

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

§113.1. Social Studies, Kindergarten, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Kindergarten, students begin their study of social studies by learning about themselves as American citizens and members of a home, family, and classroom and the role of rules in communities and by developing an early understanding of citizenship, patriotism, and civic responsibility in a republican self-government. Through stories, symbols, celebrations, and everyday experiences, students explore Texas and national heritage and the contributions of individuals that help communities function and foster respect for others. The concept of chronology is introduced. Students apply geographic concepts using maps, globes, and images, and acquire information from a variety of oral storytelling and visual sources to build foundational historical and economic understanding while practicing civic habits that preserve liberty through participation and listening skills.
 - (A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice critical thinking as an individual, respectful discussion, and identify the Constitution as the supreme law of the land, an important national document that protects freedoms and liberty. Students recognize community helpers and public servants, learn how people honor service, and develop an understanding of patriotism through national and state symbols, pledges, songs, and stories. Through these experiences, students begin to see themselves as citizens who show respect, responsibility, and pride in their community, state, and country.
 - (B) Students explore history, geography, and culture through stories of American Indians, early explorers, and early American communities. They learn about the Iroquois, Cherokee, and Comanche by examining stories, homes, foods, artifacts, and regions using maps and images. Students hear stories of exploration, the Plymouth Colony, the first Thanksgiving, and important historical figures such as George Washington. These studies help students understand how people lived in different places, how geography influenced daily life, and how cooperation and leadership shaped early communities.
 - (C) The course introduces foundational economic and geographic concepts by helping students distinguish between wants and needs, goods and services, and individual ownership. Students use maps and globes to identify continents, oceans, and important locations, describe relative location, and understand where they live in relation to other places. The year concludes with stories of innovation and leadership, highlighting individuals whose ideas and service contributed to the growth of America and Texas. Throughout Kindergarten, students build essential social studies vocabulary and skills that prepare them for deeper historical, civic, and geographic study in later grades.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) distinguish, with adult assistance, between a photograph or artifact and a story or textbook as different ways of learning about the past and identify what each source shows about people or places (H, GEO/C, S);
 - (B) identify, with adult assistance, what happened and why in a story or event, using the words "because" and "so" to describe simple cause-and-effect relationships (H, G/Civ, S);
 - (C) use the sequential terms beginning, middle, and end to retell events from stories and describe how things changed over time (H, Geo/C, S);
 - (D) answer a question about the past by pointing to or describing information from a story, image, or artifact shared in class (H, G/Civ, Geo/C, S); and
 - (E) practice civil discourse by taking turns speaking, listening respectfully while others share ideas, and expressing disagreement using kind words, recognizing that working together and following rules helps communities function (G/Civ, S).

- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:
 - (A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (H, Geo/C, S);
 - (B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (H, Geo/C, S);
 - (C) identify the bison (buffalo) in pictures as food hunted by the Comanche (Geo/C, H, S);

- (D) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (H, Geo/C, S);
 - (E) identify, on a map and with adult assistance, that the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (H, Geo/C, S);
 - (F) describe trading as giving something to get something in return (H, Geo/C, E, S); and
 - (G) identify artifacts, including arrowheads, pottery, and animal hides, traded by the Iroquois, Comanche, and Cherokee (H, Geo/C, S).
- (2) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:
- (A) define a continent as a large piece of land on Earth and locate a continent on a map (Geo/C, S);
 - (B) identify North America as the continent where we live (Geo/C, S);
 - (C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and
 - (D) describe relative location using the spatial terms near and far (Geo/C, S).
- (3) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);
 - (B) retell, with adult assistance using pictures and a map, the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures and a map, the story of Coronado who went in search of gold in the Americas (H, Geo/C, S).
- (4) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).
- (5) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);
 - (B) explain that the Pilgrims were people from England who came to America seeking religious freedom, political freedom, to advance the Christian faith, and to work together to build a community (H, G/Civ, Geo/C, S); and
 - (C) explain that the Mayflower Compact was an agreement to work together, choose leaders, and follow rules, based on Christian values, for the good of the community (H, G/Civ, Geo/C, S).
- (6) The Plymouth Colony. The student knows the story of the Plymouth Thanksgiving. The student is expected to:
- (A) describe Squanto as a Wampanoag Indian leader who helped the Pilgrims learn to grow food and survive in a new place (H, Geo/C, S);

- (B) describe Massasoit as a Wampanoag Indian who worked with the Pilgrims to make peace and share food during the Plymouth Thanksgiving story (H, Geo/C, S); and
 - (C) retell the story of the Plymouth Thanksgiving between the Pilgrims who gave thanks to God and their Wampanoag neighbors (H, Geo/C, S).
- (7) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:
- (A) identify, with adult assistance, an image of George Washington in primary sources (S);
 - (B) locate North America; the United States; Washington, D.C.; and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S);
 - (C) retell, with adult assistance using a timeline, stories of George Washington, including his life as a responsible and respectful child, a general in the military, and the first president of the United States (H, G/Civ, S);
 - (D) explain, with adult assistance, why George Washington is called the Father of Our Country (H, G/Civ, S); and
 - (E) identify Washington, D.C., as the capital of the United States, named after George Washington, where the current president lives and works (Geo/C, S).
- (8) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:
- (A) identify, with adult assistance, and sort pictures of goods and services (G/Civ, E, S);
 - (B) identify, with adult assistance, and sort pictures of wants and needs (G/Civ, E, S);
 - (C) describe individual ownership using the words mine and yours (G/Civ, E, S); and (D)
describe how people choose what goods and services to buy (G/Civ, E, S).
- (9) American Citizenship. The student knows symbols of patriotism. The student is expected to:
- (A) identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and
 - (B) recognize "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).
- (10) American Citizenship. The student understands examples of patriotism. The student is expected to:
- (A) identify the American flag as a national symbol of freedom and independence (H, G/Civ, S);
 - (B) retell, with adult assistance, the story of Betsy Ross, who is remembered as a good citizen and for making the first American flag, using the sequential terms beginning, middle, and end (H, S);
 - (C) recite the Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S);
 - (D) explain that reciting the Pledge of Allegiance shows pride and is an example of being a good citizen (G/Civ); and
 - (E) use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (G/Civ).

- (11) We the People: Rules in the Community. The student understands the role of rules. The student is expected to:
- (A) define community as a group of people who live and work together (Geo/C, S);
 - (B) distinguish among the terms community, city, state, and country (Geo/C);
 - (C) explain the purpose for having rules at home, school, and in the community (G/Civ, S);
 - (D) demonstrate respectful listening and responding during classroom discussions (S); and
 - (E) identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms for Americans (G/Civ, S).
- (12) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions, and teach Christianity to American Indians (H, Geo/C, S);
 - (B) retell, with adult assistance using pictures and a map, the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures and a map, the story about Sam Houston that describes his leadership role in Texas independence from Mexico (H, Geo/C, S).
- (13) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas pride. The student is expected to:
- (A) identify the Texas flag as a symbol of Texas pride (H, G/Civ, S);
 - (B) recite the Texas Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S);
 - (C) explain that reciting the Texas Pledge of Allegiance shows pride and is an example of being a good citizen (G/Civ); and
 - (D) recognize the state song "Texas, Our Texas" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (G/Civ, S).
- (14) American Citizenship. The student understands the importance of community helpers. The student is expected to:
- (A) identify police officers, firefighters, military members, veterans, and elected officials as community helpers (G/Civ, S);
 - (B) describe how police officers, firefighters, military members, veterans, and elected officials help people in the community (G/Civ, S);
 - (C) explain why community helpers are important to the community (G/Civ, S);
 - (D) identify ways people honor community helpers by saying thank you, celebrating holidays, including Memorial Day and Veterans Day, and showing respect for uniforms, symbols, and service (G/Civ, S); and
 - (E) retell, with adult assistance using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).
- (15) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:

