The student understands Europe from 1945-1991. The student is expected to:	9 4 Lessons ( <del>6.75</del> 3 hours)
(A)	<del>Identify and evaluate</del> 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)	Specificity and tie to US arms and space race
(B)	<del>Analyze</del> Describe Western Europe's postwar history including <del>the impact of the Truman Doctrine and</del> the Marshall Plan, American-led free trade system, and <del>the creation of international organizations including the United Nations, North Atlantic Treaty Organization (NATO) and the</del> European Union. (H, G/Civ, Geo/C, E, S)	Specificity and US perspectives
(C)	<del>Identify and assess</del> Explain the key causes of the <del>USSR's</del> Soviet Union's decay including glasnost and perestroik. (H, G/Civ, Geo/C, E)	Concision
(D)	Explain the final collapse of the Soviet empire <del>in</del> after the fall of the Berlin Wall. (H, G/Civ, Geo/C, E)	Clarity

Citation	Work Group B Draft TEKS	Comments
(E)	<p><del>Compare perspectives of the Cold War using excerpts from Vaclav Havel’s essay “The Power of the Powerless” and Ronald Reagan’s speech “A Time for Choosing.” Evaluate the Cold War, decolonization, and global institutions by utilizing reasoning skills such as sequencing and contextualization; Analyze patterns of continuity changes over time to assess the impact of historical transformation on societies. (H, G/Civ, Geo/C, E, S)</del></p> <p><u>Contrast the outcomes of the Soviet Cold War with the United States including views on the dignity of the individual to the state.</u></p>	Removed for time at end of school year and replaced with the themes of these two primary sources in a concise way keeps the intent of the original.
(2627)	<b>The Cold War, Decolonization, and Global Institutions.</b> The student understands world events and developments from 1945-1991. The student is expected to:	<del>10</del> 6 Lessons ( <del>7.5</del> 4.5 hours)
(A)	Explain <del>and analyze</del> the history of <u>the Communist Regime in China</u> including the Communist Revolution (1949), the Great Leap Forward, mass famine, the Cultural Revolution, <del>Jiang Qing, Red Guards,</del> and labor camps. (H, G/Civ, Geo/C, E)	Too specific, SB 24
(B)	Explain <del>and analyze</del> how the <u>relationship between postwar Japan and the United States including diplomatic and military alliance with the United States led to rapid technological and economic growth in Japan.</u> (H, G/Civ, Geo/C, E)	Per CA recommendation
(C)	Explain <del>and analyze</del> the history of India and Pakistan including <u>the end of the British Raj and the Partition of India.</u> (H, G/Civ, Geo/C, E)	Per CA recommendation
(D)	<u>Explain the rise of Communism through guerrilla warfare in Latin America and its consequences including Cuba and Nicaragua.</u> (H, G/Civ, Geo/C, E)	Per SB 24
(E)	<u>Explain the rise of Communism in Southeast Asia and its consequences including Vietnam and the Khmer Rouge in Cambodia.</u> (H, G/Civ, Geo/C, E)	Per SB 24
(DE)	Explain <del>and analyze major events of the European retreat from empire,</del> <u>the political developments in Africa including decolonization and its consequences, and the fall of apartheid in South Africa–and Nelson Mandela–</u> (H, G/Civ, Geo/C, E)	Clarity
(2728)	<b>Terrorism and Globalization.</b> The student understands world history since the fall of the Soviet Union to 2016. The student is expected to:	<del>15</del> 5 Lessons ( <del>11.5</del> 3.75 hours)
(A)	<del>Outline Europe’s history since 1991 including the European Union and NATO.</del>	Addressed in prior SE
(BA) B	<del>Examine</del> <u>Explain the political, economic, and cultural developments in China and Russia since 1991 history since Mao’s death including Tiananmen Square Massacre, that contributed to their rise to great power rivalry as a world power with the United States.</u> (H, G/Civ, Geo/C, E)	Specificity

Citation	Work Group B Draft TEKS	Comments
A	<u>Identify rise of world powers after the fall of the Soviet Union including People’s Republic of China, the Russian Federation and their competition with the United States.</u>	Break apart in 2 SE’s to accomplish intent.
(C)	Explain the rise of radical Islam including Iranian proxies <del>Revolution</del> , terrorism, Al Qaeda, 9/11 <u>and ISIS.</u> (H. G/Civ. Geo/C)	Clarity; Rec: inclusion of Iranian Revolution despite outside of timeframe
(D)	Explain <del>and analyze</del> America’s response to the 9-11 terrorist attack including <u>the wars in Iraq and Afghanistan, the Patriot Act, and the Department of Homeland Security.</u> (H. G/Civ. Geo/C, S)	Clarity
(E)	<del>Explore contemporary global trends.</del>	Too broad
(F)	<u>Analyze the impact of globalization since 1991 including the opening of new economic markets and the advent of the Internet.</u> <del>Apply inquiry and research methods to craft evidence-based analysis by locating and researching a variety of relevant sources related to terrorism and globalization.</del> (H. G/Civ. Geo/C, E, S)	Clarity, Terrorism addressed in prior SE

§113.31 Foundations of Economics ~~with Emphasis on the Free Enterprise System and Its Benefits~~ (One Credit), Adopted 2026.

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 Weeks x 5 Days per week 45 minutes per day Estimate of Available Instructional Time: 160 Lessons (120 hours) <del>Estimate of Instructional Time Needed: 146 Lessons (109.5 hours)</del> <u>WGB Estimate of Instructional Time Needed: 165 Lessons (123.75 hours)</u>
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>Foundations of Economics</u> <del>with Emphasis on the Free Enterprise System and Its Benefits</del> is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.	Work Group B Course Overview New Intro
(d)	Knowledge and skills.	
(1)	<b>History of Economic Thought.</b> The student understands economics <del>within historical philosophies</del> . The student is expected to:	<del>25 Lesson (18.75 hours)</del> for all History of Economic Thought units. <u>4 Lessons (3 hours)</u>
(A)	<del>Explain the relationship of virtue, character, and individual economic endeavors in historical philosophies.</del> <u>Define economics. (E)</u>	Need a common definition as an introduction to the course.

Citation	Work Group B Draft TEKS	Comments
(B)	<u>Identify the relationship between <i>virtue, character, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament.</i> (E, H, S)</u>	Adding specificity.
(2)	<b>History of Economic Thought.</b> The student understands the economics of mercantilism and economic nationalism. The student is expected to:	<u>3 Lessons (2.25 hours)</u>
(A)	Compare mercantilism <del>to</del> economic nationalism by using primary and secondary sources. (E, H, G/Civ, S)	Clarification of compare expectation
(3)	<b>History of Economic Thought.</b> The student understands Classical economics. The student is expected to:	<u>6 Lessons (4.5 hours)</u>
(A)	Describe Classical economics. (E)	
(B)	Summarize the economic theories of Adam Smith <del>and Alexis de Tocqueville</del> by using primary and secondary sources. (E, H, G/Civ, S)	Breakout
(C)	<u>Summarize the economic theories of <i>Alexis de Tocqueville</i> by using excerpts from <i>Democracy in America.</i> (E, H, G/Civ, S)</u>	Breakout
(D)	<u>Interpret the relationship between <i>virtue, character, and individual economic endeavors in Classical economics.</i> (E, H, G/Civ, S)</u>	Adding specificity. Did not break out because the SE is to interpret the relationship of all three concepts to each other.
(4)	<b>History of Economic Thought.</b> The student understands the economics of Socialism and Communism. The student is expected to:	<u>6 Lessons (4.5 hours)</u>
(A)	Describe and compare Socialism and Communism. (E)	
(B)	Summarize the economic theories of Karl Marx <del>and Friedrich Engels</del> by using primary and secondary sources. (E, H, G/Civ, S)	Breakout
(C)	<u>Summarize the economic theories of <i>Friedrich Engels</i> by using primary and secondary sources. (E, H, G/Civ, S)</u>	Breakout
(D)	<u>Interpret the relationship between <i>virtue, character, and individual economic endeavors in Socialism and Communism.</i> (E, H, G/Civ, S)</u>	Adding specificity. Did not break out because the SE is to interpret the relationship of all three concepts to each other.
(6)	<b>History of Economic Thought.</b> The student understands Neoclassical economics. The student is expected to:	<u>6 Lessons (4.5 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Describe Neoclassical economics. <u>(E)</u>	
(B)	Summarize the economic theories of Friedrich Hayek, <del>and Milton Friedman, and Thomas Sewell</del> by using primary and secondary sources. <u>(E, H, G/Civ, S)</u>	Removing non-essential content. Breakout.
<u>(C)</u>	<u>Summarize the economic theories of Milton Friedman by using primary and secondary sources. (E, H, G/Civ, S)</u>	Breakout.
<u>(D)</u>	<u>Interpret the relationship between virtue, character, and individual economic endeavors in Neoclassical economics. (E, H, G/Civ, S)</u>	Adding specificity. Did not break out because the SE is to interpret the relationship of all three concepts to each other.
(7)	<b>History of Economic Thought.</b> The student understands similarities and differences between key economic theories. The student is expected to:	<u>4 Lessons (3 hours)</u>
(A)	Compare the theories of leading Classical, Socialist, Communist, and Neoclassical economists by using primary and secondary sources. <u>(E, H, S)</u>	Did not break out because the SE is to compare the four sets of theories to each other.
(8)	<b>History of Economic Thought.</b> The student understands economic and political freedom. The student is expected to:	<u>4 Lessons (3 hours)</u>
(A)	Analyze the relationship between economic and political freedom using primary and secondary sources. <u>(E, H, G/Civ, S)</u>	
(9)	<b>Scarcity and Opportunity Cost (Micro).</b> The student understands the role of capital in the production of goods and services. The student is expected to:	13 Lessons (9.75 hours) for all Scarcity and Opportunity Cost units. <u>3 Lessons (2.25 hours)</u>
(A)	<del>Understand the Types of capital and why they are necessary for the production of goods and services.</del>	
(B)	Explain <u>that</u> the four factors of production <u>are</u> land, labor, capital, and entrepreneurs. <u>(E)</u>	Refining expectation.
(C)	Explain <u>that</u> <u>the types of capital are</u> physical capital and human capital. <u>(E)</u>	Eliminating redundancy and clarifying order of content; refining expectation.
<u>(D)</u>	<u>Explain how the types of capital produce goods and services. (E, S)</u>	Eliminating redundancy and clarifying order of content
(E)	<del>Explain that the</del> <u>Define</u> types of goods <u>as</u> durable, <del>and</del> non-durable, consumer, and capital. <u>(E)</u>	Clarifying expectation.

Citation	Work Group B Draft TEKS	Comments
(F)	<del>Explain</del> Define services. (E)	Refining expectation.
(10)	<b>Scarcity and Opportunity Cost (Micro).</b> The student understands opportunity in economics. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	<del>Understand the definition of</del> Define economic opportunity. (E)	Improving measurable verb and clarifying concept.
(B)	Explain <u>scarcity in terms of</u> opportunity cost. (E)	Clarifying concept.
(11)	<b>Scarcity and Opportunity Cost (Micro).</b> The student understands the role of producers and consumers <u>as societies</u> in scarcity and opportunity costs. The student is expected to:	<u>7 Lessons (5.25 hours)</u>
(A)	<i>Determine the choices that involve opportunity costs and tradeoffs. (E, S)</i>	Clarifying order of content and expectation. Breakout.
(B)	<i>Model the choices that involve opportunity costs and tradeoffs. (E, S)</i>	Clarifying order of content and expectation. Breakout.
(C)	<i>Describe John Stuart Mill's conception of marginal analysis. (E)</i>	Clarifying order of content.
(D)	Analyze <i>how geographic relationships lead to</i> the choices made by <del>producers and consumers</del> <u>societies</u> when they confront the condition of scarcity, using maps and graphs <del>analyze how geographic relationships lead to these choices.</del> (E, Geo/C, S)	Clarifying expectation
(E)	<del>Analyze-Determine</del> the ways in which <del>producers and consumers</del> <u>societies</u> answer the fundamental economic questions of what to produce, <del>how to produce; and for whom to produce.</del> (E, G/Civ, S)	Clarifying concept. Breakout.
(F)	<u>Determine the ways in which societies answer the fundamental economic question of how to produce.</u> (E, G/Civ, S)	Breakout.
(G)	<u>Determine the ways in which societies answer the fundamental economic question of for whom to produce.</u> (E, G/Civ, S)	Breakout.
(D)	<del>Determine and model the choices that involve opportunity cost and tradeoffs.</del>	Clarifying order of content.
(E)	<del>Describe John Stuart Mill's conception of marginal analysis.</del>	Clarifying order of content.
(12)	<b>Scarcity and Opportunity Cost (Micro).</b> The student understands interest rates. The student is expected to:	<u>4 lessons (3 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Define <del>and describe</del> interest rates. <u>(E)</u>	Clarifying expectation.
(B)	Evaluate the <u>impact of charging interest on</u> <del>effect of interest rates on</del> <u>scarcity and opportunity costs.</u> (E, G/Civ, S)	Adding specificity and measurability to expectation.
(13)	<b>Scarcity and Opportunity Cost (Micro).</b> The student understands the production possibilities curve. The student is expected to:	<u>4 Lessons (3 hours)</u>
(A)	Explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions. <u>(E)</u>	
(B)	<u>Identify the factors that shift</u> <del>Explain the shifters of</del> the production possibilities curve. <u>(E, S)</u>	Clarification of expectation.
(C)	Create a production possibilities curve to analyze the condition of scarcity and opportunity costs. <u>(E, S)</u>	Did not break out because the concepts are connected on the production possibilities curve.
(14)	<b>Supply, Demand and Markets (Micro).</b> The student understands the principles of supply and demand. The student is expected to:	<del>17 lessons (12.75 hours)</del> for all Supply, Demand, and Markets units <u>4 Lessons (3 hours)</u>
(A)	Define the laws of supply and demand. <u>(E)</u>	
(B)	Identify the determinants of supply and demand. <u>(E)</u>	
(C)	Graph supply and demand, <del>including</del> to illustrate movement along the curve <del>to analyze economic data.</del> <u>(E, G/Civ, S)</u>	Clarifying expectation.
(D)	Graph supply and demand, <del>including</del> to illustrate shifts of the curve <del>to analyze economic data.</del> <u>(E, G/Civ, S)</u>	Clarifying expectation.
(E)	<u>Analyze economic data using supply and demand graphs.</u> (E, G/Civ, S)	
(15)	<b>Supply, Demand and Markets (Micro).</b> The student understands Say's Law. The student is expected to:	<u>1 Lesson (.75 hours)</u>
(A)	Define Say's Law (Jean-Baptiste Say). <u>(E)</u>	
(16)	<b>Supply, Demand and Markets (Micro).</b> The student understands the role of buyers and sellers. The student is expected to:	<u>4 Lessons (3 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Explain <del>and assess</del> <u>the role of</u> buyers and sellers <u>in markets.</u> <del>determining roles</del> (E)	Clarification of expectation; breakout.
(B)	<del>Determine and Graph</del> <u>Analyze economic data by graphing equilibrium price on the supply and demand model to analyze economic data.</u> (E, S)  <u>Graph equilibrium price using a supply and demand model.</u> <u>Analyze economic data to determine changes in equilibrium price.</u>	Clarification of expectation
(C)	Explain the circular flow model. (E)	
(17)	<b>Supply, Demand and Markets (Micro).</b> The student understands prices. The student is expected to:	<u>6 Lessons (4.5 hours)</u>
(A)	<del>Categorize and analyze prices.</del>	Removing redundancy.
(B)	Determine the relationship of relative scarcity to prices. (E, S)	
(C)	Interpret price floors <del>and ceilings</del> through the analysis of the supply and demand graph. (E, S)	Breakout
(D)	<u>Interpret price ceilings through the analysis of the supply and demand graph.</u> (E, S)	Breakout
(E)	Interpret surplus <del>and shortage</del> through the analysis of the supply and demand graph. (E, S)	Breakout
(F)	<u>Interpret shortage through the analysis of the supply and demand graph.</u> (E, S)	Breakout
(G)	Explain price elasticity. (E)	
(18)	<b>Supply, Demand and Markets (Micro).</b> The student understands profit. The student is expected to:	<u>1 Lesson (.75 hours)</u>
(A)	Define profit in the market economy. (E, G/Civ)	
(19)	<b>Supply, Demand and Markets (Micro).</b> The student understands business structures. The student is expected to:	<u>4 Lessons (3 hours)</u>
(A)	<del>Understand</del> <u>Describe economic institutions in market economies. by applying research methods to synthesize information from a variety of sources.</u> (E, G/Civ)	Clarification
(B)	<del>Compare and contrast</del> <u>economic institutions in market economies.</u>	Clarification

Citation	Work Group B Draft TEKS	Comments
(C)	Describe monopoly. <a href="#">(E)</a>	
(D)	Describe oligopoly. <a href="#">(E)</a>	
(E)	Describe pure competition. <a href="#">(E)</a>	
(F)	Describe market process. <a href="#">(E)</a>	
(G)	Describe competition. <a href="#">(E)</a>	
(H)	<a href="#">Apply research methods to synthesize information about business structures in market economies using a variety of sources. (E, G/Civ, S)</a>	Clarification
(20)	<b>Decision and Game Theory (Micro).</b> The student understands the fundamentals of the theory of the firm. The student is expected to:	<del>4 Lessons (3 hours)</del> for all Decision and Game Theory units <a href="#">2 Lessons (1.5 hours)</a>
<a href="#">(A)</a>	<a href="#">Define the theory of the firm. (E)</a>	Added for specificity
<a href="#">(B)</a>	Define and apply the law of diminishing returns. <a href="#">(E)</a>	
(21)	<b>Decision and Game Theory (Micro).</b> The student understands the fundamentals of Game Theory. The student is expected to:	<a href="#">3 Lessons (2.25 hours)</a>
<a href="#">(A)</a>	<a href="#">Describe how firms make decisions using game theory. (E, S)</a>	Added for specificity
<a href="#">(B)</a>	Describe short-run one-off game. <a href="#">(E)</a>	
<a href="#">(C)</a>	Describe prisoner's dilemma game. <a href="#">(E)</a>	
<a href="#">(D)</a>	Describe long-run games. <a href="#">(E)</a>	
(22)	<b>Microeconomics of Public Policy (Micro).</b> The student understands public goods and services. The student is expected to:	<del>15 Lessons (11.25 hours)</del> for all Microeconomics of Public Policy units <a href="#">4 Lessons (3 hours)</a>
(A)	Identify public goods and services. <a href="#">(E)</a>	Did not break out because it is a single concept.

Citation	Work Group B Draft TEKS	Comments
(B)	Evaluate how and why <u>individuals make</u> choices <del>are made</del> regarding <u>their use of</u> public goods and services. <u>(E, G/Civ, S)</u>	Adding specificity; did not break out because it is a single concept.
(23)	<b>Microeconomics of Public Policy (Micro).</b> The student understands competition in microeconomics. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	<u>Describe the purpose</u> <del>Evaluate the impact</del> of laws and regulations adopted in the United States to promote competition among firms <del>using primary and secondary sources to analyze patterns of continuity and change over time.</del> <u>(E, G/Civ, S)</u>	Removing non-essential and clarifying expectation. Did not break out because it is a single concept.
(24)	<b>Microeconomics of Public Policy (Micro).</b> The student understands <del>the impact of</del> government controls in microeconomics. The student is expected to:	Clarifying to match adopted topics. <u>3 Lessons (2.25 hours)</u>
(A)	Evaluate the impact of government wages and price controls <u>on individuals</u> and firms. <u>(E, G/Civ, S)</u>	Clarifying expectation; did not break out “wage and price controls” because it is a single concept (controls).
(25)	<b>Microeconomics of Public Policy (Micro).</b> The student understands the moral hazard problem. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	Explain the moral hazard problem <u>in public policy.</u> <u>(E, G/Civ)</u>	Clarifying expectation
(26)	<b>Microeconomics of Public Policy (Micro).</b> The student understands <u>“Natural”</u> monopolies. The student is expected to:	Clarifying KS to align with topics <u>3 Lessons (2.25 hours)</u>
(A)	<del>Understand “natural” monopolies by using maps and graphs to</del> Analyze how geographic relationships lead to “Natural” monopolies <del>using maps and graphs.</del> <u>(E, Geo/C, S)</u> <u>Analyze how geographic factors contribute to the development of natural monopolies.</u>	Clarifying expectations
(27)	<b>Microeconomics of Public Policy (Micro).</b> The student understands types of taxation. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	Explain examples of sales tax. <u>(E, G/Civ)</u>	
(B)	Explain <del>examples of</del> income taxes. <u>(E, G/Civ)</u>	Clarifying expectation
(C)	Explain <del>examples of</del> property tax. <u>(E, G/Civ)</u>	Clarifying expectation

Citation	Work Group B Draft TEKS	Comments
(D)	Explain <del>examples of</del> excise tax. <a href="#">(E, G/Civ)</a>	Clarifying expectation
(E)	<del>Evaluate</del> <a href="#">Describe</a> the economic impact of taxation types on consumers and firms. <a href="#">(E, G/Civ)</a>	Clarifying expectation; breakout.
(28)	<b>Microeconomics of Public Policy (Micro).</b> The student understands a subsidiary. The student is expected to:	<a href="#">1 Lesson (.75 hour)</a>
(A)	Describe the characteristics of the subsidiary. <a href="#">(E)</a>	
(30)	<b>Money and Monetary Policy (Macro).</b> The student understands the functions and attributes of money. The student is expected to:	<del>18 Lessons (13.5 hours)</del> for all Money and Monetary Policy units. <a href="#">4 Lessons (3 hours)</a>
(A)	Describe the basic functions of money. <a href="#">(E)</a>	
(B)	Describe the attributes of money. <a href="#">(E)</a>	
(C)	Compare and contrast commodity money, representative money, and fiat money. <a href="#">(E, S)</a>	
(D)	Determine the relationship between <a href="#">commodity, representative, and fiat monies</a> <del>the types of money</del> and opportunity cost. <a href="#">(E)</a>	Clarifying expectation.
(31)	<b>Money and Monetary Policy (Macro).</b> The student understands the Federal Reserve System. The student is expected to:	<a href="#">3 Lessons (2.25 hours)</a>
(A)	Describe the <a href="#">purpose</a> <del>structure</del> of the Federal Reserve System <a href="#">in setting monetary policy</a> . <a href="#">(E, G/Civ)</a>	Clarifying expectation
(B)	Analyze <del>the role of the</del> how the Federal Reserve influences interest rates. <a href="#">(E, G/Civ, S)</a>	
(32)	<b>Money and Monetary Policy (Macro).</b> The student understands price stability. The student is expected to:	<a href="#">2 Lessons ( 1.5 hours)</a>
<a href="#">(A)</a>	<a href="#">Define price stability.</a> <a href="#">(E)</a>	Clarifying expectation
<a href="#">(B)</a>	Explain the role of the Federal Reserve in maintaining price stability. <a href="#">(E, G/Civ)</a>	
(33)	<b>Money and Monetary Policy (Macro).</b> The student understands the concept of full employment. The student is expected to:	<a href="#">2 Lessons (1.5 hours)</a>

Citation	Work Group B Draft TEKS	Comments
(A)	Define full employment. <a href="#">(E)</a>	
(B)	Explain the role of the Federal Reserve in maintaining full employment. <a href="#">(E, G/Civ)</a>	
(34)	<b>Money and Monetary Policy (Macro).</b> The student understands monetary tools used by the Federal Reserve. The student is expected to:	<a href="#">6 Lessons (4.5 hours)</a>
<a href="#">(A)</a>	<i>Define money supply. <a href="#">(E)</a></i>	
<a href="#">(B)</a>	<i>Analyze the effect of increases and decreases in the money supply on the economy using a variety of resources. <a href="#">(E, G/Civ, S)</a></i>	Did not breakout because increases and decreases are examined together.
<a href="#">(C)</a>	Describe monetary tools used by the Federal Reserve. <a href="#">(E, G/Civ)</a>	
<a href="#">(D)</a>	Interpret discount rates. <a href="#">(E, G/Civ)</a>	
<a href="#">(E)</a>	Interpret reserve requirements. <a href="#">(E, G/Civ)</a>	
<a href="#">(F)</a>	Explain fractional reserve banking. <a href="#">(E, G/Civ)</a>	
<a href="#">(G)</a>	Explain the role of the Federal Reserve as the lender of last resort. <a href="#">(E, G/Civ)</a>	
<del>(F)</del>	<del>Define money supply.</del>	
<del>(G)</del>	<del>Use a variety of resources to analyze the effect of increases and decreases in the money supply on the economy.</del>	
<del>(35)</del>	<del>Money and Monetary Policy (Macro). The student understands consumer services available from financial institutions. The student is expected to:</del>	Non-essential, more appropriate for Personal Financial Literacy (or could move to Micro)
<del>(A)</del>	<del>Describe credit.</del>	
<del>(B)</del>	<del>Describe savings.</del>	
<del>(C)</del>	<del>Describe investment.</del>	
(35)	<b>Money and Monetary Policy (Macro).</b> The student understands differing modern approaches to monetary policy. The student is expected to:	<a href="#">6 Lessons (4.5 hours)</a>

Citation	Work Group B Draft TEKS	Comments
(A)	<u>Define limited reserves. (E, S)</u>	Reordering for clarity and progression
(B)	<u>Define ample reserves. (E, S)</u>	
(C)	<u>Compare limited and ample reserves. (E, S)</u>	
(D)	<u>Evaluate the conditions under which limited and ample reserves are used by utilizing a variety of sources. (E, S)</u>  <u>Evaluate the conditions under which limited and ample reserves are used in monetary policy.</u>	Reordering for clarity and progression
(E)	Describe the Chicago school of economics (monetarism) using primary and secondary sources, <u>(E, H, S)</u>	
(F)	Describe Austrian economics using primary and secondary sources. <u>(E, H, S)</u>	
<del>(C)</del>	<del>Define and compare limited and ample reserves.</del>	
<del>(D)</del>	<del>Evaluate the conditions under which limited and ample reserves are used.</del>	
(36)	<b>Fiscal Policy (Macro).</b> The student understands government fiscal policy in macroeconomics. The student is expected to:	12 Lessons (9 hours) for all Fiscal Policy units <u>2 Lessons (1.5 hours)</u>
(A)	<del>Fiscal Policy (Macro)</del> -Explain major revenue <i>and expenditures</i> categories. <u>(E)</u>	Clarification to fix typo. Breakout.
(B)	<u>Explain major expenditures categories. (E)</u>	Breakout.
(C)	Explain the government's role in taxation. <u>(E, G/Civ)</u>	
(37)	<b>Fiscal Policy (Macro).</b> The student understands changes in federal spending and taxation. The student is expected to:	<u>6 Lessons (4.5 hours)</u>
(A)	<del>Evaluate the effects of changes in federal spending and taxation.</del> <u>Explain budget deficits and surpluses. (E, G/Civ)</u>	Removing redundancy and clarifying expectations.
(B)	<u>Distinguish between</u> <del>Compare and contrast</del> <u>budget deficit and debt. (E, G/Civ, S)</u>	Reorder for clarity and add specificity and scaffolding

Citation	Work Group B Draft TEKS	Comments
(C)	<del>Determine the effect</del> <u>Analyze the relationship</u> of budget deficits and surpluses <u>to setting fiscal policy.</u> (E, G/Civ, S) <u>Analyze how budget deficits and surpluses influence the creation of fiscal policy.</u>	Clarifying and adding specificity to expectation
(D)	Analyze the impact of the national debt <u>on fiscal policy</u> by engaging in civil discourse utilizing multiple perspectives. (E, G/Civ, S)	Adding specificity
(E)	<del>Compare and contrast deficit and debt.</del>	
(38)	<b>Fiscal Policy (Macro).</b> The student understands modern approaches to fiscal policy. The student is expected to:	<u>3 Lessons (2.25 hours)</u>
(A)	<del>Analyze differing modern approaches to fiscal policy.</del>	Removing as non-essential redundancy.
(A)	Examine Keynesian economics by analyzing primary and secondary sources. (E, H, S)	
(B)	Describe Supply Side Economics (E)	
(40)	<b>National Statistics and Economic Measurement (Macro).</b> The student understands what measures are used to evaluate the economy. The student is expected to:	14 Lessons (10.5 hours) for all National Statistics units <u>6 Lessons (4.5 hours)</u>
(A)	<del>Examine</del> Identify the components of Gross Domestic Product (GDP). (E, S)	
(B)	Identify the determinants of aggregate supply and aggregate demand. (E)	
(C)	Interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph. (E, S)	Explanation for not breaking out: mastery would be measured by having the student interpret a graph that is an integration of all of these concepts.
(D)	<u>Determine how changes in aggregate supply and aggregate demand impact the economy.</u> (E, S)	
(E)	<del>Describe the types of</del> Identify the types of unemployment as structural, frictional, and cyclical. (E)	Clarifying expectation.
(F)	<del>Determine the relationship of unemployment to aggregate supply and aggregate demand.</del> (E, S) <u>Explain how aggregate supply and demand affect unemployment.</u>	

Citation	Work Group B Draft TEKS	Comments
(G)	<del>Determine the relationship of underemployment to aggregate supply and aggregate demand. (E, S)</del> <u>Explain how aggregate supply and demand affect underemployment.</u>	
(H)	<u>Describe inflation and its causes. (E)</u>	Breaking out for teachable content
(I)	<del>Determine the relationship between inflation and its causes and Purchasing Power Parity (PPP) to aggregate supply and aggregate demand. (E, S)</del> <u>Determine the relationship between inflation and Purchasing Power Parity (PPP).</u>	Clarifying and adding specificity
(J)	<u>Explain imprecision in economic measurement. (E)</u>	Clarifying and adding specificity
(K)	<del>Identify the Means of calculation as Gross Domestic Product (GDP), Purchasing Power Parity (PPP), Economic growth, Unemployment, Underemployment, Inflation, and Imprecision in economic measurement</del>	Removing as non-essential because the means of calculation are embedded in the above individual SEs.
(41)	<b>National Statistics and Economic Measurement (Macro).</b> The student understands the factors included in national statistics and economic measurement. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	Explain the factors in the country's overall level of income, employment, and prices. (E, G/Civ)	
(42)	<b>Business Cycle (Macro).</b> The student understands the business cycle in macroeconomics. The student is expected to:	8 Lessons (6 hours) on all Business Cycle units <u>4 Lessons (3 hours)</u>
(A)	<u>Label the business cycle model. (E, S)</u>	Reordering for clarity and progression
(B)	<u>Explain</u> <del>Understand</del> <u>the factors in productivity increase. (E)</u>	Reordering for progression
(C)	<u>Explain</u> <del>Understand</del> <u>the factors in worker earnings. (E)</u>	Reordering for progression
(D)	<u>Explain</u> <del>Understand</del> <u>technological advances. (E)</u>	Reordering for progression
(E)	Explain entrepreneurship, entrepreneurial ventures and their effects. (E)	
(F)	Determine the relationship between calculated risk <del>on</del> <u>and</u> the economy. (E, S)	
(G)	Determine the relationship between creative destruction <del>on</del> <u>and</u> the economy. (E, S)	
(H)	Determine the relationship between centralized capital spending and the economy. (E, G/Civ, S)	

Citation	Work Group B Draft TEKS	Comments
(I)	<i>Determine the relationship of productivity to the economy. (E, S)</i>	Reordering for clarity
(43)	<del>Business Cycle (Macro). The student understands the relationship between productivity and the economy. The student is expected to:</del>	Removing for non-essential and redundancy because included in 42 (“Business Cycle (Macro). The student understands the business cycle in macroeconomics.”)
(A)	<del>Determine the relationship of productivity to the economy.</del>	Reordering for progression
(B)	<del>Label the business cycle model to illustrate economic conditions.</del>	Reordering for progression
(C)	<del>Understand the factors in productivity increase.</del>	Reordering for progression
(D)	<del>Understand the factors in worker earnings.</del>	Reordering for progression
(E)	<del>Understand technological advances.</del>	Reordering for progression
(44)	<b>Public Choice Theory (Macro).</b> The student understands Public Choice Theory. The student is expected to:	3 Lessons (2.25 hours) <u>4 Lessons (3 hours)</u>
(A)	Define public choice theory. (E, G/Civ)	
(B)	Apply economic principles to analyze government decision-making. (E, G/Civ, S)	
(C)	Describe how government officials act as rational actors. (E, G/Civ)	Typo
(45)	<b>International Economics and the United States (Macro).</b> The student understands the connection between international economics and the United States. The student is expected to:	7 Lessons (5.25 hours) <u>7 Lessons (5.25 hours)</u>
(A)	<del>Compare advantages of trade and</del> Explain the concept of comparative advantage <u>in trade.</u> (E, G/Civ, S)	Revising for clarity
(B)	Explain the <u>advantages and</u> consequences of trade. (E, S)	Revising for clarity
(C)	Determine the effect of trade barriers on trade. (E, G/Civ)	
(D)	Define the balance of trade. (E)	

Citation	Work Group B Draft TEKS	Comments
(E)	Evaluate labor productivity trends on trade. <a href="#">(E, S)</a>	
(F)	Evaluate the role of exchange rates on trade using economic data. <a href="#">(E, S)</a>	
(46)	<b>Benefits of the Free Enterprise System.</b> The student understands voluntary exchange. The student is expected to:	10 Lessons (7.5 hours) for all Benefits of Free Enterprise units <a href="#">6 Lessons (4.5 hours)</a>
(A)	<del>Define and</del> Evaluate the role of voluntary exchange <a href="#">in free enterprise. (E)</a>	Clarifying expectation.
(B)	Compare the way in which economic questions are answered <del>in by</del> different economic systems: <del>including</del> traditional, market, command, and mixed. <a href="#">(E, G/Civ, Geo/C, S)</a>	Clarifying expectation.
(47)	<b>Benefits of the Free Enterprise System.</b> The student understands the benefits of the free enterprise system. The student is expected to:	<a href="#">7 Lessons (5.25 hours)</a>
(A)	Define <a href="#">the competitive nature of</a> free enterprise. <a href="#">(E)</a>	Moving for clarity and specificity
(B)	<del>Assess-Describe</del> the effects of intellectual property protections. <a href="#">(E, G/Civ, S)</a>	Clarifying expectations
(C)	Define <del>and assess</del> <del>the effect of</del> consumer sovereignty. <a href="#">(E)</a>	Breaking down to teachable tasks
(D)	<a href="#">Describe the effect of consumer sovereignty on free enterprise. (E, G/Civ, S)</a>	Breaking down to teachable tasks
<del>(E)</del>	<del>Break down the competitive nature of free enterprise.</del>	Removing/moving for clarity and specificity.
<a href="#">(E)</a>	Evaluate the costs of government policies. <a href="#">(E, G/Civ)</a>	
<a href="#">(F)</a>	<del>Define and</del> Compare central planning to the free enterprise system. <a href="#">(E, G/Civ)</a>	Clarifying expectation.
<a href="#">(G)</a>	Compare and contrast the economic development of the USA, Japan and India to USSR and China with a focus on free enterprise versus command economies <del>by analyzing patterns of continuity and change to assess the impact of historical transformations on economies. (E, Geo/C, H, S)</del>	Clarifying expectation. Breakout.
<a href="#">(H)</a>	<a href="#">Analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical transformations of economies. (E, Geo/C, H, S)</a>	Breakout.

Citation	Work Group B Draft TEKS	Comments
(1)	Evaluate <u>why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods</u> <del>examples of decisions</del> to override free markets <del>(anti-trust policies, utility regulation, historical preservation, other examples of public and non-excludable goods)</del> . <u>(E, G/Civ. S)</u>	Adding for specificity. Clarifying for specificity and measurability within the topic of free enterprise.