- (A) retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights contributions as an inventor, including the invention of the Franklin stove, and as a business owner (H, G/Civ, S); and
- (B) retell, with adult assistance and using pictures, the story of Charles Goodnight, including his work as a Texas rancher and his invention of the chuck wagon, which helped feed cowboys working on the open range (H, Geo/C, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 1, students study Texas and American history through stories, symbols, and important events that highlight freedom, unity, work, and patriotism. Students explore how communities, governments, and economies function and how people in the past worked together to shape Texas and the United States. Using maps, songs, symbols, timelines, and storytelling, students develop foundational civic, geographic, historical, and economic understanding while building respect for shared traditions and democratic values.
 - (A) Students examine symbols, traditions, and civic ideals that represent freedom and unity in Texas and the United States. They study Texas symbols such as the Lone Star, the Texas flag, and state songs, as well as national symbols, including the American flag, Independence Hall, and the Liberty Bell. Students explore the meaning of liberty through the Declaration of Independence and learn how holidays such as Independence Day, Veterans Day, Memorial Day, Juneteenth, and Martin Luther King, Jr. Day honor freedom, service, and equality. Through these studies, students connect patriotic symbols and celebrations to shared civic values.
 - (B) Students investigate key historical events, people, and communities that shaped Texas and the nation. They learn about Thanksgiving stories in both Texas and early America, Pilgrim life and self-government, and cooperation between American Indians and settlers. Students study Texas settlement and independence through stories of the Comanche, missions, Stephen F. Austin, William B. Travis, and the Texas Declaration of Independence. They also explore the American Revolution, the Civil War, and the Civil Rights Movement by examining the roles of leaders such as Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr., and other individuals who worked to expand liberty, justice, and equality. Maps, timelines, and storytelling help students understand place, sequence, and historical change.
 - (C) The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources, including oil contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) distinguish, with adult assistance, between a primary source, such as a photograph, artifact, or document and a secondary source such as a textbook or storybook, and explain what the source can tell us about people or events in the past (H, Geo/C, S);
 - (B) identify the cause and effect in a historical event or story (H, G/Civ, S);
 - (C) use sequential terms, including first, next, then, and last, and before and after to place events on a timeline and describe one way life has changed over time (H, Geo/C, S);
 - (D) describe what a photograph, artifact, map, or image shows, and explain what it reveals about the people or place it represents (H, Geo/C, S);
 - (E) answer a question about the past by identifying information from a source and explaining in a complete sentence how that information supports the answer (H, G/Civ, Geo/C, S); and
 - (F) practice civil discourse by listening respectfully to the perspectives of others, taking turns during discussion, and expressing disagreement using respectful language, recognizing

that democratic communities depend on people who can share ideas and work through differences (G/Civ, S).

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

(c) Knowledge and skills.

- (1) Thanksgiving. The student understands the story of Thanksgiving in El Paso as giving thanks to God. The student is expected to:
- (A) locate on a map and describe, with adult assistance, North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande using cardinal directions north, south, east, and west (Geo/C, S); and

- (B) retell, with adult assistance, the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598, which occurred 23 years before the Plymouth Thanksgiving, after safely crossing the desert (H, Geo/C, S).
- (2) Thanksgiving. The student understands the story of Thanksgiving. The student is expected to:
- (A) locate on a map, with adult assistance, Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S);
- (B) identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking freedom to worship God and advance the Christian faith (G/Civ, Geo/C, S);
- (C) recognize Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);
- (D) summarize using pictures, with adult assistance, the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C, S);
- (E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and
- (F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).
- (3) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:
- (A) describe the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S);
- (B) explain the ways Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S);
- (C) explain the purpose of a meeting house as a place where people prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);
- (D) use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and
- (E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, G/Civ, S).
- (4) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. The student is expected to:
- (A) locate on a map, with adult assistance, North America, Boston, Massachusetts, and Philadelphia, Pennsylvania (Geo/C, S);
- (B) retell, with adult assistance, the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);
- (C) describe the role that Paul Revere played in alerting the colonists that the British army was coming (H, G/Civ, S);
- (D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);
- (E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S);

- (F) recite the phrase "Life, Liberty, and the Pursuit of Happiness" as an important phrase in American history (H, G/Civ, S); and
- (G) identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ).
- (5) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. The student is expected to:
 - (A) explain the meaning of the stars and stripes on the American flag (H, Geo/C, S);
 - (B) recognize "America the Beautiful" when played aloud (H, Geo/C, S);
 - (C) explain the historical development and influences of "America the Beautiful" by Katherine Lee Bates (H, Geo/C, S); and
 - (D) explain the historical significance of Independence Hall and the Liberty Bell in Philadelphia, Pennsylvania, including the signing and first public reading of the Declaration of Independence (H, G/Civ, Geo/C, S).
- (6) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. The student is expected to:
 - (A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th (H, G/Civ, Geo/C, S); and
 - (B) identify Veterans Day and Memorial Day as holidays that honor members of the military who have served to defend American freedom (H, Geo/C, S).
- (7) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:
 - (A) describe the Comanche as a nomadic tribe (H, Geo/C, S);
 - (B) describe how the use of horses helped the nomadic Comanche to migrate and hunt bison (buffalo) (H, Geo/C, S);
 - (C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and
 - (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).
- (8) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. The student is expected to:
 - (A) define missions as communities where American Indians lived, worked, and learned Christianity (H, Geo/C, S);
 - (B) explain that American Indians and the Spanish lived together in missions, resulting in a blending of cultures (H, Geo/C, S); and
 - (C) retell the story of Antonio de Olivares and the mission that became the Alamo (H, Geo/C, S).
- (9) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:
 - (A) retell, with adult assistance, the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);
 - (B) retell, with adult assistance, the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);

- (C) retell, with adult assistance, the story of William B. Travis, including his role as a commander at the Alamo who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and
- (D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).
- (10) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:
 - (A) identify the symbolism of the Texas flag: the Lone Star as a symbol of Texas freedom because it represents unity and the colors on the flag: blue represents loyalty, white represents purity, and red represents bravery (H, G/Civ, Geo/C, S); and
 - (B) identify the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S).
- (11) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:
 - (A) recognize slavery as taking away people's freedom and forcing them to work without pay and in unfair and harmful conditions (H, S);
 - (B) identify that Africans were enslaved in the United States because of the color of their skin (H);
 - (C) describe how the country was divided over different views of slavery which led to the Civil War (H, S);
 - (D) retell, with adult assistance, stories of Abraham Lincoln using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
 - (E) identify Abraham Lincoln as the president who worked to end slavery and protect liberty for all people in America (H, G/Civ, S);
 - (F) locate Washington, D.C., on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and
 - (G) explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).
- (12) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to:
 - (A) identify Dr. Opal Lee as the Honorary Grandmother of Juneteenth for her contributions of advocating for Juneteenth to become a national holiday (H, Geo/C, S); and
 - (B) identify Juneteenth as a national holiday occurring on June 19th that celebrates when enslaved people in Texas learned they were free (H, Geo/C, S).
- (13) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:
 - (A) identify oil and natural gas as valuable natural resources that are found deep in the ground or under the seabed (Geo/C, E, S);
 - (B) explain that the discovery of oil in Texas led to new towns, transportation, products, and support of education (H, E, S);
 - (C) describe Patillo Higgins and Anthony Lucas as wildcatters who found oil at Spindletop

- Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S);
- (D) describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with land and oil projects, showing courage and skill (H, E, S); and
- (E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).
- (14) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:
- (A) identify farmers as producers who grow crops and ranchers as producers who raise livestock (G/Civ, E);
- (B) identify that people in the community are considered consumers when they buy food from the grocery store (G/Civ, E);
- (C) explain how people in the community trade goods and services (G/Civ, E);
- (D) explain why people have jobs (G/Civ, E, S);
- (E) describe how working helps individuals and the community (G/Civ, E, S);
- (F) identify jobs in the local community (G/Civ, Geo/C, S);
- (G) describe ways people work by producing goods or providing services (G/Civ, E, S); and
- (H) describe ways people work as business owners or employees (G/Civ, E, S).
- (15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:
- (A) identify racial segregation as keeping people apart based on the color of their skin (G/Civ, Geo/C);
- (B) retell, with adult assistance, stories of Martin Luther King, Jr. using sequential terms, including his life as a pastor and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S);
- (C) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);
- (D) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);
- (E) identify the Martin Luther King, Jr. Memorial in Washington, D.C., in pictures (H, Geo/C, S); and
- (F) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality (H, Geo/C, S).
- (16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:
- (A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S);
- (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and
- (C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 2, students learn about people, places, and events that helped shape America and Texas by exploring stories from long ago through maps, timelines, and historical examples. Students study how early civilizations lived, how communities made rules, and how people worked together to seek freedom, safety, and opportunity. Through age-appropriate stories and symbols, students build an understanding of geography, citizenship, and history while making connections between the past and their lives today.
 - (A) Students begin by learning about the world and early civilizations to understand that people have lived in many places for a long time. They identify the continents and oceans and explore how early groups met their needs by farming, trading, building communities, and creating rules. Students learn about ancient peoples such as the Clovis, Hebrews, Greeks, Romans, and African civilizations, focusing on how their ideas, tools, and laws helped shape later societies. These early examples introduce students to important ideas such as leadership, fairness, and cooperation.
 - (B) Students explore the fight for freedom and the growth of American democracy through stories of the American Revolution and the early nation. They learn why colonists wanted independence, what liberty means, and how people worked together to create a new country. Students study important individuals from the Revolutionary era and learn how the Constitution and Bill of Rights protect freedoms and require everyone to follow the same laws. They also learn about the War of 1812 and how shared symbols and stories helped strengthen American identity.
 - (C) The course emphasizes Texas history and growth by examining how people settled the land, built communities, and worked toward independence. Students learn about Spanish missions, the Texas Revolution, and the leaders and groups who helped Texas become independent. They explore why people came to Texas seeking opportunity and how different groups contributed to farming, ranching, trade, and community life. The year concludes with a study of the Civil War and the struggle for freedom and equality, helping students understand how the past continues to shape Texas and the United States today.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In

Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) distinguish between primary and secondary sources, identify the author or creator and purpose of a source, and explain how the type of source affects what it can tell us about people or events in the past (H, Geo/C, S);
 - (B) identify causes and effects of a historical event or story (H, G/Civ, Geo/C, E, S);
 - (C) construct and interpret a timeline to place events in chronological order, identify whether events are close together or far apart in time, and describe how a person, place, or community changed over time (H, Geo/C, S);
 - (D) analyze a photograph, artifact, map, or other visual source as historical evidence by describing what it shows and explaining what it reveals about the people or events it represents (H, S);
 - (E) answer a question about the past in writing by stating what they think happened, and identifying at least one detail from a source that supports their answer (H, G/Civ, Geo/C, E, S); and
 - (F) practice civil discourse by listening respectfully to the perspectives of others, asking clarifying questions, and expressing disagreement through reasoned response rather than personal attack, recognizing that democratic self-government depends on citizens who can discuss differences productively (G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Ancient Civilizations: People and Places that Influenced America and Texas. The student knows the continents and oceans of the world. The student is expected to:
 - (A) identify on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and
 - (B) explain that people have lived in many parts of the world for a long time (H, Geo/C, S).
 - (2) Ancient Civilizations: People and Places That Influenced America and Texas. The student understands stories about early civilizations and their characteristics. The student is expected to:
 - (A) describe characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);
 - (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);

- (C) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);
 - (D) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);
 - (E) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship, and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);
 - (F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
 - (G) identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).
- (3) American Heroes in the American Revolutionary War. The student knows the locations of the original thirteen colonies. The student is expected to:
- (A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and
 - (B) locate the original thirteen American colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).
- (4) American Heroes in the American Revolutionary War. The student understands the reasons for the American Revolutionary War. The student is expected to:
- (A) define the American Revolutionary War as the war in which Americans fought the British for independence (H, G/Civ, Geo/C, S);
 - (B) locate America, the Atlantic Ocean, and Great Britain on a map (Geo/C, S); and
 - (C) explain the reasons for the American Revolutionary War, including taxation without representation and a desire for liberty (H, E, S).
- (5) American Heroes in the American Revolutionary War. The student understands stories about the American Revolutionary War. The student is expected to:
- (A) explain the importance of Patrick Henry's famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S);
 - (B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);
 - (C) explain that Martha Washington helped injured American soldiers in the American Revolutionary War (H, G/Civ, Geo/C, S);
 - (D) identify George Washington as the leader and General of the American Army (H, G/Civ, S);
 - (E) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolutionary War (H, G/Civ, Geo/C, S);
 - (F) explain that the Continental Army led by General George Washington, with the assistance of the French allies and James Armistead, won the Battle of Yorktown (H, G/Civ, Geo/C, S); and

- (G) explain that the Black Robe Regiment were pastors who preached about freedom, inspired America's independence, and served in the Continental Army (H, G/Civ, Geo/C).
- (6) The Rule of Law. The student understands the concept of rule of law and its connection to the United States Constitution. The student is expected to:
- (A) explain how people choose leaders at the national, state, and local levels through voting (G/Civ);
 - (B) explain that rule of law means everyone must follow the same rules to keep society fair and safe (G/Civ);
 - (C) identify the Constitution as the highest law in the United States (G/Civ);
 - (D) define amendment as a change in a written document (S);
 - (E) explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S); and
 - (F) describe the story of the Constitutional Convention using pictures and explain how these sources help people learn about the past (S).
- (7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:
- (A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britain, which strengthened American identity (H, G/Civ, Geo/C, S);
 - (B) retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);
 - (C) recite from memory Verse 1 of the "Star-Spangled Banner" (H, G/Civ, Geo/C); and
 - (D) retell the story of First Lady Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S).
- (8) People and Events that Made Texas. The student understands stories about people and events of the Texas Revolution. The student is expected to:
- (A) explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, Geo/C, G/Civ, S);
 - (B) describe how people in the mission grew crops, raised animals, traded goods, and shared religion (H, G/Civ, Geo/C, S);
 - (C) explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);
 - (D) explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, at Washington-on-the-Brazos (H, G/Civ);
 - (E) explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico allowing the formation of the Republic of Texas (H, G/Civ, S);
 - (F) identify the Alamo as a place where Texans, including James Bowie and David Crockett, fought bravely against Mexican forces and explain why the Alamo is remembered as a symbol of courage and sacrifice in Texas (H, G/Civ, Geo/C);

- (G) explain that the Battle of Goliad was a pivotal battle that served as a rallying cry for Texian soldiers (H, G/Civ, Geo/C);
 - (H) explain that the phrase "Remember Goliad!" motivated Texian resolve for the final battle at San Jacinto (H, G/Civ, Geo/C, S);
 - (I) explain that the Battle of San Jacinto in the Texas Revolution was the final victory that gave Texas its independence from Mexico (H, G/Civ, Geo/C, S);
 - (J) explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto (H, G/Civ, Geo/C, S);
 - (K) explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence (H, G/Civ, Geo/C, S);
 - (L) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);
 - (M) explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and
 - (N) sequence, with adult assistance, major events of the Texas Revolution using a timeline, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S).
- (9) Texas as a Land of Opportunity. The student understands that people came to Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:
- (A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);
 - (B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);
 - (C) retell the story of how German and Czech immigrants established farming communities that contributed to local economies and regional development in what would become known as the Hill Country of Texas (H, Geo/C, E, S);
 - (D) retell the story of how Irish immigrants in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow (H, Geo/C, E, S);
 - (E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);
 - (F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and
 - (G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).
- (10) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).
- (11) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:
- (A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);

- (B) identify the Union as states who remained in the United States (H, G/Civ, Geo/C, S);
- (C) identify the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);
- (D) identify, with adult assistance, the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);
- (E) explain that slavery took away people's freedom and slaves were treated as property instead of human beings (H, G/Civ, E, S);
- (F) explain that the Civil War was fought because of disagreements over the right to have slaves (H, G/Civ, E, S);
- (G) explain that Abraham Lincoln was the president who worked to preserve the Union and to end slavery (H, G/Civ, S);
- (H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);
- (I) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);
- (J) locate, with adult assistance, Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);
- (K) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);
- (L) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);
- (M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);
- (N) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
- (O) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 3, students study the development of early civilizations and their lasting influence on Western civilization, the United States, and Texas. Students examine how geography, natural resources, and human innovation shaped the ways people lived, worked, governed, and interacted over time. Through the study of ancient river valley civilizations, early American and Texas cultures, and the civilizations of Israel, Greece, and Rome, students develop an understanding of how ideas, beliefs, and systems from the past continue to affect life in America and Texas today.
 - (A) Students analyze the movement of people and the development of societies from hunting and gathering to farming and trade. They explore how access to land and water influenced settlement patterns, how scarcity led to trade, and how cultural and technological contributions such as writing systems, architecture, calendars, laws, and forms of government supported growing civilizations. Students compare different systems of

- leadership and government, including unlimited and limited forms of power, and examine early ideas of citizenship, democracy, and the rule of law.
- (B) Students also study the histories and cultures of early peoples in Texas, including how geography influenced where communities formed, how natural resources were used to meet basic needs, and how trade and leadership systems supported cooperation and survival. The course emphasizes the use of maps, artifacts, and primary sources to understand the past and make connections across time and place.
 - (C) Throughout Grade 3, students connect ancient civilizations to modern America and Texas by identifying shared ideas, values, and structures. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social

- studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explaining what the source reveals about the people or civilization being studied (H, Geo/C, S);
 - (B) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);
 - (C) construct and interpret timelines to sequence events and identify how civilizations changed over time (H, Geo/C, S);
 - (D) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows and explaining what it reveals about the people who created it (H, Geo/C, S);
 - (E) answer a question about the past using information from a source and explain how the source supports the answer (H, G/Civ, Geo/C, E, S); and
 - (F) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating

resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

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

(c) Knowledge and skills.