WORKING DOCUMENT

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

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	32 weeks x 5 days per week 45 minutes per day Estimate of Instructional Time Available: 160 Lessons (120 hours) <del>Estimate of Instructional Time Needed:                      125 Lessons (93.75 hours)</del> WGB Estimate of Instructional Time Needed: <u>159 Lessons (134.5 hours)</u>
(b)	Introduction.	
(1)	<p><u>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.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>	
(c)	Knowledge and skills.	
(1)	<b>Exploration.</b> The student understands reasons for European exploration and colonization in America. The student is expected to:	4 Lessons (3 hours) <u>6 Lessons (4 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Describe <del>European exploration including geographic patterns and processes.</del> <u>motivations for European exploration including political, economic, and religious.</u> ” (E, Geo/C, G/Civ)	Rationale: added for specificity
(B)	Identify <del>European interactions with American Indian cultures.</del> <u>with American Indian peoples and societies including the Spanish mission/ presidio system, French fur trade, and British relations with Algonquin tribes and Iroquois Confederacy.</u> ” ((E, Geo/C, G/Civ)	Rationale: no time to cover this material
(2)	<b>Colonial Life and Government.</b> The student understands English Colonial Life and Government in North America. The student is expected to:	7 Lessons (5.25) <u>9 Lessons (6.75)</u>
(A)	<del>Compare the English colonies in North America based on their purposes for settlement, economic activities, and systems of labor.</del> <u>Compare purposes for settlement, economic activities, labor systems, religious foundations, and geography in the New England, Middle and Southern colonies based on their purposes for settlement, economic activities, labor systems, religious foundations, and geography.</u> (E, Geo/C, S)	Rationale: Rather than 13 colonies, the focus becomes 3 regions and establish the importance of geography while recognizing that geography isn't the sole factor.
(B)	Compare the Jamestown settlement and the Plymouth Colony, including the roles of indentured servitude and slavery <u>and economic and religious reasons for founding.</u> ” (Geo/C, E, S)	Rationale: A implies B
(C)	Explain the significance of self-rule in the English colonies, including the <del>House of Burgesses, the Mayflower Compact,</del> <u>Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut</u> (G/Civ) as early foundations of representative government in America. (G/Civ)	Rationale: Fundamental Orders of Connecticut are precursors to Bill of Rights. Order changed for chronology.
(D)	<del>Trace English religious roots.</del> <u>Identify that religious freedom was a motivation for the founding of several English colonies including Puritans in Massachusetts, Puritan Dissenters in Rhode Island, Quakers in Pennsylvania, and Catholics in Maryland.</u> (Geo/C)	Rationale: religious freedom was moved to A.
(3)	<b>American Revolution.</b> The student understands political, economic, <u>and philosophical</u> factors that contributed to the American Revolution. The student is expected to:	10 Lessons (7.5 hours) <u>19 Lessons (14.25 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Analyze political and economic factors that contributed to the American Revolution including the French and Indian War, <u>Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect.</u> (H,E, G/Civ, S)	Recommendation: Add “” Rationale: explains how French and Indian War and economic pressure leads to American Revolution. Adds specificity.
<del>(B)</del>	<del>Explain British economic policies following the French and Indian War and American resistance before 1775 including mercantilism</del> <u>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.</u> (H, E, G/Civ).	Recommendation: Rationale: Puts focus on reaction to the causes listed in A. Adds specificity.
<del>(B)</del> <del>(C)</del>	Explain <del>historical religious and</del> intellectual influences on the American Revolution and the new American government including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy.(G/Civ)	Rationale: intellectual influences include religious influences and don’t need to be specified
(C)	<del>Trace</del> <u>Discuss</u> origins, meanings, and effects of the Declaration of Independence. <del>including multiple perspectives and civil discourse</del> (G, Civ, S)	Recommendation: Change verb to “Discuss”. Rationale: Trace is not measurable. Note: It is the assumption of the work group that the students will be required to read the Declaration of Independence to have informed discussion.
(D)	<del>Explain British economic policies following the French and Indian War and American resistance before 1775 including mercantilism.</del>	Rationale: moved for organization.
<del>(E)</del>	<del>Describe the Revolutionary War and explain reasons for the American victory and the British defeat.</del>	Recommendation: Split into two SEs. Rationale: Create better outline.

Citation	Work Group B Draft TEKS	Comments
(E)	<u>Describe <del>the</del> Revolutionary War events including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Washington’s resignation as commander in chief of the Continental Army, Treaty of Paris 1783. (H, )</u>	
(F)	<u>Explain reasons for the American victory <del>and the British defeat</del> including the geographic advantage 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, E, G/Civ)</u>	Rationale: Historically, America is founded on the belief in Providence and it starts here. Citation: from the National Archives Washington’s General Orders, 20 October 1781 and the first Inaugural Address.
(G)	Identify the role of individual patriots during the Revolutionary Era including <del>Thomas Jefferson, John Adams, and Samuel Adams.</del> <u>George Washington, John Adams, Thomas Jefferson, and other patriots. (H)</u>	Rationale: This specifically names the primary founding fathers while explicitly directing that there are others.
(4)	<b>American Revolution.</b> The student understands <del>the adoption of the Constitution</del> <u>the Constitution and reasons for its adoption.</u> The student is expected to:	6 Lessons (4.5 hours) <u>14 Lessons (10.5 hours)</u> Recommendation: Change to:  Rationale: The importance is understanding the Constitution, and this places emphasis on this.
(A)	<del>Explain the impact of the Articles of Confederation (1781) and Shay’s Rebellion (1786–1787).</del> <u>Explain the intent of how the Articles of Confederation to have freedom by limiting limited central government and how those limitations led to problems and the effects including Shay’s Rebellion. (G/Civ)</u>	Rationale: The Articles were to show that the new government was weak.
(B)	Describe <del>the impact of</del> <u>how the Northwest Ordinance (1787) including addressed slavery and established a process for the creation of new states.(G/Civ, H)</u>	Rationale: add specificity.

Citation	Work Group B Draft TEKS	Comments
(C)	Analyze Constitutional Convention including James Madison, <del>Connecticut Compromise or</del> The Great Compromise, rights of individuals and states, <del>and issues related to slavery</del> <u>3/5 Compromise.</u> (G/Civ, S)	Rationale: The Great Compromise is most important.
(D)	<u>Describe how the United States Constitution established America as a Constitutional Republic.</u> (G/Civ)	Note: The goal is for students to read the Constitution.
(E)	Explain debate over the ratification of the Constitution including <del>democratic processes, arguments of key Federalists, arguments of key Anti-Federalists, and</del> Federalist Papers 10 and 51. (G/Civ)	Rationale: satisfying statute
(F)	<del>Identify and explain</del> <u>Examine</u> <u>Identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence.</u> <del>including due process.</del> (G/Civ)	Rationale: change to examine for students to know basic rights and remove due process because we do not need to focus on certain rights at the exclusion of others. It is also important for students to draw a connection from the grievances to the Bill of Rights to understand their origin.
(5)	<b>New Nation.</b> The student understands the key events of the <del>New Nation</del> <u>of the first five presidencies of the New Nation.</u>	6 Lessons (3.75 hours) <u>6 Lessons (3.75 hours)</u>
(A)	Explain key <del>events</del> <u>developments</u> in the new nation <del>using multiple perspectives and civil discourse including the Alien and Sedition Acts, Barbary War, Jefferson Embargo, Washington's Farewell Address, Louisiana Purchase of 1803, Marbury v. Madison (1803), judicial review, and the Missouri Compromise.</del> <u>including Washington's Farewell Address, Alien and Sedition Acts, Marbury v Madison , Louisiana Purchase of 1803, Barbary Wars, Jefferson's Embargo Act, Prohibiting the Importation of Slaves, Missouri Compromise, and Monroe Doctrine.</u> (H, G/Civ, Geo/C)	Rationale: hard to test on multiple perspectives. Rationale: reordered Rationale: added Monroe Doctrine because it sets up America's world involvement. Rationale: Items kept inform future lessons.
(B)	<del>Analyze</del> <u>Explain</u> the impact of War of 1812 <u>confirming American independence.</u> (G/Civ)	Rationale: to explain the importance of the War of 1812 in an appropriate amount of time.

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(6)	<b>National Expansion and Reform.</b> The student understands national expansion <u>and reform</u> . The student is expected to:	6 Lessons (4.5 hours) <u>10 Lessons (7.5 hours)</u> Rationale: consistency to key topic
(A)  (B)	<p><u>1) Describe the events of Andrew Jackson’s presidency and explain rising levels of political participation, the expansion of suffrage in antebellum America,</u> including the Indian Removal Act, the Trail of Tears, <u>the Nullification Crisis, and elimination of property requirements to vote and Bank Wars.</u> (H, G/Civ)</p> <p><u>2) Describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man.</u></p>	<p>Rationale: to relate events to one another to tie them together, federal power to state power.</p> <p>Rationale: highlight the conflict between federal power and state power.</p> <p>Note: The expansion of suffrage to include non-landowning common men was a central reform that is key to democracy.</p>
(C)	<p><del>Trace the cause and effect of westward expansion and explain contribution of America’s expansion to the Civil War using geographic patterns and processes.</del></p> <p><u>Explain the causes of westward expansion including the acquisition of Texas, and the effects of westward expansion including the Mexican American War and the expansion of slavery. (Geo/C, H)</u></p>	<p>Rationale: Students cover land acquisitions earlier, and this is higher order thinking spiraling from earlier grades. This is the why behind westward expansion.</p>
(D)	<p><u>Explain the religious movements influence of including the the Second Great Awakening on reform movements and its influence on including temperance, women’s suffrage, and abolition. (G/Civ)</u></p>	<p>Rationale: Specificity</p> <p>Rationale: These have been moved because they are a better fir for reform movements, not antebellum culture.</p>
(E)	<p><u>Describe <del>Antebellum</del> early the women’s suffrage movement including the 1848 Seneca Falls Convention, and key leaders including Susan B. Anthony and Elizabeth Cady Stanton. (H, G/Civ)</u></p>	<p>Rationale: early rather than antebellum to de-link from Civil War.</p>

Citation	Work Group B Draft TEKS	Comments
(F)	<del>Trace</del> Identify notable figures of <u>the abolitionist movement including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman.</u> (H, G/Civ)	Rationale: To show that abolition was a movement that attracted people from different backgrounds. Note: These people may be repeated from previous grades but are vital in understanding the lead up to the Civil War.
(7)	<b>Sectionalism, Civil War, and Reconstruction.</b> The student understands <b>Antebellum</b> economy, society, and culture. The student is expected to:	6 Lessons (4.5 hours) <u>4 Lessons (3 hours)</u>
(A)	<del>Explain the transportation revolution, industrial growth, and technological innovations</del> 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. (E, Geo/C)	Rationale: specificity.
(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, domestic slave trade <del>and westward expansion of slavery.</del> (E, Geo/C)	Rationale: removal because it is addressed above.
<del>(C)</del>	<del>Explain religious movements including the Second Great Awakening.</del>	Rationale: moving these to preceding topic as they are reform movements.
<del>(D)</del>	<del>Describe Antebellum women's suffrage movement including the 1848 Seneca Falls convention, Susan B. Anthony, and Elizabeth Cady Stanton.</del>	Rationale: moving these to preceding topic as they are reform movements.
<del>(E)</del>	<del>Trace the abolitionist movement.</del>	Rationale: moving these to preceding topic as they are reform movements.

Citation	Work Group B Draft TEKS	Comments
(8)	<p><b>Sectionalism, Civil War, and Reconstruction.</b> The student understands <u>how sectional differences led to the Civil War, Civil War, and Reconstruction.</u> The student is expected to:</p>	<p>13 Lessons (9.75 hours)  <u>6 Lessons (4.5 hours)</u>            Rationale: break this unit into three sections. one focused on sectionalism, a second on Civil War, and a third on Reconstruction to tell a story with beginning, middle, and end.</p>
(A)	<p>Compare <u>the urban and industrial economy of the North with the rural and agricultural economy and culture of the South's different economies and cultures</u> (E, Geo/C, S) <del>and explain the central role of the expansion of slavery in causing sectionalism, disagreements over states' rights, and the Civil War.</del></p>	<p>Rationale: specificity            Rationale: moved for organization</p>
<u>(B)</u>	<p><del>and explain the central role of the expansion of slavery in causing sectionalism, disagreements over states' rights, and the Civil War.</del> <u>including Fugitive Slave Act which is part of Compromise of 1850.</u> (G/Civ, Geo/C, H, E)</p>	<p>Rationale: Fugitive Slave Act is part of a larger compromise which is part of Civil War and expansion of slavery into the West.</p>
<u>(C)</u>	<p><u>Identify key developments leading to the Civil War including the Fugitive Slave Act 1850, Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v Sanford (1857) Lincoln-Douglas Debates (1858), and John Brown's raid.</u> (H, Geo/C, G/Civ) <del>and analyze the impact of tariff policies on sections of the United States before the Civil War. Explain the Constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</del></p>	<p>Rationale: organization and readability            Rationale: landmark court case which establishes status of slaves, increases sectional tension, and allowed Emancipation Proclamation. Specificity.</p>
<u>(D)</u>	<p><del>and analyze the impact of tariff policies on sections of the United States before the Civil War.</del></p> <p><del>Explain the Constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</del></p> <p><u>Analyze the causes of the Civil War including slavery, states' rights debates, and sectional differences including tariffs.</u> (E, G/Civ, Geo/C, S)</p>	<p>Rationale: organization, clarity, and the centrality of slavery of the cause of the Civil War while acknowledging other reasons.</p>

Citation	Work Group B Draft TEKS	Comments
(9)	<u>Sectionalism, Civil War, and Reconstruction.</u> The student understands the course of events of the Civil War. The student is expected to:	<u>6 Lessons (4.5 hours)</u> Rationale: break this unit into three sections. one focused on sectionalism, a second on Civil War, and a third on Reconstruction to tell a story with beginning, middle, and end.
	<i>Identify key developments leading to the Civil War including the Fugitive Slave Act 1850, Lincoln-Douglas Debates (1858) and analyze the impact of tariff policies on sections of the United States before the Civil War. Explain the Constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</i>	Rationale: moved
(A)	Explain key Civil War events, <u>including Fort Sumter, Antietam which led to the Emancipation Proclamation, Gettysburg and the Gettysburg Address, Vicksburg, Sherman's March to the Sea, Grant v Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch.</u> <del>the Emancipation Proclamation (1863) as a document that is a product of its time.</del> (H, G/ Civ, Geo/C)	Rationale: these events are key turning points of the civil war and tell the story in a clear and concise manner.
	<u>Describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles including preservation of the Union, expansion of liberty, and the principle the government derives its authority from the people.</u>	Note: Quote from Emancipation Proclamation And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
(E)	<del>Explain advantages that led to Union Victory including the geography of Civil War using maps.</del>	Rationale: this theme was moved to C but in a different context, not geography.
(C)	<u>Explain the advantages and disadvantages of both sides during the Civil War including manufacturing, population, resources and raw materials, and military expertise. (Geo/C, E)</u>	Rationale: These items are key to understanding the reasons for Union victory other than just geography.
(D)	<u>Explain the significance of strategies of the Union and Confederacy including the Anaconda Plan. (Geo/C)</u>	Rationale: This helps students understand geographic objectives of the opposing sides.

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(E)	<u>Identify Galveston as the location for the Juneteenth announcement. (H, Geo/C)</u>	Rationale: Texas
(10)	<b><u>Sectionalism, Civil War, and Reconstruction.</u></b> The student understands the immediate effects of the <u>Civil War during Reconstruction. The student is expected to:</u>	<u>6 Lessons (4.5 hours)</u> Rationale: break this unit into three sections. one focused on sectionalism, a second on Civil War, and a third on Reconstruction to tell a story with beginning, middle, and end.
<del>(B)</del> <del>(E)</del> <del>(A)</del>	Analyze major effects <del>of the Civil War Presidential and Radical Reconstruction, Black Codes,</del> the 13th, 14th, and 15th amendments. (G/ Civ)	
<del>(B)</del>	<u>Analyze how Lincoln’s assassination altered the plans for Reconstruction. (H, S)</u>	Rationale: Suggested new content to understand that the Civil War led to progress towards freedom, but Reconstruction was flawed.
<del>(E)</del>	<u>Compare and contrast the Reconstruction plans of Lincoln, Johnson, and Congress.(G/Civ, S)</u>	Rationale: Suggested new content to understand that the Civil War led to progress towards freedom, but Reconstruction was flawed.
<del>(D)</del>	<u>Describe the Southern reactions to Reconstruction including Black Codes, Ku Klux Klan, sharecropping. (Geo/C)</u>	Rationale: Suggested new content to understand that the Civil War led to progress towards freedom, but Reconstruction was flawed.
<del>(E)</del>	<u>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)</u>	Rationale: Suggested new content to understand that the Civil War led to progress towards freedom, but Reconstruction was flawed.
<del>(9)</del> (11)	<b>The Rise of Industrial America.</b> The student understands in the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:	11 Lessons (8.25 hours) <u>12 Lessons (9 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	<p><u>Describe the role of the federal government in westward migration after the Civil War and analyze its effects on American Indian tribes, including Homestead Act, Morrill Act, Indian Wars, Buffalo Soldiers, Dawes Act, end of the open range.</u> (Geo/C, H, E)</p> <p><del>explain the major economic changes and cultural characteristics of the United States during the Gilded Age.</del></p>	Rationale: specificity
(B)	-Describe the <u>end of the open range</u> including the introduction of barbed wire in Texas.	
(C)	<u>Identify the role of key figures in the how the American free enterprise system that led to major economic changes in the United States after the Civil War during the later industrial revolution, including John D. Rockefeller, Andrew Carnegie, and Henry Ford.</u> (E, H)	Rationale: the intent was to include the changes in the system from monopolists to a new generation of business men.
(D)	Describe patterns of late nineteenth- and early twentieth-century immigration <del>and their effects on American society</del> and responses to immigration in <u>American society</u> including the Chinese Exclusion Act and nativism.(G/Civ, H, Geo/C)	Rationale: specificity
<del>(C)</del>	<del>describe westward migration after the Civil War and analyze its effects on American Indian tribes.</del>	Rationale: Fits better in different section for chronology.
<del>(D)</del>	<del>explain the formation and goals of trade unions and third political parties during the Industrial Era, including the Grange and farmers' reform movements.</del>	Rationale: language of trade unions not accurate to the United States and examples were changed because of highlighting plight of labor under monopolies. See revised SE below.
(E)	<u>Explain the origins of labor unions and farmers reform movements economic factors and working conditions that contributed to economic factors and working conditions.</u> <del>the origins of labor unions and farmers reform movements</del> (E, G/Civ, Geo/C)	

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(F)	<p><del>Explain the origins of Progressivism and important proponents and opponents of Progressive reforms including cause and effect.</del></p> <p><del>Explain the responses to the formation of populist reform movements including political machines, monopolists, and the formation of the Populist party. (G/Civ, E)</del></p> <p><u>Explain the Populist reform movement as a response to political machines and monopolists, including the formation of the Populist party.</u></p>	<p>Rationale: This continues the story of the common people pursuing reform despite corruption.</p> <p>Rationale: clarity</p>
(E) (G)	<p>Analyze Gilded Age Reforms and Progressive policies <u>including Interstate Commerce Act and Sherman Anti-Trust Act.(G/Civ, E, S)</u></p>	<p>Rationale: baseline reforms; specificity</p> <p>Note: Teacher is free to include additional reforms.</p>
(H)	<p><del>Trace post-Civil War struggles of African Americans and women to retain and gain basic civil rights including Jim Crow laws.</del></p> <p><u>Describe the status of civil rights in American society after the Civil War. (G/Civ)</u></p>	<p>Rationale: Allows for wide range of topics to be taught.</p>
(10) (12)	<p><del>Progressive Era and Imperialism and World War 1.</del> The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:</p>	<p>8 Lessons (6 hours)</p> <p><u>10 Lessons (7.5 hours)</u></p> <p>Recommendation: change to Imperialism</p> <p>Rationale: Imperialism is a cause of World War 1.</p>
(A)	<p>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, <u>Roosevelt Corollary, Dollar Diplomacy as additions to the Monroe Doctrine. (H, G/Civ, Geo/C, E)</u></p>	<p>Rationale: These add onto Monroe Doctrine which was introduced in a previous unit.</p>

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(B)	<p><del>Explain American foreign policy during and after World War I including the Treaty of Versailles and describe how domestic policies of the time show American patriotism.</del></p> <p><u>Identify reasons for America’s involvement in World War I including imperialism, unrestricted submarine warfare, and Zimmerman Telegram. (E, H, G/Civ)</u></p>	<p>Rationale: These are causes for America’s involvement in World War I and causes broadly.</p>
(C)	<p><del>Explain American foreign policy during and after World War I including the Treaty of Versailles, and describe how domestic policies of the time show American patriotism.</del></p> <p><del>Describe America’s economic and military contribution to Allied victory in World War I.</del></p> <p><u>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, E, Geo/C, G/Civ)</u></p>	<p>Rationale: Transition make sure students understand America’s contribution to the war.</p>
(H) (12)	<p><b>Interwar Period.</b> The student understands the Interwar Period. The student is expected to:</p>	<p>9 Lessons (6.75 hours)</p> <p><u>10 Lessons (7.5 hours)</u></p>
(A)	<p>Describe domestic issues in 1918 – 1929 including <del>post-war radical unrest and the birth of the American Communist Party, Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots, the Red Scare, prohibition, the 19th amendment, eugenics, prohibition, Red Scare, and propaganda related to communism and Scopes Trial. using documents that show author, audience, purpose, and historic context.</del> (H, Geo/C, G/Civ)</p>	<p>Recommendation: specify first Red Scare</p> <p>Rationale: General characteristics of Roaring Twenties. These items have been moved to create new classifications. American Communist Party is covered by Red Scare</p> <p>Rationale: Remove Scopes because it is not essential. It doesn’t add anything to domestic issues that isn’t already there.</p> <p>Rationale: Remove propaganda because Red Scare covers that.</p>
(B)	<p>Describe <del>American culture and religion- the influence of African American culture on mainstream American culture</del> -between 1914 and 1939 including the Harlem Renaissance <del>and the Scopes Trial. Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots.</del> (Geo/C)</p>	<p>Rationale: Specificity</p> <p>Rationale: Have a standard that celebrates African American culture while having a different standard that points out challenges faced by African Americans during this time period.</p>

Citation	Work Group B Draft TEKS	Comments
(C)	<u>Identify challenges of African Americans between 1914 and 1939 including the Ku Klux Klan and lynchings, Black Wall Street and the Tulsa Race Riots. (H,E, Geo/C)</u>	
(D)	<u>Analyze causes and responses to the global depression of the 1930s including the New Deal, of Great Depression including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl. (E, H, S)</u>	Rationale: Break into two SEs to divide causes and responses. Limit responses due to time and essential role of New Deal.
(E)	<u>Analyze the responses to the Great Depression including the New Deal.(G/Civ, E, S)</u>	
(12) (14)	<b>World War 2.</b> The student understands World War II. The student is expected to:	10 Lessons (7.5 hours) <u>14 Lessons (10.5 hours)</u> Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.
(A)	<del>Explain contributions of Axis aggression to the start of World War II including fascism in Germany and Italy, German and Japanese aggression.</del> <u>Identify the rise to power dictators including Hitler, Mussolini, Stalin, and Japanese military leaders. (H, G/Civ)</u>	Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.
(B)	<del>Describe major events including the role of geography and the atomic bomb.</del> <u>Describe Explain the conquest of Europe key events of early World War II in Europe including Partition of Poland, Invasion of the West, Battle of Britain, and Battle of the Atlantic.(H, Geo/C)</u>	Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.

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(C)	<p><del>Explain military contribution of important individuals and military units.</del></p> <p><u>Examine Describe American neutrality including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan. (H, E, G/Civ)</u></p>	<p>Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.</p>
(D)	<p><del>Explain key domestic events including women and minorities in workforce, the Bracero Program, and Executive Order 9066.</del></p> <p><u>Describe the contributions that the American homefront made to World War II including industrial manufacturing, rationing, Manhattan Project, Oveta Culp Hobby and the WACs, WASPs, WAVES, Tuskegee Airmen, Navajo Code Talkers, Rosie the Riveter, the Bracero Program, and the second wave of the Great Migration. (H, Geo/C, E)</u></p>	<p>Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.</p> <p>Note: This is long, but essential because it shows all Americans working together for a common national goal.</p>
(E)	<p><del>Describe America's wartime culture and patriotism.</del></p> <p><u>Describe events and people of the war in Europe including D-Day and Eisenhower, the Battle of the Bulge and Audie Murphy, the Holocaust and survivors, and the Fall of the Nazis. (H, Geo/C)</u></p>	<p>Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.</p>
(F)	<p><u>Describe events of the war in the Pacific including Midway, island hopping, Iwo Jima, and the decision to drop the atomic bomb.(H, Geo/C)</u></p>	<p>Rationale: World War II is one of the key turning points that defines us as a nation and impacts future events. Pragmatically, many of these SEs as written are too broad. Adding specificity, the essential content is included and does not expand the scope of the unit.</p>

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<p><del>(13)</del> (15)</p>	<p><b>Post War United States.</b> The student understands post war United States. The student is expected to:</p>	<p>16 Lessons (12 hours) <u>18 Lessons (13.5 hours)</u></p> <p>Rationale: Reorganization of Cold War based on SB 24 with free enterprise being a contrast to communism.</p> <p>Rationale: Reframe the Civil Rights Movement to show how constitutional principles were used to correct injustices and overcome long-standing challenges.</p>
(A)	<p><del>Analyze factors that contributed to the Cold War including those that show continuity and change over time to explain causes.</del></p> <p><u>Describe domestic American culture and trends in the modern era America's post war prosperity due to the free enterprise system including the Baby boom, GI Bill, suburbs, interstate highways from 1945.</u> (E, G/Civ, H, Geo/C)</p>	<p>Rationale: Follow statute on free enterprise and explains success of United States.</p> <p>Rationale: SB 24</p>
(B)	<p><u>Compare and contrast communism and free enterprise.</u> (E, S, G/Civ)</p>	<p>Rationale: The cold war is not a war against two world powers, but rather different ideologies</p> <p>Rationale: SB 24</p>
(C)	<p><u>Describe the role of the Soviet Union in spreading communism including in Eastern Europe, Asia, and Latin America.</u> (Geo/C, H)</p>	<p>Rationale: SB 24</p> <p>Rationale: To highlight the central role the Soviet Union played in spreading communism during the Cold War.</p>
(D)	<p>Explain <del>diplomatic and military policies of Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon in the</del> <u>key developments in the global fight against communism</u> including the Korean War, Cuban Missile Crisis, <u>the space race.</u> and the Vietnam War <del>using geography skills.</del> (H, G/Civ. Geo/C)</p>	<p>Rationale: Provides a unifying framework for understanding these distinct historical events.</p> <p>Rationale: SB 24</p>

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(C)	<del>Describe domestic American culture and trends in the modern era including the Baby boom, GI Bill, suburbs, interstate highways from 1945.</del>	Rationale: moved for chronology.
(D) (E)	<p>Explain domestic anticommunism <u>movements as a way to protect American values and freedoms including and the inclusion 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.</u> (G, Civ)</p>	<p>Note: specifying talking about Public Law 396 from the 83<sup>th</sup> Congress from Congress.gov</p> <p>When he signed it, Eisenhower said: June 14, 1954  FROM THIS DAY FORWARD, the millions of our school children will daily proclaim in every city and town, every village and rural school house, the dedication of our nation and our people to the Almighty. To anyone who truly loves America, nothing could be more inspiring than to contemplate this rededication of our youth, on each school morning, to our country's true meaning.  Especially is this meaningful as we regard today's world. Over the globe, mankind has been cruelly torn by violence and brutality and, by the millions, deadened in mind and soul by a materialistic philosophy of life. Man everywhere is appalled by the prospect of atomic war. In this somber setting, this law and its effects today have profound meaning. In this way we are reaffirming the transcendence of religious faith in America's heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country's most powerful resource, in peace or in war.</p>

Citation	Work Group B Draft TEKS	Comments
(E) (F) <u>(F)</u>	<p><del>Analyze civil rights movements for African Americans, Mexican Americans, and Indian Americans applying research methods for multiple perspectives including the Voting Rights Act of 1965, the League of United American Citizens (LULAC), the Chicano movement, and the American Indian Movement.</del></p> <p><u>Explain key civil rights reforms and court cases including Sweatt V Painter and Lulu Belle Madison White, Civil Rights Act, Voting Rights Act, and Title IX. (G, Civ, H)</u></p>	Rationale: Breaks a complicated topic into easier to understand SEs based on different themes.
	<p><u>Identify the significance of leaders Civil Rights movement including Thurgood Marshall who represented parents of school children in the case Brown v Board of Education, Barbara Jordan who was the first African American congresswoman and was from Texas, and Hector P Garcia who was involved in the GI Forum (H, G/Civ)</u></p>	<p>Rationale: show contributions of civil rights leaders who represented a variety of issues and people.</p> <p>Rationale: Breaks a complicated topic into easier to understand SEs based on different themes.</p>
<u>(G)</u>	<p><del>Compare and contrast King's the Civil Rights movement including the focus of ideas of non violent reform promised by the Constitution his "Letter from Birmingham Jail" his writings with the resistance to the system ideas of violent revolution through militant resistance to the American system of promoted by the Black Power movement. resistance to the he system including during the the Civil Rights movement era. (S, G/Civ)</del></p>	<p>Rationale: Allows for inclusion of variety of different viewpoints of the Civil Rights movements and includes the idea of the ongoing effort to realize the ideals of the Constitution.</p> <p>Note: the goal is for students to read primary sources of the era.</p>
<u>(H)</u>	<p><del>Explain Great Society including Great Society programs, mass media, television, and the cultural revolution of the 1960's and 70's, 26th amendment, and major 1960's and 1970's interdependent domestic/ foreign events such as counterculture movements, complication of American reliance on oil, Watergate, rise of terrorism and anti-democratic regimes in Latin America.</del></p> <p><u>Explain changes in American society in the 1960s and 1970s including the Great Society, the role of mass media in the loss of trust in government because of Watergate and Vietnam, and the oil embargo. (Geo/C, E, G/Civ)</u></p>	<p>Recommendation:</p> <p>Rationale: reorganization of content</p>

Citation	Work Group B Draft TEKS	Comments
(I)	<p><del>Explain the conservative movement, origins of communist guerilla movements, and Ronald Reagan. Iran,</del></p> <p><u>Describe how Reagan’s idea of “morning again in America” was exemplified through the release of hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War. (G/Civ, Geo/C, H)</u></p> <p><del>Morning again in Describe End of Cold War including the fall of the Berlin Wall and the Soviet Empire.</del></p>	<p>Recommendation:</p> <p>Rationale: puts a bookend on the Cold War.</p>
<p><del>(13)</del></p> <p><u>(16)</u></p>	<p><b>The Modern Era.</b> The student understands the modern era. The student is expected to:</p>	<p>7 Lessons (5.25 hours)</p> <p><u>9 Lessons (6.75 hours)</u></p>
(A)	<p><del>Describe End of Cold War including the fall of the Berlin Wall and the Soviet Empire. rise of terrorism and anti-democratic regimes in Latin America.</del></p>	<p>Rationale: moved to Cold War era.</p>
<p><del>(B)</del></p> <p><u>(A)</u></p>	<p>Explain key events <u>in the modern era</u> <del>of the Bush (I), Clinton, Bush (II), and Obama presidencies</del> including <u>the</u> Gulf War, NAFTA, Clinton’s impeachment, 2000 election, 9-11, Afghanistan and Iraq wars, <del>2008 election of Barack Obama, economic crisis</del> <u>The Great Recession, and the</u> Affordable Care Act.</p>	<p>Note: NAFTA is an example of global free trade, but there are trends that teachers may discuss.</p>
(C)	<p><del>Describe major economic and social trends.</del></p>	<p>Rationale: economic and cultural trends are listed in A and B.</p>
<b>NEW</b>	<p><u>Identify the election of Barack Obama in 2008 as a fulfillment of Constitutional ideals and reform.</u></p>	<p>The election of Barack Obama recognizes his personal accomplishment. It also bookends the Constitution at the end of the course representing Obama as a fulfillment of the constitutional seeds of promise. The inclusion of “reform” acknowledges the road has not been perfect.</p>
<p><del>(D)</del></p> <p><u>(B)</u></p>	<p>Describe the computer revolution, the cultural impact of the internet, and social media through 2016.</p>	

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

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	16 Weeks x 5 days per week 45 minutes per day Estimate amount of Available Instructional Time: 80 Lessons (60 hours) <del>Estimate of Instructional Time Needed: 91 Lessons (68.25 hours)</del> WGB Estimate of Instructional Time Needed: 77 Lessons (57.75 hours)
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>In United States Government, the focus is on the principles and core ideas upon which the United States was founded and on 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.</u>	
(d)	Knowledge and skills.	
(1)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands different forms of government. The student is expected to:	22 Lessons (16.5 hours) for all Historical Roots units. <u>3 Lessons (2.25 hours)</u>
(A)	Compare different forms of government <u>including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship. (G/Civ)</u>	Added including list to increase specificity.
(B)	Compare communism, socialism, and capitalism	Added to support statute.
(2)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands contributions to America’s core ideals. The student is expected to:	<u>4 Lessons (3 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	Describe religion in relation to America’s core ideals, <u>including civic virtue, limited government, rule of law, and preservation of liberty.</u> (G/Civ. H)	Added including list to increase specificity (listed core ideals come from K&S 3, 4, and 5).
(B)	<del>Trace and e</del> Explain colonial era ideas on self-government by analyzing <u>consistent patterns of continuity</u> over time, <u>including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings.</u> (G/Civ. H. S)	Removed first verb to decrease time demand. Changed “continuity” to “consistent” to improve clarity. Added including list to increase specificity.
(3)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands civic virtue. The student is expected to:	Collapsed this knowledge and skills statement into Knowledge and skills statement 2. <u>4 Lessons (3 hours)</u>
(A)	<u>Describe characteristics of civic virtue including self-sacrifice, public service, civic responsibility, and public good over self-interest.</u> (G/Civ)	Included to increase specificity and support consistent teaching of rest of K&S.
(A)	<del>Explain</del> <u>Describe</u> the relationship between religion <u>and to</u> civic virtue. (G/Civ)	Added specificity
(B)	<del>Analyze-Evaluate</del> Washington’s Farewell Address 1796 <u>as evidence of civic virtue as a historical document of its time</u> by examining the author’s purpose, audience, and <u>message, circumstances and evaluate how these factors shape the information the source provides and its usefulness as evidence of civic virtue.</u> (G/Civ. H. S)	Removed language for clarity.
(D)	<u>Analyze</u> Washington’s Farewell Address 1796 <u>for evidence of unity and patriotism.</u> (G/Civ. H. S)	Was implied in 3.B. Split out for clarity.
(4)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands limited government. The student is expected to:	<u>5 Lessons (3.75 hours)</u>
(A)	Identify <del>enumerated powers and</del> <u>characteristics of limited government including constitutional constraints, separation of powers, popular sovereignty, and checks and balances, in foundational documents including Magna Carta, Mayflower Compact, colonial charters, Declaration of Independence, U.S. Constitution, Articles of Confederation, and Northwest Ordinance.</u> (G/Civ)	Removed enumerated powers to streamline. Split into two SEs for clarity. Removed some documents to streamline. Added language for specificity.
(B)	<u>Evaluate foundational documents including Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government.</u> (G/Civ H. S)	Was split out of 4.A above
(5)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands the rule of law and preservation of liberty. The student is expected to:	<u>3 Lessons (2.25 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	<del>Trace</del> <u>Analyze the relationship between</u> the rule of law and preservation of liberty utilizing reasoning skills <del>such as</del> <u>including</u> sequencing and contextualization. (G/Civ. S)	Changed the verb to be clearer and higher level. Added language to improve the focus of the SE.
(6)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:	<u>5 Lessons (3.75 hours)</u>
(A)	Explain the events that led to the writing <del>ratification, and implementation</del> of the Constitution and the Bill of Rights, <u>including the Constitutional Convention and failures of the Articles of the Confederation.</u> (G/Civ. H)	Broke into two separate SEs and added specificity.
(B)	<u>Explain the events that led to the ratification</u> of the Constitution and the Bill of Rights, <u>including the states' ratification debate, Three-fifths Compromise and the Great Compromise.</u> (G/Civ. H)	Broke into two separate SEs and added specificity.
(7)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands key events that led to the establishment of a secure republican order. The student is expected to:	<u>2 Lessons (1.5 hours)</u>
(A)	<del>Summarize</del> <u>Evaluate the significance of</u> the Election of 1800 as a key event, <u>including the peaceful transfer of power,</u> that led to the establishment of a secure republican order. (H, G/Civ)	Changed the verb to increase rigor and added specificity.
(8)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands the Declaration of Independence. The student is expected to:	<u>5 Lessons (3.75 hours)</u>
(A)	<del>Analyze</del> <u>Summarize the purpose of the</u> Declaration of Independence <u>as justification of separation from a tyrannical government.</u> (G/Civ. S)	Made the verb more appropriate and narrowed the focus.
(B)	<del>Understand</del> <u>Explain</u> Natural Law and Natural Rights based on the writings of Locke and Blackstone. (G/Civ)	Changed verb to make it more measurable
(C)	Identify natural rights in the Declaration of Independence such as “the laws of nature and of nature’s God” (G/Civ)	
(D)	<del>Explain</del> <u>Analyze</u> how grievances listed in the Declaration of Independence are addressed in the Constitution and Bill of Rights using cause and effect. (G/Civ. S)	Increased rigor of verb
(9)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands the Articles of the Constitution. The student is expected to:	<u>4 Lessons (3 hours)</u>