- (1) River Valley Civilizations and Connections to America and Texas. The student understands the River Valley civilizations and their connections to America and Texas. The student is expected to:
- (A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris and Euphrates Rivers on a map (Geo/C, S);
 - (B) describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);
 - (C) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);
 - (D) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);
 - (E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous civilizations, including the Greeks, which resulted in expanded trade opportunities (H, E);
 - (F) explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages (H, Geo/C);
 - (G) compare ancient Egyptians pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and
 - (H) compare the difference between systems of government, including the ancient Egyptian pharaohs who held unlimited political and religious power and the limited government of the United States in which power comes from the people (H, G/Civ).
- (2) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:
- (A) identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);
 - (B) describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);
 - (C) explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);
 - (D) explain how plains, river valleys, and water sources influenced the movement of the Clovis culture across North America and areas that are now part of Texas (H, Geo/C);
 - (E) describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);

- (F) locate on a map the Poverty Point civilization and describe the civilization as an early culture of people that traveled along the Ohio and Mississippi rivers (H, Geo/C, E, S);
 - (G) explain how artifacts, including copper and seashells, found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);
 - (H) locate on a map Mesoamerica (Geo/C, S);
 - (I) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and
 - (J) identify Mayan civilization contributions, including the building of temples for religion and community life, the development of writing to record history, the study of astronomy to create calendars, and the use of the mathematical concept of zero to help with counting (H, Geo/C).
- (3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:
- (A) locate and label on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);
 - (B) locate on a map the Gault Site in Williamson County and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);
 - (C) explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and
 - (D) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).
- (4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:
- (A) identify early civilizations, including Caddo, Karankawa, Coahuiltecan, and Ancestral Pueblo, in what would become Texas (H, Geo/C);
 - (B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);
 - (C) explain how early civilizations farmed corn, beans, and squash in fertile river valleys; hunted bison (buffalo) and deer on the plains; used coastal resources, including fish and alligators for food; and gathered plants, including cactus roots (H, Geo/C);
 - (D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);
 - (E) describe the practice of slavery through captive-taking among some early American civilizations in Texas and explain that captives taken during conflict were forced to work or live in harmful conditions under the control of others (H, Geo/C);
 - (F) identify how people used trade to solve the problems of resource scarcity (H, Geo/C, E);
 - (G) compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and

- (H) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).
- (5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate on a map the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem (H, Geo/C, S);
 - (B) explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);
 - (C) describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);
 - (D) explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);
 - (E) identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);
 - (F) describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and
 - (G) describe Moses as a Biblical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas, and as inspiration for Colonists during the American Revolution (H, Geo/C).
- (6) Ancient Greece and Connections to America and Texas. The student understands important ancient Greek historical events and contributions to Western Civilization, America, and Texas. The student is expected to:
- (A) locate on a map Greece and Greek city-states Athens and Sparta (Geo/C, S);
 - (B) describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);
 - (C) explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today (H, Geo/C);
 - (D) identify the influence of the Greek alphabet on the English alphabet (H, Geo/C);
 - (E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);
 - (F) describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world and daily life (H, Geo/C);
 - (G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);
 - (H) compare the Library of Alexandria, named for Alexander the Great, as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);
 - (I) explain how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);

- (J) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);
 - (K) describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and
 - (L) explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).
- (7) Ancient Rome and Connections to America and Texas. The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate on a map what constituted the Roman Empire (H, Geo/C, S);
 - (B) compare the myth of the founding of Rome by Romulus with the story of the founding of the Roman Republic by Brutus and explain what these stories teach about leadership and government (H, G/Civ, Geo/C);
 - (C) explain how ideas from Ancient Rome, including written laws and representative government, influenced the United States Constitution (H, G/Civ);
 - (D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and his willingness to relinquish power and return to the farm and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership (H, G/Civ, Geo/C);
 - (E) explain how Julius Caesar and Augustus changed the Roman Republic into an empire and identify lasting Roman influences on America and Texas, including the naming of the months of July and August (H, G/Civ, Geo/C);
 - (F) identify Roman architectural features of columns and domes that appear in government buildings, including the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol (H, Geo/C);
 - (G) explain the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);
 - (H) identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and
 - (I) explain that the Western Roman Empire weakened because emperors were spending more money than they had, causing instability, and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).
- (8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:
- (A) identify Jesus of Nazareth as the central figure in Christianity and describe how His teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);
 - (B) identify that Christianity began among Jewish communities living under Roman rule and that the Christians faced persecution and were enslaved for not worshipping the emperor (H, Geo/C);

- (C) describe how Christian beliefs, including valuing every individual, doing what is right, and showing compassion for others, helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);
- (D) identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);
- (E) explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C); and
- (F) identify that the Jewish diaspora occurred when the Romans forced many Jewish people to leave their homeland and settle in other parts of the world (H, Geo/C).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in Africa, Asia, Europe, and the Americas developed and how their ideas, systems, and innovations shaped Western civilization, the United States, and Texas. Students examine the role of geography, trade, belief systems, and leadership in the growth of societies and analyze how interactions among regions led to the exchange of goods, knowledge, and cultural traditions.
 - (A) Students explore major civilizations and historical developments in Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.
 - (B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.
 - (C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was

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

- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);
 - (B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);
 - (C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);
 - (D) compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);
 - (E) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);
 - (F) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);

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

- (A) locate on a map the Alps and Pyrenees mountains, Israel, the North Sea, Germany, Spain, Portugal, and the United Kingdom (H, Geo/C, S);
 - (B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages (H, Geo/C);
 - (C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests (H, Geo/C, E);
 - (D) identify monasteries as centers of learning and knowledge preservation during the Middle Ages that served local communities (H, Geo/C); and
 - (E) explain how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C).
- (2) The Middle Ages in Africa and Asia and Connections to America and Texas. The student understands important historical events and contributions from Africa and Asia in the Middle Ages. The student is expected to:
- (A) locate on a map Ghana, Mali, China, the Indian Ocean, and the Middle East (Geo/C);
 - (B) locate on a map the routes of Sub-Saharan trade (Geo/C); and
 - (C) identify how Mansa Musa's wealth from gold, salt, and the slave trade later inspired worldwide exploration and trade in the Western Hemisphere (H, Geo/C).
- (3) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:
- (A) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe (H, G/Civ, Geo/C);
 - (B) identify the Norse people and explain their influence on Europe through Viking exploration and raids (H, G/Civ, Geo/C);
 - (C) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas (H, Geo/C);
 - (D) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus (H, Geo/C);
 - (E) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe (H, G/Civ, Geo/C);
 - (F) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others (H, Geo/C);
 - (G) identify English common law as a system in which judges reference precedents to help make fair and consistent rulings in medieval England (H, G/Civ, Geo/C);
 - (H) explain how English common law influenced American and Texas law by establishing the consistency of law; the rule of law; the idea that laws apply to everyone; and protections for individual rights (H, G/Civ, Geo/C);
 - (I) use voting as a method for group decision making and explain that voting is an individual right, responsibility, and privilege in America and Texas today (G/Civ);
 - (J) explain that the Magna Carta, created in 1215 in England, drafted by the Archbishop of Canterbury, was the first document that limited the power of the king and protected individual rights, based on Christian beliefs (H, G/Civ, Geo/C);

- (K) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution (H, G/Civ, Geo/C); and
 - (L) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas (H, Geo/C).
- (4) People in the Americas and Texas. The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:
- (A) locate on a map the Americas, Andes Mountains, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, Rio Grande, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea (H, Geo/C, S);
 - (B) explain that physical geography, including rivers, plains, coastlines, and mountains, impacted locations of communities and trade in the Americas and Texas (H, Geo/C, E);
 - (C) describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);
 - (D) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);
 - (E) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor for building projects and farming, terrace farming as an agricultural innovation, and road networks for communication and regional trade (H, G/Civ, Geo/C, E);
 - (F) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);
 - (G) identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and
 - (H) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).
- (5) People in the Americas and Texas. The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:
- (A) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);
 - (B) identify Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);
 - (C) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);
 - (D) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);

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

- (7) Columbus and the Beginning of Exploration. The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:
- (A) identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);
 - (B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);
 - (C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);
 - (D) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);
 - (E) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);
 - (F) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);
 - (G) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
 - (H) describe Columbus' alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);
 - (I) identify Columbus Day as a holiday that commemorates his voyages (H, G/Civ, Geo/C); and
 - (J) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer that identified that the lands Columbus explored were not Asia (H, Geo/C).