Citation	Work Group B Draft TEKS	Comments
(A)	<del>Define</del> 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)	Changed verb to be more clear. Added language to increase specificity.
(B)	<del>Apply</del> Analyze how the principles of the Constitution are embedded within the seven articles of the Constitution. (G/Civ)	Changed the verb and connected the principles and articles of the Constitution
(10)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student is expected to understand the Bill of Rights. The student is expected to:	3 Lessons (2.25 hours)
(A)	<del>Justify</del> Evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication. (G/Civ, S)	Changed verb for clarity.
(11)	<b>Historical Roots and Founding Documents of the Constitutional Republic.</b> The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:	4 Lessons (3 hours)
(A)	<del>Analyze Federalist and Anti-Federalist debates using civil discourse to engage in meaningful and respectful communication.</del>	Duplicative once the next two SEs were revised.
(B)	<del>Understand</del> Analyze arguments supporting the ratification of the Constitution within Federalist papers 10, 51, and 78 by analyzing point of view to understand point of view and historical perspectives. (G/Civ, S)	Removed Understand and moved Analyze to improve clarity. Added language to narrow focus.
(C)	<del>Understand</del> Analyze arguments against the ratification of the Constitution within Brutus 1 by analyzing point of view to understand point of view and historical perspectives. (G/Civ, S)	Removed Understand and moved Analyze to improve clarity. Added language to narrow focus.
(12)	<b>American Political Culture.</b> The student understands contributions to America's core ideals the founding principles of America. The student is expected to:	15 Lessons (11.25 hours) Changed this language to align with K&S 2. America's core ideals are synonymous with founding principles of America. 6 Lessons (4.5 hours)

Citation	Work Group B Draft TEKS	Comments
(A)	<p><u>Analyze historical documents</u> including Alexis de Tocqueville’s Democracy in America volume 1 part 3 chapters 4 and 10, Frederick Douglass’ “What to the Slave is the Fourth of July?” and “What the Black Man Wants”, First Lincoln-Douglas debate, Martin Luther King Jr. “I have a Dream”, and Ronald Reagan’s “A Time for Choosing” <del>Read and interpret documents as for evidence of</del> the embodiment of <u>America’s core ideals</u> <del>Founding American Principles</del> including Alexis de Tocqueville’s Democracy in America volume 1 part 3 chapters 4 and 10, Frederick Douglass’ “What to the Slave is the Fourth of July?” and “What the Black Man Wants”, First Lincoln-Douglas debate, Martin Luther King Jr. “I have a Dream”, Ronald Reagan’s “A Time for Choosing” <del>to synthesize information from multiple perspectives.</del> (H, G/Civ, S)</p>	Reworded to align with previous language of “America’s core ideals”.
<del>(B)</del>	<del>Identify Robert’s Rules of Order.</del>	Moved to Federalism
(13)	<b>Three Branches of the Federal Government (Legislative, Executive, Judicial).</b> The student understands the three branches of the Federal government. The student is expected to:	11 Lessons (8.25 hours) <u>6 Lessons (4.5 hours)</u>
(A)	<del>Summarize</del> <u>Describe</u> the structure and functions of the legislative branch including the necessary and proper clause. (G/Civ)	Changed verb to be more consistent throughout.
(B)	<del>Summarize</del> <u>Describe</u> the structure and functions of the executive branch including the take care clause <u>and the role of executive orders.</u> (G/Civ)	Changed verb to be more consistent throughout and added language to increase specificity.
(C)	<del>Summarize</del> <u>Describe</u> the structure and functions of the judicial branch including Marbury v Madison <u>and the role of in establishing jurisdiction judicial review.</u> (G/Civ)	Changed verb to be more consistent throughout. Changed language for accuracy.
(D)	Compare responsibilities of the federal government. (G/Civ)	
(E)	<u>Identify eligibility</u> <del>List the requirements for of individuals to holding major offices under the</del> <u>Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices.</u> (G/Civ)	Changed verb and added language for clarity and specificity.
(F)	Explain delegation of powers and separation of powers <u>in relation to the three branches of government.</u> (G/Civ)	Added language for clarity
(G)	<del>Model</del> <u>Explain</u> the role of the Electoral College <u>and its impact on election outcomes, including the elections of 1824, 1876, 1888, 2000, and 2016</u> <del>using simulations and civil discourse.</del> (G/Civ, H)	Changed verb to be more measurable. Added language to increase clarity.

Citation	Work Group B Draft TEKS	Comments
(14)	<b>Federalism.</b> The student understands the characteristics of Federalism. The student is expected to:	12 Lessons (9 hours) for all Federalism units <u>5 Lessons (3.75 hours)</u>
(A)	Compare the types of republican governments including unitary, confederal, and federal government. <u>(G/Civ)</u>	
(B)	<del>Categorize Explain</del> <u>enumerated, reserved, and concurrent powers</u> <del>the division of government powers including enumerated, reserved, and concurrent powers.</del> <u>including the how McCulloch vs Maryland clarified the balance between federal and state power.</u> (G/Civ, H)	Added language for clarity.
(C)	<del>Differentiate Explain</del> <u>the role of the levels of government including</u> the Supremacy Clause <u>in a federal system.</u> (G/Civ)	Changed language to improve clarity.
(D)	Explain the effects of the 17th amendment, <u>including the</u> direct election of Senators, on the federalist structure of government. <u>(G/Civ, H, S)</u>	
(E)	<del>Compare</del> <u>Describe how the balance of power between states and the federal government is impacted societies culturally, economies economically, or political systems politically by historical and contemporary conflicts over the respective roles of national and state governments by evaluating the historical significance on societies, economies, or political systems, including the Great Depression, the civil rights movement, and the Civil War.</u> (H, G/Civ, E)	Changed language to improve clarity and add specificity.
(15)	<b>Federalism.</b> The student understands Texas state and local governments compared to the United States government. The student is expected to:	<u>4 Lessons (3 hours)</u>
(A)	Identify representatives and describe roles in the <u>Texas</u> executive branch using inquiry and research methods to locate relevant sources. <u>(G/Civ, S)</u>	Added language to improve clarity
(B)	Identify representatives and describe roles in the <u>Texas</u> legislative branch using inquiry and research methods to locate relevant sources. <u>(G/Civ, S)</u>	Added language to improve clarity
(C)	Identify representatives and describe roles in the <u>Texas</u> judicial branch using inquiry and research methods to locate relevant sources. <u>(G/Civ, S)</u>	Added language to improve clarity
(D)	Identify representatives and describe roles in the local government using inquiry and research methods to locate relevant sources. <u>(G/Civ, S)</u>	

Citation	Work Group B Draft TEKS	Comments
(E)	<u>Identify</u> <del>List</del> eligibility requirements for individuals to hold public offices in Texas, <u>including governor, lieutenant governor, senators, representatives, and Texas justices.</u> (G/Civ)	Added specificity and changed verb for consistency
(F)	<del>Identify</del> <u>Apply</u> <i>Robert's Rules of Order</i> <u>using civil discourse to engage in meaningful and respectful communication.</u> (G/Civ, S)	Moved from American Political Culture. Changed the verb and added language to make more clear
(16)	<b>Civil Liberties and Civil Rights.</b> The student understands the importance of civil liberties and civil rights. The student is expected to:	15 Lessons (11.25 hours) <u>6 Lessons (4.5 hours)</u>
(A)	Evaluate <del>freedoms and rights protected and secured by each amendment in</del> the Bill of Rights <u>for evidence of protected civil liberties and civil rights</u> <del>using civil discourse to engage in meaningful and respectful communication.</del> (G/Civ, S)	Changed language for clarity and to better connect to K&S
(B)	Explain how <del>Summarize the</del> U.S. Supreme Court interpretations <u>clarify rights including of</u> <del>rights</del> 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, <u>and</u> Texas v. Johnson <del>by analyzing opposing points of view to explain how these perspectives impact American society and clarify rights.</del> (G/Civ, H, Geo/C)	Removed verbs and rearranged language to clarify intent.
(17)	<b>Administrative State.</b> The student understands the Administrative State. The student is expected to:	6 Lessons (4.5 hours) <u>4 Lessons (3 hours)</u>
(A)	Describe the growth of the federal government  <del>by analyzing</del> <u>using</u> economic data and models, <u>including government spending</u> to explain economic concepts, issues, or policies. (G/Civ, E, S)	Changed language to reduce number of verbs. Added language for clarity. R3ecommend splitting into 2 SEs.
(B)	Identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946. (G/Civ, H)	

Citation	Work Group B Draft TEKS	Comments
(C)	Describe the growth of the Texas state government  by analyzing using economic data and models, including government spending to explain economic concepts, issues, or policies. (G/Civ, E, S)	Changed language for clarity. Recommend splitting into 2 SEs
(18) (41)	<b>Modern Campaigns, Elections, Media, Political Parties and Participation.</b> The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to:	10 Lessons (7.5 hours) <u>4 Lessons (3 hours)</u>
(A)	<del>Identify and e</del> Explain the roles and responsibilities of citizens in <del>the</del> United States <u>elections</u> . (G/Civ)	Removed a verb and added clarity.
(B)	Compare the two-party system and the role of third parties in the United States using <del>the lens of media literacy and</del> historical data, maps, charts, or graphs to synthesize evidence and draw conclusions. (G/Civ, H, Geo/C, S)	Removed language for clarity.
(C)	<del>Compare</del> Explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic geographic patterns and processes and <del>eensus, reapportionment, redistricting, and gerrymandering are ways representative districts are crafted.</del> (G/Civ, Geo/C, S)	Changed the verb and rearranged/removed language for clarity. Changed geographic to demographic to improve accuracy
(D)	Analyze the voting process and election laws in Texas using simulations of democratic processes <del>such as</del> including voting, due process, and caucuses. (G/Civ, H, S)	

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

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	18 Weeks x 5 Days per week 45 minutes per day Estimate of Available Instructional Time: 90 Lessons (67.5 hours) <del>Estimate of Instructional Time Needed:                      88 Lessons (66 hours)</del> <u>WGB Estimate of Instructional Time Needed:                      96 Lessons (72 hours)</u>
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses.</u>	
(d)	Knowledge and skills.	
(1)	<b>Fundamental Concepts of Economics Related to PFL.</b> <u>The student understands fundamental concepts of economics related to personal financial literacy.</u> <del>The student understands</del> <i>scarcity through civil discourse.</i> The student is expected to:	1 Lesson (.75 hours) <u>8 Lessons</u>
(A)	<u>Explain how <i>scarcity</i> drives market prices, including gasoline, groceries, and home energy sources. (E)</u>	
(B)	<u>Explain <i>supply and demand relationships</i> including supply curves, demand curves, and market equilibrium (E)</u>	
(C)	<u>Explain how <i>opportunity costs</i> impact financial choices including decisions between purchasing new or used vehicles and attending college or immediately entering the workforce. (E)</u>	

Citation	Work Group B Draft TEKS	Comments
(D)	<u>Describe characteristics of <i>free enterprise</i> including private property, freedom of choice, profit incentive, competition, limited government, and voluntary exchange. (E)</u>	
(E)	<u>Describe how <i>appreciation and depreciation</i> affect asset values, including residential housing, commercial properties, motor vehicles, currency, and stocks. (E)</u>	
(F)	<u>Explain how historical or religious texts have influenced American financial systems. (H, E)</u>	Added to support required statutes.
(2)	<b>Fundamental Concepts of Economics Related to PFL.</b> <del>The student understands <i>opportunity costs</i>.</del> The student is expected to:	1 Lesson (.75 hours)
(3)	<b>Fundamental Concepts of Economics Related to PFL.</b> The student understands <del><i>supply and demand relationships (pricing) through analysis of economic models</i></del> . The student is expected to:	3 Lessons (1.5 hours)
(4)	<b>Fundamental Concepts of Economics Related to PFL.</b> The student understands <del><i>free enterprise through discussion, including those with multiple perspectives</i></del> . The student is expected to:	1 Lesson (.75 hours)
(5)	<b>Fundamental Concepts of Economics Related to PFL.</b> The student understands <del><i>appreciation and depreciation</i></del> . The student is expected to:	1 Lesson (.75 hours)
<del>(2)-(6)</del>	<b>Earning Income.</b> The student understands that <del><i>compensation for a job can come in the form of wages, salaries, commissions, tips, or bonuses and can include additional employee benefits</i></del> <u>income is earned through the exchange of work and services.</u> The student is expected to:	23 Lessons (17.25 hours) Revisions reflect feedback <u>18 Lessons</u>
(A)	<u>Identify sources of income including wages, salaries, rental income, bonuses, interest, dividends, and profits. (E)</u>	Added based on feedback
(B)	<u>Describe how federal, state, and local taxes reduce disposable income. (E)</u>	Added based on feedback
(C)	<u>Explain how employee benefits are a form of compensation, including health insurance, retirement plans, and paid leave. (E)</u>	Added based on feedback
(A)	<del>Compare the costs and benefits of investing in additional education and different types of training including student loans.</del>	Duplicative due to additions based on feedback
<del>(D)(B)</del>	<del>Summarize post-secondary education and</del> <u>Describe the role of FAFSA in securing grants, scholarships, and student loans. (E)</u>	Revised based on feedback
(E)	<u>Explain how having a parent in the military influences FAFSA applications.</u>	Added to support statute.
(F)	<u>Describe the relationship between postsecondary education and future income earnings. (E)</u>	Added based on feedback

Citation	Work Group B Draft TEKS	Comments
<del>(G)</del> (E)	Evaluate <u>the opportunity costs for</u> postsecondary <u>career pathways</u> <del>options for college and career using research and inquiry.</del> (E)	
<del>(H)</del> (D)	<u>Determine how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices.</u> <del>Explore different types of jobs using research and inquiry.</del> (E, S)	Revised based on feedback
<del>(I)</del> (E)	Compare <u>earning potential in different</u> labor markets <del>conditions by analyzing the impact of</del> <u>by investigating</u> geographic patterns and <del>processes on</del> economic events <del>over time and place.</del> (E, Geo/C, S)	Revised to better connect to KS
<del>(F)</del>	<del>Explain the impact of technological advances through discussion including multiple perspectives.</del>	
<del>(G)</del>	<del>Describe economic downturn by analyzing historical data, maps, charts, graphs, and timelines to draw conclusions about economic trends.</del>	
<del>(J)</del> (H)	<u>Identify</u> <u>Differentiate between</u> gross, net, and taxable income. (E)	
<del>(K)</del> (H)	<del>Understand Taxes and Spending Habits including</del> <del>excise tax, severance tax, property tax, franchise tax, sin tax.</del>	Nonessential – Severance and sin tax have less relevancy for HS PFL students (Excise, franchise, and property tax moved to entrepreneurship)
<del>(J)</del>	<del>Identify the different levels of government that collect tax revenue.</del>	Duplicative
<del>(L)</del> (K)	<u>Describe characteristics of federal and state tax codes including</u> <del>Understand the requirement of reporting income.</del> <u>required income reporting, tax credits and tax deductions</u> (E, G/Civ)	Condensed into one SE related to taxes and reworded for clarity.
<del>(L)</del>	<del>Differentiate between a tax credit and a tax deduction.</del>	Condensed into one SE related to taxes
<del>(M)</del>	<del>Consider and evaluate multiple sources of income in retirement.</del>	Moved to saving and investing
<del>(N)</del>	<del>Understand employer-sponsored retirement plans.</del>	Duplicative
<del>(O)</del>	<del>Compare costs and benefits of gig employment including taxing and insuring independent contractors and free lance workers.</del>	Move to Entrepreneurship
<del>(3)</del> (7)	<b>Spending and Planning.</b> The student understands <u>that financial decision-making impacts how</u> budgets, <u>helping</u> people achieve financial goals by allocating income to <del>necessary and desired</del> spending and savings <u>accounts</u> . The student is expected to:	20 Lessons (15 hours) Added language based on feedback

Citation	Work Group B Draft TEKS	Comments
		<a href="#">18 Lessons</a>
(A)	<del>Create</del> <u>Develop short-term and long-term financial goals that are specific, measurable, attainable, realistic, and time based.</u> (E)	Reorganized for better sequencing. Verb changed and language added for clarity.
(B)	<del>Utilize</del> <u>Develop a balanced budget that accounts for income, fixed and variable expenses, and savings using budgeting tools including spreadsheets, digital apps, or digital platforms.</u> <del>using economic data.</del> (E, S)	Reorganized for better sequencing. Revised language based on feedback. Subsumed “fixed and variable expenses”
(C)	<u>Describe the importance of tracking income and expenses to maintain</u> <del>Model</del> <u>financial records keeping.</u> (E)	Reorganized for better sequencing. Revised language based on feedback. Changed verb to make more measurable and observable.
(D)	<del>Examine financial technology options.</del> <u>Compare a variety of financial exchange options including cash, check, debit cards, credit cards, electronic transfers, and digital payments</u> (E)	Revised based on feedback
(E)	<u>Analyze how short-term financial decisions influence personal budgets and long-term financial goals.</u> (E)	Added based on feedback
(E)(A)	<del>Estimate and</del> compare the cost of living <u>using in</u> different geographic locations while considering social, economic, <del>or and</del> political <u>issues influences.</u> (E, Geo/C, S)	Removed verb and changed language for clarity
<del>(B)</del>	<del>Create short term and long term financial goals.</del>	Reorganized for better sequencing
<del>(C)</del>	<del>Identify and categorize fixed and variable expenses.</del>	Reorganized for better sequencing. “Fixed and variable expenses” subsumed into 7.B
<del>(D)</del>	<del>Utilize budgeting tools using economic data.</del>	Reorganized for better sequencing
<del>(E)</del>	<del>Identify durable goods.</del>	Subsumed into inflation SE
(G) <del>(F)</del>	<del>Understand</del> <u>Describe the role of inflation on an economy including price fluctuations on durable goods, nondurable goods, and groceries</u> <del>grocery costs by analyzing historical data, maps, charts, graphs, or timelines about economic trends.</del> (E)	Durable goods moved from independent SE
(H) <del>(G)</del>	<u>Describe how pre-purchase research is a strategy to maximize spending power.</u> <del>Understand negotiation and conduct pre-purchase research using relevant sources to craft evidence-based analyses.</del> (E, S)	Adjusted language to better connect to the KS