§113.6. Social Studies, Grade 5, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 5, the learning is vertically aligned to content in Kindergarten-Grade 4, building upon important ideas in more complex and meaningful ways. Students study major global, American, and Texas developments from the Reformation through the founding of the United States to understand how ideas, events, and systems shaped the political, economic, and civic foundations of America and Texas. Students examine how challenges to authority, scientific discovery, religious beliefs, economic change, and the exchange of ideas influenced individual rights, self-government, and the pursuit of freedom. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.
 - (A) Students explore the Protestant Reformation, the Scientific Revolution, and the Enlightenment to understand how questioning religious and political authority led to new ideas about natural rights, limited government, consent of the governed, and economic freedom. They analyze how technological and scientific innovations supported economic growth and helped spread ideas that influenced American colonists and the founders of the United States and Texas.

- (B) Students investigate European exploration and colonization in the Americas, including the establishment of New Spain and the British colonies. They examine how geography shaped settlement patterns, regional economies, and trade, as well as how interactions among peoples involved cooperation, conflict, cultural exchange, and the development of labor systems, including indentured servitude and slavery.
 - (C) Students study the growth of self-government in colonial America, including representative institutions, written agreements, religious freedom, reform movements, and English legal traditions. They examine the causes, major events, and key individuals of the American Revolution and analyze how colonial resistance to British political and economic policies led to independence. Students explore how the ideas expressed in the Declaration of Independence reflected Enlightenment principles and shaped American beliefs about equality and individual rights.
 - (D) Students conclude the course by examining the challenges faced by the new nation and the creation of the United States Constitution. They analyze the weaknesses of early government, the compromises made to form a stronger union, and the principles embedded in the Constitution, including separation of powers, checks and balances, federalism, and the protection of individual rights through the Bill of Rights. Throughout Grade 5, students use maps, timelines, primary sources, and historical evidence to analyze cause-and-effect relationships, compare perspectives, and connect historical developments to the foundations of American and Texas government, law, economy, and civic responsibility.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);
 - (B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);
 - (C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);
 - (D) compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);
 - (E) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);
 - (F) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);
 - (G) construct a written response to a historical question by stating a clear claim, supporting it with evidence from sources, and explaining the reasoning that connects the evidence to the claim (H, G/Civ, Geo/C, E, S); and
 - (H) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;

- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas. The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:
 - (A) identify Martin Luther as the leader of the Protestant Reformation and King Henry VIII as the leader of the protestant movement in England (H, G/Civ, Geo/C);
 - (B) explain how the Protestant Reformation encouraged people to question religious and political authority and later influenced American colonists to challenge unfair rule and demand greater freedom (H, G/Civ, Geo/C);
 - (C) explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);
 - (D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);
 - (E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);
 - (F) explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and
 - (G) explain how Adam Smith's idea of economic freedom, including how people make choices about buying, selling, and working, helped foster capitalism in America and Texas (H, Geo/C, E).

- (2) Exploration and Early Settlements in America. The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:
- (A) identify the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);
 - (B) identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);
 - (C) explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);
 - (D) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);
 - (E) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);
 - (F) explain the founding of New Spain, including the establishment of Mexico City, at the site of the former Tenochtitlán, as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);
 - (G) locate New Spain on a map and explain that Spanish control extended into present-day Texas and present-day American Southwest (H, G/Civ, Geo/C, S);
 - (H) describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system (H, G/Civ, Geo/C, E);
 - (I) explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C);
 - (J) explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C);
 - (K) identify the Columbian Exchange on maps and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);
 - (L) describe the inhumane treatment endured by enslaved Africans during conveyance and enslavement (H, Geo/C);
 - (M) describe how most enslaved Africans were taken to South America and the Caribbean to support the production of cash crops, with the American colonies receiving a smaller portion of enslaved people compared to other regions in the Americas (H, Geo/C, E);
 - (N) identify economic contributions of enslaved people, including harvesting indigo (Geo/C);
 - (O) identify how the Stono Rebellion showed the resistance of slavery (H);
 - (P) identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);
 - (Q) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America (H, Geo/C, E); and
 - (R) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).
- (3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:

- (A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);
 - (B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);
 - (C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity (H, G/Civ, Geo/C);
 - (F) explain the effects of Spanish Catholic missions and presidios on Texas settlement, trade in San Antonio de Bexar, and Paso del Norte (H, G/Civ, Geo/C, E);
 - (G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);
 - (H) explain how the blending of the American Indian and Spanish cultures led to contributions in the Americas, including vaquero culture and the religious tradition of Las Posadas (H, G/Civ, Geo/C, E);
 - (I) explain how the horse transformed the life of the Comanches and how their expert horsemanship resulted in the expansion of bison (buffalo) hunting, raiding, and travel (H, Geo/C); and
 - (J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property in marriage (H, G/Civ, Geo/C, E).
- (4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:
- (A) describe the role world trade played in the growth of the Ottoman Empire during and after the Age of Exploration, including the conquest of Constantinople (H, G/Civ, Geo/C, E);
 - (B) describe the economic concept of mercantilism and explain how exploration of the New World and mercantilism led to the rise of smugglers, pirates, and privateers (H, G/Civ, Geo/C, E);
 - (C) explain how changes among Christians following the Protestant Reformation influenced events in England, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and
 - (D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).
- (5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:
- (A) identify on a map the thirteen American colonies (H, Geo/C, S);

- (B) describe the geography of three regions of the thirteen colonies, including New England with rocky soil and good harbors, the Middle Colonies with broad rivers for trade, and the Southern colonies with fertile soil and long crop-growing seasons (H, Geo/C, E, S);
- (C) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);
- (D) explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);
- (E) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);
- (F) describe the Plymouth Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);
- (G) explain how ideas about private property and economic opportunity at Jamestown laid the groundwork for free enterprise in America (H, G/Civ, Geo/C, E);
- (H) compare the self-government modeled in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting consent of the people (H, G/Civ, Geo/C);
- (I) explain how religious freedom and John Winthrop's image of a "City Upon a Hill" inspired colonial America's beliefs about community, purpose, and American exceptionalism (H, G/Civ, Geo/C);
- (J) describe religious diversity in the American colonies and locate on a map settlements founded by various religious groups, including Anglicans, Catholics, and Quakers (H, G/Civ, Geo/C, S);
- (K) compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powatan Anglo Wars (H, G/Civ, Geo/C, E);
- (L) compare the use of indentured servitude and slavery as labor systems in the American colonies (H, G/Civ, Geo/C, E); and
- (M) describe early reform movements in the American colonies, including the beginnings of the anti-slavery movement by the Quakers (H, G/Civ, Geo/C).
- (6) The British Colonies in America. The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:
 - (A) define salutary neglect as a British policy of loosely enforcing laws and trade regulations in the American colonies, which allowed colonists greater self-government (H, G/Civ, Geo/C, E);
 - (B) explain that the Great Awakening inspired colonists to pursue the cause of independence and liberty (H, G/Civ, Geo/C);
 - (C) explain the impact of the Enlightenment, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals helped shape American and Texan beliefs about fair government (H, G/Civ, Geo/C);
 - (D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and

- (E) describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).
- (7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:
- (A) identify mercantilism as an economic system that limited colonial trade and production to benefit Great Britain, which increased discontent among colonists (H, G/Civ, Geo/C, E);
- (B) explain the effects of the French and Indian War on Great Britain, including increased debt, greater control, and revenue from the colonies (H, G/Civ, Geo/C, E);
- (C) identify the Proclamation of 1763 as a British law that limited colonial expansion west of the Appalachian Mountains (H, G/Civ, Geo/C, E);
- (D) describe the Stamp Act as one of several acts that required colonists to pay taxes on printed materials and led to protests over taxation without representation (H, G/Civ, Geo/C, E);
- (E) describe the Tea Act, including how it gave the British East India Company exclusive control over tea sales in the colonies, and explain how colonists opposed the Act and responded with the Boston Tea Party (H, G/Civ, E);
- (F) describe the role of Samuel Adams and the Sons of Liberty in organizing colonial protests and resistance to British taxation and rule (H, G/Civ);
- (G) describe the Intolerable Acts as the British response to colonial resistance and explain how colonists responded, including efforts to unite opposition to British rule (H, G/Civ); and
- (H) create a timeline of and explain the relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S).
- (8) The American Revolution and the Pursuit of Freedom. The student understands events and significant individuals of the American Revolution. The student is expected to:
- (A) describe how colonists organized resistance to British rule through the Committees of Correspondence and the Continental Congress (H, G/Civ, Geo/C);
- (B) describe the differing perspectives of Patriots and Loyalists and explain how these divisions affected colonial society (H, G/Civ, Geo/C);
- (C) explain the significance of the Battles of Lexington and Concord as the first battles of the American Revolution, including the role of the Minutemen, and describe how these events led to the formation of the Continental Army led by General George Washington (H, G/Civ, Geo/C);
- (D) explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);
- (E) explain the significance of the Declaration of Independence, adopted on July 4, 1776, including Thomas Jefferson as primary author, and its foundational ideas that all people have unalienable rights, including "life, liberty, and the pursuit of happiness" (H, G/Civ, Geo/C);
- (F) describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" and her advocacy for women's rights (H, G/Civ);

- (G) explain how General George Washington's crossing of the Delaware River and victory at the Battle of Trenton affected American morale and the continuation of the Continental Army (H, G/Civ, Geo/C);
 - (H) explain how the American victory at the Battle of Saratoga was considered a turning point of the Revolutionary War and helped secure French support for the Revolution (H, G/Civ, Geo/C);
 - (I) explain how American and allied forces, including Marquis de Lafayette and James Armistead Lafayette, defeated the British at the Battle of Yorktown under Washington's command, effectively ending the Revolution (H, G/Civ); and
 - (J) identify the Treaty of Paris of 1783 as the agreement that ended the American Revolutionary War and recognized the independence of the United States (H, G/Civ).
- (9) The United States Constitution and the Age of Washington. The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:
- (A) analyze the weaknesses of the Articles of Confederation by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);
 - (B) explain the significance of the Northwest Ordinance by describing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);
 - (C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements, including the Connecticut Compromise that created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);
 - (D) explain that the three-fifths compromise and the slave trade compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery (H, G/Civ, Geo/C, E);
 - (E) explain the basic principles of American government found in the U.S. Constitution by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power (H, G/Civ, Geo/C);
 - (F) describe how the Constitution creates separation of power to prevent tyranny (G/Civ);
 - (G) describe the three branches of government, including the executive, judicial, and legislative branches (G/Civ);
 - (H) explain checks and balances among the three branches of government (G/Civ);
 - (I) explain federalism as the sharing of power between national and state governments (G/Civ);
 - (J) list the Bill of Rights and explain how the Constitution protects individual rights and freedoms (G/Civ);
 - (K) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
 - (L) explain that the Constitution is the supreme law of the land (G/Civ); and
 - (M) explain how George Washington's Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries (H, G/Civ, Geo/C).

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School (Brooks)

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

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

(b) Introduction.

(1) In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.

(A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.

(B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.

(C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.

(D) Students examine the Reconstruction Era, including the African Americans' acquiring of citizenship, individual rights, and the long-term effects of the Civil War.

(E) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.

(F) Students conclude the course by studying the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies.

(G) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.

(2) [blanketed amendment] The primary purpose of Texas and American social studies is to educate students to become ~~responsible~~, self-governing, ~~responsible~~ citizens who ~~respect~~ ~~preserve~~ the rights of their fellow citizens and who ~~cherish~~ ~~adhere to~~ liberties and ~~laws~~ ~~freedom~~. Over the course of multiple grades:

(A) [blanketed amendment] students understand how to ~~emulate the preservation~~ ~~preserve~~ of liberty as citizens who ~~value the idea of~~ ~~model~~ civic virtue ~~and duty~~ under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was

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

- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) [blanketed amendment] 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~~ creating a balanced distribution of content knowledge 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 is on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) [blanketed amendment] Student expectations are organized around key topics, identified as essential 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 main ideas using historical events and stories.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
- (B) Government and Civics, coded with G/Civ;
- (C) Geography and Culture, coded with Geo/C;
- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) [blanketed amendment] 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 higher level thinking skills are taught together using a balanced and flexible approach. Skills should include:
- (A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);
- (B) [blanketed amendment] evaluate the credibility and reliability of sources by examining their origin, purpose, and potential bias, and corroborate information across sources to draw evidence-based verified, fact-based conclusions (H, S);
- (C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);
- (D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);
- (E) compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);

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

- (A) explain that the Enlightenment Ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);
 - (B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans, and Afro-Mexicans (H, Geo/C);
 - (C) describe the causes of the Mexican War of Independence from Spain, including social inequality and economic crisis, that led to an independent Mexico, and General Vicente R. Guerrero's participation and contributions to the war (H); and
 - (D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).
- (2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:
- (A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);
 - (B) explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);
 - (C) describe anti-slavery movements within colonial America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ);
 - (D) identify 1808 as the year that Congress and Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C);
 - (E) identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy (H, G/Civ);
 - (F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);
 - (G) describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened fostered national pride and contributed to the emergence of an a unified American national culture identity, including the Star-Spangled Banner (H, Geo/C);
 - (H) explain how the Embargo Act placed limits on free trade during the War of 1812, affected the United States economy, including encouraging Americans to make more goods at home (E, S); and
 - (I) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).
- (3) Texas Settlement. The student understands the geography of settling Texas. The student is expected to:
- (A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C);
 - (B) locate major Texas cities on a map, including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco (Geo/C); and

- (C) interpret maps to identify how natural resources in Texas, including timber, farmland, and fossil fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).
- (4) Texas Settlement. The student understands the motivations of early American settlers in Texas. The student is expected to:
- (A) describe how the Mexican government offered land grants to American settlers to increase population in Texas and helped defend the region from raids and conflicts with American Indian tribes (H, Geo/C);
 - (B) summarize how the **Land Act of 1800 gave rise to** the Panic of 1819, including bank failures, job losses, and falling farm prices, contributed to migration to Texas (E);
 - (C) describe how similarities, including federalism and popular sovereignty, between the Texas Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);
 - (D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);
 - (E) **summarize how The State Colonization Law of March 24, 1825, prompted the massive expansion of the Empresario System in Texas and how it worked** ~~identify how the empresario system supported settlement in Texas~~ (H); and
 - (F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).
- (5) Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped Texas, including early settlement from 1825 to 1835. The student is expected to:
- (A) identify how innovations, including steamboats which improved transportation and the cotton gin which increased production, influenced westward expansion (H, Geo/C, E);
 - (B) explain how the term "Manifest Destiny" describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean (H, Geo/C);
 - (C) describe how the presidency of Andrew Jackson shaped the nation, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and
 - (D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).
- (6) Westward Expansion and Texas. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:
- (A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of B  xar increased tensions between Texian settlers and the Mexican government (H, G/Civ);
 - (B) describe the contribution of William B. Travis, including how his command at the Alamo became a symbol of defending a just cause (H);
 - (C) explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);
 - (D) describe key events of the Texas Revolution, including the Battle of the Alamo

- ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and
- (E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic (H).
- (7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:
- (A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);
- (B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H);
- (C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C);
- (D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and
- (E) compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C).
- (8) Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:
- (A) explain how slave labor contributed to sectionalism by ~~shaping the Southern economy~~ and increasing economic and political differences between the Northern and Southern states and prioritizing regional loyalty over national unity (H, E);
- (B) explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);
- (C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);
- (D) identify how religious roots of the Second Great Awakening influenced the abolition movement by encouraging moral opposition to slavery and inspiring individuals to work for social reform (H, Geo/C);
- (E) identify the roles of Frederick Douglass and Sojourner Truth and how they used speeches and personal experiences to argue against slavery and promote equal rights and safety (H);
- (F) identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);
- (G) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname (H, Geo/C);

- (H) explain how laws, including the Kansas-Nebraska Act of 1854, the violence in Bleeding Kansas, and the Dred Scott decision, escalated disputes over the expansion of the institution of slavery, states' rights, and federal authority helped lead to the Civil War
~~major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the violence in Bleeding Kansas, and the Dred Scott decision~~ (H, G/Civ, E);
- (I) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);
- (J) explain why Texas Governor Sam Houston was removed from office for his refusal to swear loyalty to the Confederacy (H, G/Civ);
- (K) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);
- (L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);
- (M) describe the role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);
- (N) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S); and
- (O) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H).
- (9) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:
- (A) define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);
- (B) (Add new B and move the remaining letters below in order) Explain Union General William T. Sherman's, Special Field Order 15, how it aimed to address the needs of the newly freed African Americans and events that led up to it being revoked (H);
- (C) explain how newly freed African Americans gained citizenship, individual rights, and started to participate in the free enterprise system (G/Civ, E);
- (D) identify the 13th amendment, which formally abolished slavery in the United States (G/Civ);
- (E) identify that 14th amendment, which gave citizenship to formerly enslaved people born or naturalized in the U.S. (G/Civ);
- (F) identify the 15th amendment, which gave Black men the right to vote in the United States (G/Civ);
- (G) explain why Juneteenth is an important symbol of the end of slavery during Reconstruction (H);
- (H) explain the shift from slavery to participation in the free enterprise system, including sharecropping, the desire for land ownership, and the start of the Texas Freedom Colonies (E);