Citation	Work Group B Draft TEKS	Comments
<del>(I)</del> (H)	<del>Examine</del> Analyze how marketing strategies including <u>social media marketing and traditional forms of advertising</u> the influence <u>financial decisions</u> of <del>social-media marketing and advertising</del> by considering the <del>author, audience, or</del> and purpose of <u>primary sources</u> the <u>advertisement to evaluate their impact.</u> (E, Geo/C, S)	Changed the verb and reworded to improve flow and clarity.
(J) <del>(I)</del>	Compare <u>the opportunity costs of renting versus buying a home by examining rental agreements and mortgage contracts, including variable adjustable-rate and fixed-rate mortgages</u> by analyzing <del>geographic relationships using spatial data and geographic tools.</del> (E)	Moved rental contracts into this SE and removed language for clarity. Added language to spiral opportunity costs.
(K)	<u>Compare the opportunity costs of renting versus buying a motor vehicle by examining lease agreements and purchase contracts.</u> (E)	Added as a parallel SE to complement SE above.
<del>(J)</del>	<del>Examine rental contracts.</del>	Subsumed into Rent vs buy SE.
<del>(K)</del>	<del>Identify donations.</del>	Duplicative – will be discussed within tax deductions
<del>(L)</del>	<del>Model financial record keeping.</del>	Reorganized for better sequencing
<del>(M)</del>	<del>Examine financial technology options.</del>	Reorganized for better sequencing
(4) <del>(8)</del>	<b>Savings and Investing.</b> The student understands that <u>saving and investing are essential components of building wealth considering financial institutions offer several types of savings accounts with different parameters and that investment risk tolerance depends on</u> a variety of factors <u>that influence financial growth, security, and long-term independence.</u> The student is expected to:	18 Lessons (13.5 hours) Revised based on feedback. <u>15 Lessons</u>
(A)	Compare savings <del>options</del> <u>accounts including bank savings accounts, money market accounts, education savings accounts plans, and CDs certificates of deposit.</u> (E)	Added language based on feedback. Subsumed education savings plans.
(B)	<del>Identify and classify</del> <u>Compare investing options including stocks, bonds, mutual funds, and digital assets.</u> (E)	Added language for clarity and subsumed investment options from other SEs
(C)	<del>Consider and</del> <u>Compare pre-tax retirement options including Investment Retirement Accounts, traditional 401(k) plans, or pension plans with post-tax retirement options, including Roth Investment Retirement Accounts or Roth 401(k)s, evaluate multiple sources of income in retirement.</u> (E)	Added language for specificity. Subsumed IRAs and Roth IRAs
	<u>Explain the role social security plays in federal taxes and retirement benefits.</u>	

Citation	Work Group B Draft TEKS	Comments
<del>(D)</del> (B)	<del>Explore and apply</del> Calculate interest <u>using the rule of 72 rates.</u> (E, S)	Adjusted language to be more specific and to support understanding of compound interest.
(E)	<del>Understand and calculate</del> Explain how <u>compounding interest contributes to financial growth.</u> (E)	Changed verb to be more measurable and added language to better connect to K&S.
<del>(F)</del> (C)	Evaluate <u>personal risk tolerance</u> using market conditions <u>including inflation, market volatility, and interest rates</u> <del>using data, charts, graphs, and timelines to draw conclusions about economic trends.</del> (E)	Subsumed risk tolerance and changed language for clarity.
<del>(D)</del>	<del>Explain federal bonds.</del>	Included in investment SE
<del>(G)</del> (E)	<del>Explain how</del> Recognize the regulation of financial institutions <u>including the Federal Deposit Insurance Corporation contributes to financial security and protects</u> solvency. (E, H)	Added language to increase clarity
<del>(F)</del>	<del>Compare IRAs, Roth IRAs, and Education Savings Accounts</del>	Moved into Savings and Retirement options SEs
<del>(G)</del>	<del>Compare “opt in” versus “opt out” plans.</del>	Not as relevant to HS seniors as other recommended content.
(H)	Compare health savings accounts and <del>high deductible health plans</del> <u>flexible spending accounts.</u> (E)	Changed language to make a more appropriate comparison.
<del>(F)</del>	<del>Assess personal risk tolerance.</del>	Included in market conditions SE
<del>(J)</del>	<del>Identify and classify small company stocks, large company stocks, corporate bonds and treasury bonds.</del>	Included in investment SE
<del>(K)</del>	<del>Identify mutual funds.</del>	Included in investment SE
<del>(L)</del>	<del>Compare nominal and real returns.</del>	Removed for HS relevance.
<del>(M)</del>	<del>Identify minimum account balances.</del>	Implied within savings options SE
<del>(I)</del> (N)	<del>Describe</del> Compare the <u>opportunity costs</u> <del>pros and cons</del> of hiring a professional financial planner <u>and independent investment.</u> (E)	Changed verb and added language to increase rigor and improve clarity.
<del>(O)</del>	<del>Understand and calculate compounding interest.</del>	Reorganized for sequencing

Citation	Work Group B Draft TEKS	Comments
(5) (9)	<b>Credit and Debt.</b> The student understands <u>the costs and benefits of borrowing and lending and how they impact financial health</u> <del>the purpose of credit scores and credit reports and how they are used by lenders and the cost of credit in terms of interest rates.</del> The student is expected to:	8 Lessons (6 hours) <u>15 Lessons</u>
(A)	<u>Compare revolving credit and installment credit, considering interest rates, fees, and repayment schedules. (E)</u>	Added based on feedback
(B)	<u>Compare relative interest rates for collateralized loans and unsecured credit. (E)</u>	Added based on feedback
(C)(A)	<del>Explain how to obtain a free copy of a</del> <u>Describe the factors in credit reports that impact credit scores, including payment history, penalties, debt-to-income ratio, number of accounts, and length of credit history. (E)</u>	Added language based on feedback and to increase specificity
(D)	<u>Identify sources of credit including banks, peer-to-peer lenders, payday loans, and title loans. (E)</u>	Added based on feedback
(E)	<u>Describe how creditworthiness factors, including collateral, debt-to-income ratio, and payment history impact, access to different types of credit. (E)</u>	Added based on feedback
(F)	<u>Explain how payday loans can create a cycle of debt including predatory lending and installment plans. (E)</u>	Reorganized for sequencing
(B)	<del>Understand and evaluate debt management using inquiry-based simulations.</del>	Duplicative of other SEs. Implied in credit report, credit worthiness and predatory lending SEs.
(G)(C)	<del>Understand</del> <u>Analyze how borrowing decisions can lead to debt problems, including bankruptcy and its implications. (E)</u>	Changed language based on feedback
(H)	<u>Evaluate truth-in-lending disclosures to determine when risk from borrowing is acceptable. (E)</u>	Added based on feedback
(D)	<del>Explain how payday loans can create a cycle of debt including predatory lending and installment plans.</del>	Reorganized for sequencing
(E)	<del>Compare adjustable rate and fixed rate mortgages.</del>	Included in mortgage SE in spending K&S
(6) (10)	<b>Risk Management and Insurance.</b> The student understands <u>that managing risk through saving, insurance, fraud prevention, and legal protections helps safeguard against potential loss and ensures long-term financial wellbeing</u> <del>variances in risk tolerance and insurance costs across different geographic areas using evidence-based research.</del> The student is expected to:	3 Lessons (1.5 hours) Language changed based on feedback. Moved geographic risk to SE. <u>10 Lessons</u>

Citation	Work Group B Draft TEKS	Comments
(A)	<u>Define insurance terms including premium, deductible, co-pay, and policy limits. (E)</u>	Added based on feedback
(B)	<u>Explain why disaster-based insurance rates vary by <i>geographic</i> location for different types of insurance, including flood insurance, fire insurance, wind insurance, and hail insurance. (E, Geo/C)</u>	Reworded geography-based risk from old K&S language to increase specificity
(C)	<u>Explain how personal risk insurance rates are impacted by risk factors including personal risk level, coverage amounts, deductibles, and policy limits. (E)</u>	Added based on feedback
(D)	<u>Describe how <i>unemployment insurance programs</i> and disability insurance support long-term financial wellbeing. (E)</u>	Converted the second K&S statement for Risk Management and Insurance to SE
(E)	<u>Identify strategies to reduce <i>insurance fraud, consumer fraud and identity theft</i>. (E)</u>	Converted the second K&S statement for Risk Management and Insurance to SE
(F)	<u>Explain the importance of estate planning, including wills, beneficiaries, powers of attorney, and medical directives. (E)</u>	Added based on feedback
(G)	<u>Explain the role of consumer protection agencies in fraud prevention. (E)</u>	Added based on feedback
(H)	<u>Explain how an emergency savings fund works together with insurance as part of ensuring long-term financial wellbeing. (E)</u>	Added based on feedback.
(11)	<del>Risk Management and Insurance. The student understands <i>different types of insurance including unemployment programs, Medicaid and Medicare, insurance fraud, consumer fraud, and identity theft</i>. The student is expected to:</del>	5 Lessons (3.74 hours) Removed Medicare and Medicaid due to lower prioritization for HS students
(7)(12)	<b>Entrepreneurship and Business Structures.</b> The student understands <u>that</u> entrepreneurship and business structures in a free enterprise system <u>provide opportunities for individuals to create businesses, assume risk, earn profit, and contribute to economic growth, including sole proprietorship, partnership, limited liability, LLC, corporation.</u> The student is expected to:	4 Lessons (3 hours) <u>12 Lessons</u> Reworded based on feedback. Old K&S language moved to SE.
(A)	<del>Calculate revenue and profit as a business owner using inquiry-based simulations.</del> <u>Analyze the risks and rewards of starting, owning, and franchising a business by developing a business plan which includes <i>calculating revenue and profit</i> for a business venture. (E, S)</u>	Added language based on feedback and to increase rigor
(B)	<u>Explain how entrepreneurs respond to supply-and-demand trends and unmet needs when starting a new business. (E)</u>	Added language based on feedback.
(C)	<u>Describe taxes related to owning a business including self-employment tax, income tax, corporate income, payroll tax, <del>Excise tax,</del> commercial <i>property tax, franchise tax</i>. (E)</u>	Moved from Earning Income and added language for specificity

Citation	Work Group B Draft TEKS	Comments
(D)	<u>Explain how entrepreneurs use job creation and innovation to contribute to economic growth.</u> (E)	Added based on feedback
(E)	<u>Compare costs and benefits of gig employment including taxing and insuring independent contractors and free-lance workers.</u> (E)	Moved from Earning Income
(F)	<u>Compare the business structures of sole proprietorships, partnerships, limited liability companies, LLC, and corporations.</u> (E)	Moved from K&S and added language for clarity.

WORKING DOCUMENT

**§113.32 Psychology (One-Half Credit), Adopted 2026.**

Citation	Work Group B Draft TEKS	Comments
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	16 Weeks x 5 days per week 45 minutes per day Estimate amount of Available Instructional Time: 80 Lessons (60 hours) <del>Estimate of Instructional Time Needed: 120 Lessons (96 hours)</del> <u>WGB Estimate of Instructional Time Needed: 78 Lessons (58.5 hours)</u>
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.</u>	
(d)	Knowledge and skills.	
(1)	<b>Origins of Psychology and Major Modern Psychological Theories.</b> The student understands the origins of psychology and major psychological theories. The student is expected to:	12 Lessons (hours) <u>5 Lessons (3.75 hours)</u>
(A)	Identify and compare the concept of the soul in ancient Scriptures including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali., <del>classical authors, and modern philosophers and explain patterns in continuity and change over time.</del> (H, Geo/C, S)	Removing because this is not an essential skill because students can show mastery of key topic without this sub-topic.
(B)	Identify the unique contributions of <u>foundational psychologists of pioneers</u> including <u>Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James</u> <del>in empirical psychology.</del> (H)	Adding to increase specificity.
(C)	<del>Recognize</del> <u>Identify</u> the effects of the cognitive revolution in psychology. (H, S)	Updated based on alignment of verbs and it being a more measurable verb.

Citation	Work Group B Draft TEKS	Comments
(D)	Explain the computational theory of mind and its criticisms. (Geo/C, S)	
(2)	<b>Psychological Research.</b> The student understands the methods and role of psychological research. The student is expected to:	22 Lessons (16.5 hours) <u>10 Lessons (7.5 hours)</u>
(A)	Describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research. (S)	
<u>(B)</u>	<u>Explain the difference between correlation and causation when interpreting psychological research.</u> (S)	Added specificity per ESC feedback
<del>(B)</del> <u>(C)</u>	Identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data. (S, G/Civ, H)	
<del>(C)</del> <u>(D)</u>	Interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) to create and answer questions and demonstrate understanding of the information gathered. (S)	
<del>(D)</del> <u>(E)</u>	<del>Identify</del> <u>Explain</u> the replication crisis, including false positives, statistical error, publication bias, and confirmation bias, <u>on the reliability of research conclusions within primary and secondary sources to evaluate their perspective, reliability, and utility for answering questions related to psychology.</u> (S) <u>Explain</u> how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and <u>affect the reliability of research conclusions.</u>	Adjusted subtopic verbiage to streamline the skill and increased rigor.
<del>(E)</del> <u>(F)</u>	<del>Evaluate Psychology as a science by collaborating on a written, oral, or visual product using methods of civil discourse.</del> (S, G/Civ)	Combined E and F.
<del>(F)</del> <u>(F)</u>	<del>Explore</del> <u>identify major subfields of Psychology as a science, including its major subfields and related and as and describe</u> career opportunities <u>related to psychology in a free enterprise system available in the science of psychology by relating it to students' lives, contemporary events, and various career fields.</u> (S, E, G/Civ, Geo/C)	Changed to align more with standards.
(3)	<b>Biological Basis of Psychology.</b> The student understands the biological basis of psychology. The student is expected to:	15 Lessons (11.25 hours) <u>No change</u>
(A)	Describe the <u>structure and function</u> <del>anatomy</del> of the <u>central and peripheral</u> nervous system <del>(central and peripheral) and the endocrine system</del> and <u>and explain how the nervous system</u>	Streamlined and shifted from anatomy to structure

Citation	Work Group B Draft TEKS	Comments
	<del>influences behavior and psychological development.</del> <del>effects on psychological development and behavior.</del> (Geo/C, S)	
(B)	Describe the <u>structure and function</u> <del>anatomy of the nervous system (central and peripheral) of the endocrine system</del> <del>and</del> <u>and explain how the endocrine system influences behavior and psychological development.</u> <del>t. effects on psychological development and behavior.</del> (Geo/C, S)	Moved to stand alone standard
<del>(B)</del> (C)	Describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research. (H, S)	
<del>(C)</del> (D)	Analyze psychological mechanisms including <del>taste,</del> preferences, fear, cooperation, jealousy, <u>and patriotism</u> <del>and habitat preferences</del> as products of natural selection <del>by communicating how these concepts relate to students' lives and contemporary events.</del> (Geo/C, S)	Removing some skills and streamlining areas that are repetitive.
(4)	<b>Philosophical Psychology.</b> The student understands major ideas of philosophical psychology. The student is expected to:	14 Lessons (10.5 hours) <u>10 Lessons (7.5 hours)</u>
(A)	<del>Explain Evaluate Plato's theory, including ideas about the soul's immortality and mind/body dualism by analyzing excerpts of historical documents.</del> <u>Compare Plato's and Aristotle's theories of the soul.</u> (H, G/Civ, Geo/C, S)	Streamlining and aligning with statutory requirements.
(B)	<del>Evaluate Aristotle's theory, including of soul as forms.</del> <u>Explain the concept of freedom of the will' as it relates to American Patriotism, using the Declaration of Independence and What to a Slave is the Fourth of July?</u> (H, G/Civ, Geo/C, S)  <u>Explain the concept of freedom of the will as it relates to liberty and American Patriotism</u>  <u>Analyze how the United States Declaration of Independence and What to the Slave is the Fourth of July? address liberty and patriotism in America.</u>	Split into 2 SEs and Streamlining and aligning with statutory requirements.
<del>(C)</del>	<del>Explain modern mind/body dualism.</del>	Included in 4(A)

Citation	Work Group B Draft TEKS	Comments
(D)	<del>Explain materialism and arguments for it.</del>	Included in 4(A)
(E)	<del>Explain the freedom of 'the will'.</del>	Included in 4(B)
(5)	<b>The Five Senses, Perception, and Cognition.</b> The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:	15 Lessons (11.25 hours) <u>5 Lessons (3.75 hours)</u>
(A)	Explain <u>the processes of</u> sensation and perception <u>in relation to real world experiences and</u> <del>communicate how these concepts relate to students' lives and contemporary events.</del> (Geo/C, S)	Streamlining
(B)	Explain cognition <u>processes of as it relates to:</u> memory, <u>language development, and language acquisition,</u> <del>structural features of language, theories of language acquisition, the information processing model and its limitations, and states and levels of consciousness.</del> (Geo/C, S)	Streamlining
(C)	<u>Identify states and levels of consciousness, including wakefulness, sleep, and dreaming</u> (S)	Moved from B to clarify. And added specificity.
(6)	<b>Development, Learning, and Intelligence.</b> The student understands the role of development, learning, and intelligence in psychology. The student is expected to:	18 Lessons (13.5 hours) <u>12 Lessons (9 hours)</u>
(A)	<del>Examine-Analyze</del> the nature versus nurture debate <del>by using relevant information from a variety of sources representing multiple viewpoints and evaluating the credibility of the sources to develop a claim.</del> (Geo/C, S)	Aligning verbs to level of rigor.
(B)	<del>Examine the influence of physical development and the caregiver on the individual.</del>	Included in (A) and eliminating repetition.
(C)-(B)	<del>Evaluate-Summarize</del> <u>Jean Piaget's theory of</u> cognitive development <del>according to Jean Piaget.</del> (H, S)	Aligning verbs
(D)-(C)	<del>Evaluate-Summarize</del> Erik Erikson's stages of psychosocial development. (H, Geo/C, S)	Aligning verbs
(E)-(D)	Explain principles of operant and classical conditioning and the principles of social learning. (S)	