- (I) explain that the Freedmen's Bureau helped formerly enslaved people transition to freedom while Black Codes limited African Americans' economic and political participation (G/Civ, E);
 - (J) explain how acts of violence, including intimidation by groups like the Ku Klux Klan, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and
 - (K) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights (H, G/Civ).
- (10) The Gilded Age in America and Texas. The student understands interactions and influences between America and other regions of the world in the late 1800s and early 1900s. The student is expected to:
- (A) describe how immigrants entered the United States and Texas through Ellis Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);
 - (B) explain how the explosion of the USS Maine and the use of yellow journalism increased public support for American overseas expansion and contributed to the outbreak of the Spanish-American War (H, Geo/C);
 - (C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);
 - (D) identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans, and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);
 - (E) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);
 - (F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s (H, Geo/C, E);
 - (G) identify the contributions and detrimental business practices of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas, and how workers and consumers were impacted (H, E);
 - (H) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);
 - (I) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);
 - (J) identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, including Galveston, Houston, and El Paso (H, Geo/C);
 - (K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);
 - (L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);

- (M) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);
 - (N) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E); and
 - (O) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic selfgovernment, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E).
- (11) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:
- (A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry (H, Geo/C);
 - (B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);
 - (C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E);
 - (D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and
 - (E) identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican American communities in Texas (H, Geo/C).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.
 - (A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.
 - (B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.

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

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

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

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

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

(c) Knowledge and skills.

(1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:

(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);

(B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);

(C) analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);

(D) analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E);

(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);

(F) identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and

(G) explain how Henry Ford used the assembly line in the production of the Model T and how this concept impacted division of labor and economies of scale (H, E).

(2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:

(A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);

(B) explain that unrestricted submarine warfare and the Zimmermann Telegram contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H, G/Civ);

- (C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);
 - (D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);
 - (E) explain the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);
 - (F) explain the Selective Service Act and its role in mobilizing soldiers and shaping the World War I homefront (H, G/Civ); and
 - (G) identify that the American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H).
- (3) 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:
- (A) identify domestic challenges for the United States following World War I, including renewed labor unrest and fears of communism after the Russian Bolshevik Revolution and the Palmer Raids (H, E);
 - (B) identify domestic challenges for the United States following World War I related to racial violence and intolerance, including the resurgence of the Ku Klux Klan and the Tulsa Race Massacre (H);
 - (C) identify domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime (H, G/Civ);
 - (D) describe American economic developments during the 1920s, including the Great Migration, increased consumer spending, growing prosperity, and the expansion of the stock market (H, E);
 - (E) describe cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture, and professional sports (H, Geo/C);
 - (F) describe African American cultural developments during the 1920s, including the Harlem Renaissance, jazz and blues music, and the contributions of Texas blues musician Blind Lemon Jefferson (H, Geo/C);
 - (G) describe life during the Great Depression, including bank runs, widespread unemployment, mass deportations, and the growth of Hoovervilles (H, E);
 - (H) explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);
 - (I) describe the role of President Franklin D. Roosevelt during the Great Depression, including fireside chats and radio to communicate with the public (H, G/Civ);
 - (J) identify that the Great Depression worsened economic recovery (E);
 - (K) describe the role of Texan Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);
 - (L) explain the geographic patterns and processes of the Dust Bowl, including drought, high winds, and over-farming (H, Geo/C); and
 - (M) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).

- (4) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:
- (A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC), and how these programs reflected Progressive ideas about government responsibility, conservation, and reform (H, G/Civ, E);
 - (B) describe the Social Security Act and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long term assistance, on Americans and Texans during the Great Depression (H, G/Civ); and
 - (C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).
- (5) Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:
- (A) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ended Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);
 - (B) identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);
 - (C) explain characteristics that defined the Bolshevik government in Russia, including a oneparty dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);
 - (D) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);
 - (E) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);
 - (F) identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);
 - (G) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);
 - (H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);
 - (I) explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ); and
 - (J) describe how fears of communist revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E).
- (6) Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).

- (7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:
- (A) describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);
 - (B) explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);
 - (C) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);
 - (D) identify how World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);
 - (E) analyze the causes and effects of the internment of Japanese Americans during World War II (H, S);
 - (F) identify major World War II innovations, including code-breaking technology, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);
 - (G) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);
 - (H) describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);
 - (I) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);
 - (J) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);
 - (K) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);
 - (L) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);
 - (M) identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);
 - (N) explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);
 - (O) explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and
 - (P) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ).
- (8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:
- (A) identify the contributions of Texans Audie Murphy and Chester Nimitz during World War II (H);
 - (B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World

- War II as examples of the American Arsenal of Democracy (H, E);
- (C) identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Baytown, Port Arthur and Corpus Christi, the Big Inch and Little Big Inch pipelines, and the petrochemical industry along the Houston Ship Channel, as examples of the American Arsenal of Democracy (H, E);
 - (D) identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and
 - (E) explain the detention of German prisoners of war, including civilian-administered camps in Hearne and Mexia (H, G/Civ).
- (9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:
- (A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);
 - (B) describe the development of nuclear weapons as a deterrent during the Cold War (H);
 - (C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall (H, G/Civ, E);
 - (D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);
 - (E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including containment and the Korean War (H, G/Civ, E);
 - (F) explain how modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);
 - (G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);
 - (H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);
 - (I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States and Cuba relations (H, G/Civ, E);
 - (J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E); and
 - (K) describe the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation (H, G/Civ).
- (10) Civil Rights Movement. The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:

- (A) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by Claudette Colvin and Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ);
 - (B) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);
 - (C) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);
 - (D) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);
 - (E) describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (H, G/Civ);
 - (F) explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and
 - (G) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).
- (11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:
- (A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);
 - (B) explain the impact of Great Society programs on American society, including efforts to reduce poverty, expand educational opportunities, and improve health care during the 1960s (H, G/Civ);
 - (C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);
 - (D) describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);
 - (E) explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);
 - (F) identify the Vietnam War as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);
 - (G) explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and
 - (H) describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including changes in civic participation and public opinion resulting from the release of the Pentagon Papers (H, G/Civ, Geo/C).
- (12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:
- (A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and

- (B) describe causes of a decrease in public trust in government, including the War Powers Act and the Watergate scandal (H, G/Civ).
- (13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:
- (A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and
- (B) describe the influence of United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).
- (14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:
- (A) analyze Ronald Reagan's presidential leadership, including economic recovery after the oil crisis and relations between the United States and the Soviet Union to bring down the Berlin Wall (H, G/Civ, E);
- (B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);
- (C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and
- (D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).
- (15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:
- (A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);
- (B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and
- (C) explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ).
- (16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama. The student is expected to:
- (A) explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);
- (B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);
- (C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ);
- (D) explain the causes and effects of the 2008 economic crisis (E, S); and
- (E) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).

- (17) Contemporary America and Texas. The student understands important innovations and their effects on society during the computer and technological revolution of the 2000s and 2010s. The student is expected to:
- (A) describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and
 - (B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).

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

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

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

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

- (H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) The Days Before Contact. The student understands the geography of Texas. The student is expected to:
 - (A) identify Texas regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and
 - (B) identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).