Citation	Work Group B Draft TEKS	Comments
<del>(F)</del> (E)	<del>Describe</del> <u>Define</u> intelligence and evaluate its measurements <del>by including using both</del> qualitative and quantitative psychological research. (S, Geo/C)	Revised for clarity
(7)	<b>Personality, Motivation, and Emotion.</b> The student understands the role of personality, motivation, and emotion in psychology. The student is expected to:	16 Lessons (12 hours) <u>No change</u>
(A)	Define the concept of <del>personality</del> . (Geo/C, S)	Removing quotation marks for formatting consistency
(B)	Compare the theories of personality, including psychodynamic, trait, humanistic, and sociocultural. (Geo/C, S)	
(C)	Evaluate personality assessment tools, <u>based on evidence from</u> <del>by using</del> qualitative and quantitative psychological research. (Geo/C, S)	Aligning language to other standard.
(D)	Compare current theories of motivation, <u>including Maslow’s Hierarchy of Needs and Drive Reduction Theory.</u> <del>and emotion.</del> (H, Geo/C, S)	Adding specificity, separating into two standards for breakout purposes.
(E)	<u>Compare current theories of</u> emotion, <u>including James-Lange Theory and Two-Factor Theory.</u> (H, Geo/C, S)	Adding specificity, separating into two standards for breakout purposes.
(8)	<b>Health, Wellness, and the Mind.</b> The student understands the role of health and wellness of the mind. The student is expected to:	8 Lessons (6 hours) <u>5 Lessons (3.75 hours)</u>
(A)	Describe characteristics of common forms of mental illness, <u>including anxiety disorders, depressive disorders, schizophrenia, and bipolar disorders.</u> <del>and corresponding psychiatric therapies.</del> (Geo/C, S)	Adding specificity, separating into two standards for breakout purposes.
(B)	Describe <del>corresponding common</del> psychiatric <u>treatments for</u> <del>therapies treatment of common forms of</del> mental illness, <u>including cognitive behavior therapy, behavioral therapy, psychodynamic therapy, and biomedical treatment.</u> (Geo/C, S)	Adding specificity, separating into two standards for breakout purposes.
<del>(D)</del> (C)	<del>Explain</del> <u>Describe the development and use of the impact of</u> positive psychology <del>communicate on society, including a sense of belonging through civic engagement in the United States</del> <u>how these concepts impact society.</u> (Geo/C, S)	Streamlined and added statutory compliance

**§113.46 Social Studies, Sociology (One-Half Credit), Adopted 2026.**

Citation	Work Group B Draft TEKS	Comment
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	16 Weeks x 5 days per week 45 minutes per day Estimate amount of Available Instructional Time: 80 Lessons (60 hours) <del>Estimate of Instructional Time Needed:                      79 Lessons (59.25 hours)</del> <u>WGB Estimate of Instructional Time Needed:                      85 Lessons (63.75 hours)</u>  Re: length– Largely seems right but have added additional content needed to add specificity and clarity across multiple topics
(b)	General requirements.	
(c)	Introduction.	
(1)	<u>Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.</u>	
(d)	Knowledge and skills.	

Citation	Work Group B Draft TEKS	Comment
(1)	<b>What is Sociology?</b> The student understands the development of the field of <i>sociology, leading sociological ideas from the 19th and 20th century, and culture in society and its different forms</i> . The student is expected to:	18 Lessons (13.5 hours) for all What is Sociology? Units Combined with topic 2. And expanded sociological ideas to be more centuries. <u>10 Lessons (7.5 hours)</u>
(A)	<del>Describe</del> <u>Identify</u> central concepts of sociology, <u>including culture, socialization, social structure, social institutions, and social stratification</u> . (Geo/C, H, S)	Added specificity
<del>(B)</del>	<del>Identify different sociological perspectives.</del> (Geo/C, H, S)	<del>Remove because it is covered below.</del>
<del>(C)</del>	<del>List leading sociologists in the field of social science.</del> (Geo/C, H, S)	This is non-essential because it will be discussed in respective sections.
<del>(D)</del>	<del>Identify types of societies that exist in the world today</del> (Geo/C, H, S)	Removed because covered separately.
<del>(2)</del>	<del><i>What is Sociology? The student understands leading sociological ideas from the 19th century. The student is expected to:</i></del>	
<del>(A)</del> <u>(B)</u>	<del>Describe</del> <u>Explain</u> sociological ideas <del>from</del> <u>of</u> Jane Addams, Harriet Martineau, <u>and</u> Adam Smith, <u>Karl Marx, Emile Durkheim, and Max Weber</u> . (H)	Clarify.
<del>(B)</del>	<del>Compare</del> <u>Explain</u> sociological ideas <del>from the 19th century utilizing excerpts from primary sources to evaluate the perspectives of</del> Auguste Comte, <u>Karl Marx, Emile Durkheim, and Max Weber</u> . (H, S)	Shifted action based on later standards and clarified.
<del>(3)</del>	<del><i>What is Sociology? The student understands leading sociological ideas from the 20th century. The student is expected to:</i></del>	
<del>(A)</del> <u>(G)</u>	<del>Compare</del> <u>Explain</u> sociological ideas <del>from the 20th century utilizing excerpts from primary sources to evaluate the perspectives of</del> Talcott Parsons, W.E.B. DuBois, <u>C. Wright Mills, Robert Michels, and James Burnham</u> . (H, Geo/C)	Removing because some overlap and non-essential content.
<del>(4)</del>	<del><i>What is Sociology? The student understands culture in society and its different forms. The student is expected to:</i></del>	

Citation	Work Group B Draft TEKS	Comment
(c)(d)	<p><del>Describe elements of culture and ways society and culture can be studied and communicate how these concepts relate to students' lives or society. (Geo/C, S)</del></p> <p><u>describe elements of culture including identity, language, faith-based systems, shared practices and material goods</u></p> <p><u>explain ways culture concepts in society are studied.</u> (Geo/C, S)</p>	
(E)	Explain how cultural <del>concepts</del> <u>elements</u> influence individuals and society. (Geo/C, S)	
<del>(D)</del>	<del>Describe subcultures and what makes them unique. (Geo/C, S)</del>	
<del>(B)</del>	<del>Examine ways society and culture can be studied.</del>	
(C)( <del>E</del> )	<p><u>Explain deviant behavior and how it is viewed and treated in society. (Geo/C)</u></p> <p><del>Examine societal norms and deviance. (Geo/C, S)</del></p>	Clarifying.
<del>(D)</del>	<del>Identify subcultures and what makes them unique. (Geo/C, S)</del>	
<del>(E)</del>	<del>Describe types of groups. (Geo/C, S)</del>	Covered later.
<del>(5)</del> (2)	<b>Sociological Research.</b> The student understands the scientific process of studying the social world <u>and the role of ethics in sociological research</u> . The student is expected to:	<p>20 Lessons (15 hours) for all Sociological Research units</p> <p>Combined units 5 and 6 because they're both related to research practices.</p> <p><u>7 Lessons (5.25 hours)</u></p>
(A)	Identify scientific steps social scientists use. (S)	
(B)	Describe <u>qualitative and quantitative</u> research methods, employed to investigate the social world. (Geo/C, S)	Added to be more specific.
<del>(6)</del>	<del>Sociological Research. The student understands the role of ethics in sociological research. The student is expected to:</del>	Moved to 5.
<del>(A)</del> (C)	Identify ethical obligations of social scientists, <u>including informed consent, confidentiality, and avoiding harm.</u> (G/Civ, Geo/C)	Added to be specific.

Citation	Work Group B Draft TEKS	Comment
<del>(B)</del> (D)	<del>Examine</del> Evaluate sociological research and value neutrality. (S)	
<del>(7)</del> (3)	<del>Sociological Research</del> Sociological Perspectives. The student understands <u>major sociological theories and their impact on society.</u> <del>the functionalist view of society.</del> The student is expected to:	Updated title based on combining 7 –10 <u>12 Lessons (9 hours)</u>
(A)	<del>Describe</del> Explain <u>the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions and latent dysfunctions.</u> <del>collective conscience and social integration.</del> (G/Civ, Geo/C, E)	Combined to streamline standard
<del>(B)</del>	<del>Describe mechanical solidarity, organic solidarity, and anomie.</del>	
<del>(C)</del>	<del>Describe Manifest and latent functions and disfunction</del>	
<del>(8)</del>	<del>Sociological Research. The student understands the conflict view of society. The student is expected to:</del>	Combined with 3
<del>(A)</del> (B)	<u>Explain conflict theory through the contributions of Karl Marx and native Texan C. Wright Mills.</u> <del>Describe the base of Marxism and superstructure theory on the economy and society.</del> (H, G/Civ, E)	Added people for specificity
<del>(B)</del>	<del>Describe class conflict, capitalism and alienation.</del>	Removed because it's referenced in the contributions
<del>(9)</del>	<del>Sociological Research. The student understands rational choice theory. The student is expected to:</del>	Combined with 3
<del>(A)</del> (C)	<del>Define utilitarianism.</del> <u>Explain rational choice theory, including utilitarianism, and how both affect human behavior</u> <del>through utility maximization, social exchange, and social order.</del> (G/Civ, Geo/C, E)	Streamlined standard
<del>(B)</del>	<del>Describe rational choice and how it explains human behavior and utility maximization.</del>	Moved to new 3c, streamlined standard
<del>(C)</del>	<del>Describe social exchange and social order.</del>	Moved to new 3c, streamlined standard
<del>(D)</del> (D)	Apply Max Weber's Iron Cage to a real-world situation. (G/Civ, Geo/C, S)	
<del>(10)</del>	<del>Sociological Research. The student understands symbolic interactionism. The student is expected to:</del>	Combined with 3

Citation	Work Group B Draft TEKS	Comment
<del>(A)</del> (E)	Explain <u>symbolic interactionism through</u> the contributions of George Herbert Mead and Herbert Blumer. <del>to symbolic interactionism.</del> (H, G/Civ, Geo/C)	Streamlined
(B)	<del>Examine the relationship between symbolic meanings and social interactions.</del>	Removed because it's included within symbolic interactionism.
<del>(11)</del> (4)	<del>Society and social interaction.</del> The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:	8 Lessons (6 hours) for all Society and social interaction units Recommend splitting these topics into two and differentiating. <u>7 Lessons (5.25 hours)</u>
(A)	Differentiate between types of societies, <u>including pre-industrial, industrial, and post-industrial societies.</u> (H, G/Civ, Geo/C, E, S)	Specificity.
(B)	<u>Explain the causes and effects of social change as societies transition between stages of development.</u> (H, Geo/C, G/Civ, E, S) <del>Describe how society evolves and analyze the causes and effects of social and institutional change.</del>	Clarified vocabulary to highlight transition between historical societies to modern societies.
<del>(12)</del> (5)	<del>Society and Social interaction. The student understands the social construction of reality. The student is expected to:</del>	This is included in socialization below.
<del>(4)</del>	<del>Explain role theory and construction of reality.</del>	
(B)	<del>Apply Erving Goffman's dramaturgical analysis to a real world situation.</del>	Remove based on streamline.
<del>(13)</del> (5)	<b>Socialization.</b> The student understands the concepts and processes of how people socialize in society, <u>and the importance of social group agents.</u> The student is expected to:	7 Lessons (5.25 hours) for all Socialization units <u>16 Lessons (12 hours)</u>
(A)	<u>Explain, using a visual representation, the concept of "self" and how society influences individual identity.</u> (Geo/C, S) <del>Explain the meaning of "self" as a sociological concept using the sociological perspectives including functionalism, conflict theory, rational choice theory, and symbolic interactionism.</del>	Updated based on alignment with other changes.

Citation	Work Group B Draft TEKS	Comment
<del>(B)</del>	<u>Explain the development of “self” as described by role theory and the social construction of reality.</u> (Geo/C, S)	Moved from prior section to align content.
<del>(B)</del> (C)	<del>Define</del> <u>Explain</u> the concept of agency <del>as it relates to sociology</del> and its role in <u>shaping individual identity constructing the individual.</u> (Geo/C)	Streamlined
<del>(14)</del>	<del><i>Socialization. The student understands the importance of social group agents. The student is expected to:</i></del>	
<del>(A)</del> (D)	<del>Define</del> <u>Identify</u> agents of socialization, including family, peers, school, workplace, government, media, and religion. (G/Civ, Geo/C)	Vertical and horizontal verb alignment
<del>(B)</del> (E)	<del>Explain</del> <u>Compare</u> the impact of agents of socialization across the life course including childhood, adolescence, and adulthood. (G/Civ, Geo/C, E, S)	Vertical and horizontal verb alignment
<del>(C)</del> (F)	<u>Analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions.</u> (H, G/Civ, Geo/C, E, S)	Based on ESC/Teacher feedback and helps build relevance and understanding for key topics socialization and social capital.
<del>(15)</del> -(6)	<b>Groups and organizations.</b> The student understands the types <u>and functions</u> of groups <del>and their functions in everyday life</del> <u>and how group size influences group dynamics.</u> The student is expected to:	9 Lessons (6.75 hours) for all Groups and Organizations units <u>12 Lessons (9 hours)</u>
(A)	Describe types of groups including primary, secondary, <del>formal, informal</del> , reference, <u>in and out</u> , and digital communities. (Geo/C)	Added specificity.
(B)	<u>Describe subcultures and what makes them unique.</u> (Geo/C)	Moved based on related topics.
<del>(B)</del> (C)	Explain how groups serve emotional and expressive needs. (Geo/C)	Moved based on related topics.
<del>(16)</del>	<del><i>Groups and organizations. The student understands how size influences group dynamics. The student is expected to:</i></del>	<del><i>Combined with prior one</i></del>
<del>(A)</del> (C)	<del><u>Differentiate between a dyad and a triad.</u></del> (Geo/C)	Streamlined
<del>(B)</del> (D)	Explain the function and styles of group leadership <u>using the writings of the founding fathers of the United States.</u> (H, Geo/C)	Added for specificity and statutory compliance (h-1, 4)
<del>(C)</del> (E)	Describe the structure and function of bureaucracies and <u>explain how these</u> <del>as it</del> relate to <u>individuals’</u> <del>students’</del> lives and society. (G/Civ, Geo/C)	

Citation	Work Group B Draft TEKS	Comment
<del>(17)</del> (7)	<b>Government and Politics.</b> The student understands <u>how</u> power, <u>authority, forms of government, and economic systems</u> <del>their role in organizing influence society. and authority.</del> The student is expected to:	10 Lessons (7.5 hours) for all Government and Politics units <u>9 Lessons (6.75 hours)</u>
(A)	<del>Analyze the meaning and sociological significance of Lord Acton’s “Power tends to corrupt; absolute power corrupts absolutely” using methods of civil discourse.</del>	Removed based on not essential.
<del>(A)</del> (A)	Explain how power <del>operates</del> <u>affects</u> in social groups, <del>and</del> modern political institutions, <u>individuals and society.</u> (G/Civ, Geo/C, S)	Vertical and horizontal verb alignment.
(B)	<del>Explain how power affects individuals and society.</del>	Combined with 8 A
(D)	<del>Differentiate between traditional, charismatic, and rational legal authority in modern political life.</del>	Not essential content.
<del>(18)</del>	<del>Government and Politics. The student understands direct and representative democracy. The student is expected to:</del>	
(A)	<del>Differentiate between anarchy, direct (participatory) democracy and representative democracy. (Gov/C)</del>	Streamlined into new 8B.
(B)	Analyze how anarchy, direct <del>(participatory)</del> democracy, and representative democracy distribute power and decision-making in society. (G/Civ, Geo/C, S)	
<del>(19)</del>	<del>Government and Politics. The student understands economic models of free enterprise and socialism. The student is expected to:</del>	
(A)	<del>Differentiate between free enterprise systems and socialism using a variety of sources.</del>	Streamlined into new 8C.
(C) <del>(B)</del>	<del>Analyze</del> <u>Compare</u> how free enterprise systems and socialism distribute power, resources, and opportunities in society. (G/Civ, Geo/C, E, S)	
<del>(20)</del> (8)	<b>Social Capital.</b> The student understands social capital and how it facilitates action, <u>helps individuals achieve goals, and contributes to individual and community well-being</u> <del>and achieves goals.</del> The student is expected to:	7 Lessons (5.25 hours) for all Social Capital units <u>12 Lessons (9 hours)</u>
(A)	<del>Identify leading scholars in the field of social capital including Robert Putnam, James Coleman, Pierre Bourdieu.</del>	Not essential content.
<del>(B)</del> (A)	<del>Describe</del> <u>Analyze</u> the characteristics of social capital as a resource in society. (G/Civ, Geo/C, E, S)	Increased rigor.

Citation	Work Group B Draft TEKS	Comment
<del>(C)</del>	<del>Evaluate Robert Putnam's view on the civic value of social capital utilizing excerpts from primary sources.</del>	Not essential content.
<del>(21)-(9)</del>	<del>Social Capital. The student understands social capital advances in individual and community well-being. The student is expected to:</del>	
<del>(A)</del> (B)	Analyze how individuals' access to social networks, <u>including social media</u> , influences their access to resources, opportunities, and social mobility. (Geo/C, E, S)	Relevance and based on ESC/Teacher feedback.
<del>(B)</del> (D)	<del>Explain the value of social networks in shaping access to resources, opportunities, and social mobility. (Geo/C, E)</del>	Not essential content.
(C)	<p><del>Explain how systems of social stratification, including the contributions W. E. B. Du Bois, influence factors that affect resources, opportunities, and social mobility. (H, Geo/C, E, S)</del></p> <p>Identify systems of social stratification. (H, Geo/C, E)</p>	More specificity
=	<p>Explain how systems of social stratification influence access to resources, opportunities, and social mobility. (H, Geo/C, E, S)</p> <p><u>Explain W.E.B. DuBois contributions to the study of social stratification</u> (H, Geo/C, E, S)</p>	

**Work Group B Recommendation:** Work Group recommends maintaining the original order of the TEKS for African American Studies and removing the original eight strands that are no longer adopted. The group recommends tagging the individual student expectations with the newly adopted strands (Sept. 2025). While Work Group A initially sought to reorganize the TEKS for this course chronologically, reordering the TEKS created confusion and potential inaccuracies as, per Work Group A Charge, members were not permitted to make changes to the actual language of the TEKS; therefore, misalignments and inaccuracies between the knowledge statements and the new periodization occurred. However, Work Group B recognizes that leaving the TEKS in their original format, deleting the original eight strands, and only tagging with student expectations, also leads to chronological disorganization in the standards. No TEKS were deleted/adjusted/edited or modified beyond the deletion of the old Strand Names (see red font/strikethrough) and no new language was edited. The only changes are the addition of the newly adopted strands in green next to each Student Expectation.

### §113.51. Ethnic Studies: African American Studies (One Credit).

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.
- (b) Introduction.
  - (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
  - ~~(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.~~
  - ~~(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical thinking skills are taught together.~~
  - ~~(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.~~
  - ~~(5) Throughout social studies in Kindergarten Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).~~
  - ~~(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.~~
  - ~~(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
    - ~~(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board~~~~

~~of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.~~

~~(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."~~

~~(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.~~

~~(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.~~

(c) Knowledge and skills.

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

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

(2) ~~History.~~ The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:

- (A) analyze the African diaspora, including the role of Africans and Europeans ([H, G/Civ, Geo/C, E](#));
- (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans ([H, G/Civ, Geo/C, E](#));
- (C) describe and explain the impact of the Middle Passage on African American culture ([H, Geo/C, E](#)); and
- (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies ([H, G/Civ, Geo/C, E](#)).

(3) ~~History.~~ The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:

- (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain ([H, G/Civ, Geo/C, E](#));

- (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act ([H, G/Civ, E](#));
  - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century ([H, G/Civ, Geo/C, E](#));
  - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans ([H, G/Civ, Geo/C](#));
  - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad ([H, G/Civ, Geo/C](#)); and
  - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution ([H, G/Civ, E](#)).
- (4) ~~History~~–The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War ([H, G/Civ, Geo/C](#));
  - (B) describe and analyze the successes and failures of Reconstruction ([H, G/Civ, Geo/C, E](#));
  - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters ([H, G/Civ, Geo/C, E](#));
  - (D) explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) ([H, G/Civ, Geo/C](#));
  - (E) explain the impact of the convict leasing system on African Americans such as the Sugar Land 95 ([H, G/Civ, Geo/C, E](#));
  - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries ([H, G/Civ, Geo/C](#));
  - (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) ([H, G/Civ, Geo/C](#));
  - (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions ([H, G/Civ, Geo/C, E](#));
  - (I) examine the experiences of African American soldiers during and after World War I ([H, Geo/C](#)); and
  - (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers ([H, G/Civ, Geo/C, E](#)).
- (5) ~~History~~–The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions ([G/Civ, Geo/C, E](#));

- (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) [\(G/Civ, Geo/C\)](#);
  - (C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders [\(G/Civ, Geo/C\)](#);
  - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights [\(Geo/C\)](#);
  - (E) describe the impact of racism during World War II [\(H, G/Civ, Geo/C\)](#);
  - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion [\(H, G/Civ, Geo/C\)](#);
  - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall [\(H, G/Civ, Geo/C, E\)](#);
  - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations [\(H, G/Civ, Geo/C, E\)](#); and
  - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society [\(H, G/Civ, Geo/C, E\)](#).
- (6) ~~History~~—The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
- (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality [\(H, G/Civ, Geo/C, E\)](#);
  - (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama [\(H, G/Civ, Geo/C, E\)](#); and
  - (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community [\(H, G/Civ, Geo/C, E\)](#).
- (7) ~~Geography~~—The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history [\(H, G/Civ, Geo/C, E\)](#);
  - (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South [\(Geo/C, E\)](#);
  - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans [\(H, Geo/C, E\)](#); and
  - (D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development [\(Geo/C, E\)](#).
- (8) ~~Economics~~—The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:

- (A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world ([H, Geo/C, E](#));
  - (B) explain how sharecropping and redlining limited economic opportunities for African Americans ([G/Civ, E](#));
  - (C) explain how economic conditions and racism contributed to the Great Migration ([Geo/C, E](#));
  - (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today ([G/Civ, E](#));
  - (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background ([G/Civ, Geo/C, E](#));
  - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues ([E](#));
  - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today ([Geo/C, E](#)); and
  - (H) examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker ([Geo/C, E](#)).
- (9) **Government.**–The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights ([G/Civ](#));
  - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 ([G/Civ, Geo/C](#));
  - (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 ([G/Civ](#));
  - (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s ([G/Civ](#));
  - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition ([G/Civ, Geo/C, E](#)); and
  - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present ([G/Civ](#)).
- (10) **Government.**–The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike ([G/Civ, E](#));
  - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights ([G/Civ, Geo/C, E](#)); and

- (C) identify the contributions of African American leaders at local, state, and national levels of government [\(G/Civ\)](#).
- (11) ~~Citizenship~~–The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery [\(H, G/Civ, Geo/C\)](#);
- (B) analyze how regional differences influenced political perspectives of African American communities [\(G/Civ, Geo/C\)](#);
- (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black [\(H, Geo/C\)](#);
- (D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism [\(G/Civ\)](#); and
- (E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants [\(Geo/C\)](#).
- (12) ~~Culture~~–The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans [\(Geo/C\)](#);
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture [\(Geo/C\)](#); and
- (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences [\(Geo/C\)](#).
- (13) ~~Culture~~–The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:
- (A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture [\(Geo/C\)](#);
- (B) describe the influence of enslavement on African American culture [\(Geo/C\)](#);
- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley [\(Geo/C\)](#);
- (D) explain the origins and characteristics of different musical genres and traditions of African Americans [\(Geo/C\)](#); and
- (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers [\(Geo/C\)](#).
- (14) ~~Culture~~–The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe [\(Geo/C\)](#);
- (B) describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups [\(Geo/C\)](#);

- (C) explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee ([Geo/C](#));
  - (D) describe the reactions to and the influence of selected works by African American authors such as *The Souls of Black Folk* by W.E.B. Du Bois, *Native Son* by Richard Wright, *Their Eyes Were Watching God* by Zora Neale Hurston, *Beloved* by Toni Morrison, and *Eyes on the Prize* by Henry Hampton ([Geo/C](#));
  - (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey ([Geo/C](#));
  - (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance ([Geo/C](#)); and
  - (G) analyze the impact of popular culture on African Americans during significant eras ([Geo/C](#)).
- (15) ~~Culture~~–The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws ([G/Civ, Geo/C](#));
  - (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) ([H, G/Civ, Geo/C](#)); and
  - (C) describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities ([G/Civ, Geo/C](#)).
- (16) ~~Science, technology, and society~~–The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:
- (A) identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States ([Geo/C](#));
  - (B) identify examples of how industrialization was influenced by African Americans over time ([H, Geo/C](#)); and
  - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson ([H, Geo/C](#)).
- (17) ~~Social studies skills~~–The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions ([S](#));
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting,

- finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (S);
- (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);
  - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and
  - (E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).
- (18) ~~Social studies skills~~—The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (S); and
  - (B) use social studies terminology correctly (S).
- (19) ~~Social studies skills~~—The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts (S); and
  - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).
- (20) ~~Social studies skills~~—The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S).

**Work Group B Recommendation:** Work Group recommends maintaining the original order of the TEKS for Mexican American Studies and removing the original eight strands that are no longer adopted. The group recommends tagging the individual student expectations with the newly adopted strands (Sept. 2025). While Work Group A initially sought to reorganize the TEKS for this course chronologically, reordering the TEKS created confusion and potential inaccuracies as, per Work Group A Charge, members were not permitted to make changes to the actual language of the TEKS; therefore, misalignments and inaccuracies between the knowledge statements and the new periodization occurred. However, Work Group B recognizes that leaving the TEKS in their original format, deleting the original eight strands, and only tagging with student expectations, also leads to chronological disorganization in the standards. No TEKS were deleted/adjusted/edited or modified beyond the deletion of the old Strand Names (see red font/strikethrough) and no new language was edited. The only changes are the addition of the newly adopted strands in green next to each Student Expectation.

The Work Group recommends increased female representation, Mesoamerican and North American civilizations content, and areas to integrate local history should be considered in the next TEKS review of this course.

### §113.50. Ethnic Studies: Mexican American Studies (One Credit).

- (a) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
  - ~~(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.~~
  - ~~(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical thinking skills are taught together.~~
  - ~~(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.~~
  - ~~(5) Throughout social studies in Kindergarten Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).~~
  - ~~(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.~~
  - ~~(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
    - ~~(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and~~~~

~~importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.~~

~~(B) — Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness— That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."~~

~~(8) — Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.~~

~~(9) — Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.~~

(c) Knowledge and skills.

(1) ~~History~~—The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

(2) ~~History~~—The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas ([H, G/Civ, Geo/C, E](#)); and

(B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz ([H, G/Civ, Geo/C](#)).

(3) ~~History~~—The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s ([H, G/Civ, Geo/C, E](#)); and

(B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón ([H, G/Civ, Geo/C, E](#)).

(4) ~~History~~—The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act

- of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party ([H, G/Civ, Geo/C, E](#)); and
- (B) identify the contributions of significant individuals from the civil rights era such as ~~César Chávez~~, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor ([H, G/Civ, Geo/C, E](#)).
- (5) ~~History~~–The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 ([H, G/Civ](#)); and
- (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson ([H, G/Civ, Geo/C](#)).
- (6) ~~Geography~~–The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history ([H, Geo/C](#));
- (B) identify physical and human geographic factors related to the settlement of American Indian societies ([H, Geo/C](#));
- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution ([H, G/Civ, Geo/C, E](#));
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s ([H, Geo/C](#));
- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program ([H, G/Civ, Geo/C, E](#)); and
- (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States ([H, Geo/C](#)).
- (7) ~~Economics~~–The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s ([E](#));
- (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest ([H, E](#));
- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages ([G/Civ, E](#));
- (D) analyze the economic contributions of the Mexican American labor force ([E](#));
- (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) ([E](#)); and
- (F) discuss current issues related to the Mexican American labor force ([G/Civ, E](#)).
- (8) ~~Government~~–The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:

- (A) describe how Mexican Americans have participated in supporting and changing government ([G/Civ](#));
  - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm ([G/Civ](#));
  - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement ([G/Civ, Geo/C](#));
  - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement ([H, G/Civ, Geo/C, E](#));
  - (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe* ([G/Civ](#)); and
  - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power ([G/Civ, H, Geo/C, E](#)).
- (9) ~~Citizenship~~–The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States ([G/Civ, Geo/C](#));
  - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups ([G/Civ, Geo/C](#));
  - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups ([Geo/C](#)); and
  - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American ([H, G/Civ, Geo/C](#)).
- (10) ~~Culture~~–The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature ([H, Geo/C](#));
  - (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez ([Geo/C](#));
  - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement ([H, G/Civ, Geo/C](#));
  - (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón ([Geo/C](#)); and
  - (E) identify the impact of Mexican American popular culture on the United States and the world over time ([H, Geo/C](#)).
- (11) ~~Science, technology, and society~~–The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:

- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and
  - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina (Geo/C).
- (12) ~~Social studies skills~~—The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly (S);
  - (B) analyze diverse points of view related to contemporary Mexican American issues (S);
  - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and
  - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S).

**Recommendations:** For Knowledge and Skill statement 1, if these are meant to be Economics then consider adding the word “economic” prior to “problem, issue...” You can also add “economics” to 2-4 as well if that is the goal of this course.

**§113.61. Economics Advanced Studies (One-Half Credit).**

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
  - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
    - (A) analyze the relationship between his or her interests and career/discipline (QSSS);
    - (B) review literature from varied sources from the selected career or discipline (QSSS);
    - (C) identify a problem, issue, or concern (QSSS);
    - (D) survey and/or interview professionals to determine the appropriateness of a project (QSSS); and
    - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (QSSS).
  - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
    - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (QSSS);
    - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (QSSS); and
    - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (QSSS).
  - (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
    - (A) collaborate with the appropriate professionals to define the product (QSSS);
    - (B) develop a plan for product completion (QSSS);
    - (C) develop assessment criteria for successful completion of the project (QSSS);
    - (D) establish the appropriateness of the product for the intended audience (QSSS);
    - (E) implement the plan for product completion (QSSS); and
    - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (QSSS).
  - (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

- (A) review and revise the plan to present the findings (O~~SS~~S);
- (B) make arrangements for the presentation of findings to an appropriate audience (O~~SS~~S);
- (C) present findings, simulating the skills used by professionals (O~~SS~~S);
- (D) consider feedback received from the audience (O~~SS~~S);
- (E) reflect on the study and its potential for impact on the field (O~~SS~~S); and
- (F) reflect on personal learning experiences of the study (O~~SS~~S).

**§113.60. Social Studies Advanced Studies (One-Half Credit).**

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (b) Introduction. In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
  - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
    - (A) analyze the relationship between his or her interests and career/discipline; (OSSS)
    - (B) review literature from varied sources from the selected career or discipline; (OSSS)
    - (C) identify a problem, issue, or concern; (OSSS)
    - (D) survey and/or interview professionals to determine the appropriateness of a project; (OSSS) and
    - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project. (OSSS)
  - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
    - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation; (OSSS)
    - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; (OSSS) and
    - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices. (OSSS)
  - (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
    - (A) collaborate with the appropriate professionals to define the product; (OSSS)
    - (B) develop a plan for product completion; (OSSS)
    - (C) develop assessment criteria for successful completion of the project; (OSSS)
    - (D) establish the appropriateness of the product for the intended audience; (OSSS)
    - (E) implement the plan for product completion; (OSSS) and
    - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes. (OSSS)
  - (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
    - (A) review and revise the plan to present the findings; (OSSS)
    - (B) make arrangements for the presentation of findings to an appropriate audience; (OSSS)
    - (C) present findings, simulating the skills used by professionals; (OSSS)
    - (D) consider feedback received from the audience; (OSSS)

- (E) reflect on the study and its potential for impact on the field; (OSS) and
- (F) reflect on personal learning experiences of the study. (OSS)

**§113.48. Social Studies Research Methods (One-Half Credit), ~~Beginning with School Year 2011–2012.~~**

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (b) Introduction.
  - (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
  - ~~(2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.~~
  - ~~(3) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.~~
  - ~~(4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
    - ~~(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.~~
    - ~~(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness— That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."~~~~
  - ~~(5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.~~
- (c) Knowledge and skills.
  - (1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
    - (A) select a social studies issue, topic, or area of interest; **(OSSS)**
    - (B) write a rationale and preliminary ideas for research methods; **(OSSS)**
    - (C) develop a literature review; **(OSSS)** and
    - (D) develop a thesis. **(OSSS)**
  - (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:

- (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives; (OSSS)
  - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic; (OSSS)
  - (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research; (OSSS)
  - (D) use current technology such as library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews to collect information about the selected topic; (OSSS)
  - (E) use information from sources that take into account multiple perspectives; (OSSS)
  - (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments; (OSSS)
  - (G) develop and use criteria for the evaluation of qualitative and/or quantitative information; (OSSS)
  - (H) describe the results of the research process; (OSSS)
  - (I) generate logical conclusions from research results; (OSSS)
  - (J) justify a conclusion with supporting evidence; (OSSS)
  - (K) make predictions as to future actions and/or outcomes based on conclusions of research; (OSSS) and
  - (L) develop a bibliography in a format appropriate to the social sciences such as *Modern Language Association Style Manual* (MLA) and *Chicago Manual of Style* (CMS) to document sources and format written materials. (OSSS)
- (3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:
- (A) interpret the historiography of the research topic; (OSSS)
  - (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; (OSSS)
  - (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures; (OSSS)
  - (D) relate important events, recurring dilemmas, and persistent issues to topic; (OSSS) and
  - (E) employ empathy, skepticism, and critical judgment to analysis of topic. (OSSS)
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project; (OSSS)
  - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas; (OSSS)
  - (C) determine the most efficient research approach; (OSSS)
  - (D) utilize basic statistical approaches and tools in the analysis of aggregate information; (OSSS)

- (E) define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis; (OSSS)
  - (F) analyze information using a spreadsheet or statistical analysis information software; (OSSS)
  - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences; (OSSS)
  - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; (OSSS) and
  - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data. (OSSS)
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English; (OSSS)
  - (B) present a thesis and conclusion; (OSSS)
  - (C) use appropriate social science terminology; (OSSS)
  - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate; (OSSS)
  - (E) construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data; (OSSS)
  - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software; (OSSS)
  - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation; (OSSS) and
  - (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as *Modern Language Association Style Manual* (MLA) and *Chicago Manual of Style* (CMS) to document sources and format written materials. (OSSS)
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
- (A) select a social studies issue, topic, or area of interest; (OSSS)
  - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic; (OSSS)
  - (C) describe the results of the research process; (OSSS) and
  - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research. (OSSS)

**§113.47. Special Topics in Social Studies (One-Half Credit), ~~Beginning with School Year 2011–2012.~~**

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (b) Introduction.
  - (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
  - ~~(2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.~~
  - ~~(3) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.~~
  - ~~(4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
    - ~~(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.~~
    - ~~(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness— That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."~~~~
  - ~~(5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.~~
- (c) Knowledge and skills.
  - (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
    - (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives; (OSSS, H)
    - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic; (G/Civ, E, Geo/C)
    - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic; (Geo/C)
    - (D) examine the role of diverse communities in the context of the selected topic; (Geo/C, H)

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