- (2) The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).
- (3) The Age of Contact. The student understands the Age of Contact. The student is expected to:
- (A) describe the experiences of Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); and
 - (B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).
- (4) Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:
- (A) explain the significance of René-Robert Cavelier, Sieur de La Salle, and how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and
 - (B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C).
- (5) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:
- (A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ);
 - (B) explain how Enlightenment ideas, including natural rights, popular sovereignty, and republicanism, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);
 - (C) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the death toll at the Battle of Medina (H);
 - (D) describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);
 - (E) explain how the Mexican Constitution of 1824 shaped governance and the State Colonization Law of 1825 shaped settlement in Texas (H, G/Civ); and
 - (F) describe the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).
- (6) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:
- (A) explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);
 - (B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Turtle Bayou Resolutions, the

- Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);
- (C) explain how the Mier y Terán Report led to the Law of April 6, 1830, which limited Texian rights (H, G/Civ);
 - (D) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);
 - (E) compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and selfgovernment (H, G/Civ, S);
 - (F) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);
 - (G) identify that the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);
 - (H) analyze the poems The American Flag by Joseph Rodman Drake and The Defence of the Alamo by Joaquin Miller and how poetic appeals to patriotism help to unify the people of the United States and the people of Texas (G/Civ, S);
 - (I) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);
 - (J) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo,C);
 - (K) compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);
 - (L) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
 - (M) explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution (H); and
 - (N) compare the structure of the Constitution of the Republic of Texas with the U.S. Constitution, including the Bill of Rights (H, G/Civ, S).
- (7) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
- (A) explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);
 - (B) explain the conflicts between the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays (H);
 - (C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);
 - (D) describe Mexican military efforts to reclaim Texas and how these invasions threatened the security of the Republic of Texas (H);

- (E) explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);
 - (F) compare the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico (H, G/Civ);
 - (G) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
 - (H) explain arguments regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);
 - (I) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ);
 - (J) locate on a map the area of Texas that was ceded to the United States in 1850 (H, G/Civ); and
 - (K) explain the conditions of annexation under which Texas retained control of its public land and the U.S. recognized the boundaries claimed by Texas, including the seaward boundary of three marine leagues (H, G/Civ).
- (8) Texas Early Statehood. The student understands slavery and secession. The student is expected to:
- (A) describe the causes of the Mexican-American War, including Manifest Destiny, the Texas annexation, and the Rio Grande boundary dispute, from U.S. and Mexican perspectives and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its citizens (H, Geo/C);
 - (B) explain the role of the United States Army in Texas during early statehood, including forts built for border defense (H, G/Civ, Geo/C);
 - (C) explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);
 - (D) explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);
 - (E) describe the causes of conflict between Texans and the Comanche (Nʉmʉnʉʉ) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);
 - (F) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E);
 - (G) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union (H, G/Civ, S);
 - (H) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ); and
 - (I) explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ).
- (9) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:

- (A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense (H);
 - (B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, and the battles of Galveston and Sabine Pass (H, Geo/C);
 - (C) explain the goals of Union occupation in Texas to control the transportation of goods, including cotton in coastal South Texas, and the Red River Campaign (H);
 - (D) explain causes of frontier violence, including Elm Creek and Dove Creek conflicts, in Texas during the Civil War (H);
 - (E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war (H);
 - (F) identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);
 - (G) identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);
 - (H) explain the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);
 - (I) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation of the policies (H, G/Civ);
 - (J) identify African American political leaders who were elected during Reconstruction, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines (H, G/Civ);
 - (K) explain the role of African American institutions during Reconstruction, including Texas Freedom Colonies and the Freedmen's Bureau (H, G/Civ, Geo/C);
 - (L) explain how Reconstruction ended in Texas (H);
 - (M) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and
 - (N) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S).
- (10) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:
- (A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);
 - (B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and
 - (C) explain how the systematic elimination of the bison (buffalo) by hunters in west Texas was used as a strategy to displace the American Indians from their lands and force them onto reservations (H, G/Civ, Geo/C).

- (11) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:
- (A) describe how cotton production and the expansion of agriculture supported early industrial growth in Texas (H, Geo/C);
 - (B) describe how sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);
 - (C) identify cattle drives and ranching operations, including the Espuela, King, and XIT ranches, that contributed to economic growth in Texas (H, E);
 - (D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas (H, E);
 - (E) explain the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);
 - (F) identify the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas, including the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike (H, E);
 - (G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and
 - (H) identify immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).
- (12) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:
- (A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);
 - (B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);
 - (C) explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);
 - (D) explain how oil production and transportation connected Texas to global markets through the Houston Ship Channel and its development after the Galveston Hurricane of 1900 (H, E);
 - (E) explain how the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, and describe the United States military response in the Pershing Expedition (H); and
 - (F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E).
- (13) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:

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

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

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

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

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

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

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

- (C) compare the purposes for settlement, economic activities, labor systems, religious foundations, and geography in the New England, Middle, and Southern colonies (Geo/C, E, S); and
 - (D) explain the significance of self-rule in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, as early foundations of representative government in America (G/Civ).
- (3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:
- (A) analyze factors that contributed to the American Revolution, including the French and Indian War, Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);
 - (B) explain American resistance to British political and economic policies following the French and Indian War, including protests against taxation without representation, the Boston Massacre, and the Boston Tea Party (H, G/Civ, E);
 - (C) explain the origins, meanings, and effects of the Declaration of Independence, including the idea that all people have rights and governments' power is limited to protect those rights (G/Civ);
 - (D) explain intellectual influences, including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy, on the American Revolution and the new American government (G/Civ);
 - (E) explain the role of John Locke, the Virginia Declaration of Rights, Thomas Paine's Common Sense, and the Black Robe Regiment as inspiration for the Declaration of Independence (G/Civ, S);
 - (F) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Treaty of Paris (1783) (H);
 - (G) explain reasons for the American victory, including the geographic advantage of fighting on their own land, foreign allied intervention, other British war obligations, the belief in Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and
 - (H) identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H).
- (4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:
- (A) explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Rebellion (G/Civ);
 - (B) describe how the Northwest Ordinance (1787) addressed slavery and established a process for the creation of new states (H, G/Civ);
 - (C) analyze the Constitutional Convention, including the role of James Madison, The Great Compromise, rights of individuals and states, and three-fifths compromise (G/Civ, S);
 - (D) explain how the United States Constitution established America as a Constitutional Republic (G/Civ);
 - (E) explain debate over the ratification of the Constitution, including Federalist Papers 10 and 51 (G/Civ); and
 - (F) identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).

- (5) New Nation. The student understands the key events in the first five presidencies of the New Nation. The student is expected to:
- (A) describe key developments in the new nation, including Washington's Farewell Address, Marbury v. Madison, the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and
 - (B) explain the impact of the War of 1812 in confirming American independence (G/Civ).
- (6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:
- (A) describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, and the elimination of property requirements to vote (H, G/Civ);
 - (B) describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man (H, G/Civ);
 - (C) explain the causes and effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);
 - (D) explain the role of the Texas Revolution and the Battle of the Alamo in American western expansion and the admission of Texas to the United States (H, G/Civ, Geo/C);
 - (E) explain the religious influence of the Second Great Awakening on reform movements, including temperance, women's suffrage, and abolition (G/Civ);
 - (F) describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); and
 - (G) identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman (H, G/Civ).
- (7) Sectionalism, Civil War, and Reconstruction. The student understands Antebellum economy, society, and culture. The student is expected to:
- (A) describe the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and
 - (B) describe Southern slavery, including slave life on plantations and farms across the South, and explain the cotton gin and its effect on the economics of slavery and domestic slave trade (Geo/C, E).
- (8) Sectionalism, Civil War, and Reconstruction. The student understands how sectional differences led to the Civil War. The student is expected to:
- (A) compare the urban and industrial economy of the North to the rural and agricultural economy of the South (Geo/C, E, S);
 - (B) identify key developments leading to the Civil War, including Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v. Sanford (1857), Lincoln-Douglas Debates (1858), and John Brown's raid (H, G/Civ, Geo/C); and
 - (C) explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states' rights, and tariffs (G/Civ, Geo/C, E, S).

- (9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:
- (A) explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Grant v. Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch (H, G/Civ, Geo/C);
 - (B) describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles, including preservation of the Union, expansion of liberty, and that the government derives its authority from the people. (H, G/Civ);
 - (C) explain the advantages and disadvantages of both sides during the Civil War, including manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);
 - (D) explain the significance of strategies of the Union and Confederacy, including the Anaconda Plan (Geo/C); and
 - (E) identify Galveston as the location of the Juneteenth announcement (H, Geo/C).
- (10) Sectionalism, Civil War, and Reconstruction. The student understands the immediate effects of the Civil War during Reconstruction. The student is expected to:
- (A) analyze major effects of the 13th, 14th, and 15th amendments in advancing equality in the United States (G/Civ);
 - (B) analyze how Lincoln's assassination altered the plans for Reconstruction, including the Ten Percent Plan (H, S);
 - (C) compare the Reconstruction plans of Johnson and Congress, including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected (G/Civ, S);
 - (D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, sharecropping, and the election of African American men to political office (Geo/C, E); and
 - (E) summarize how the end of Reconstruction and the lack of enforcement of the 14th and 15th amendments led to Jim Crow segregation (G/Civ, S).
- (11) The Rise of Industrial America. The student understands the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:
- (A) describe the role of the federal government in westward migration, including the Homestead Act, the Morrill Act, the Indian Wars, the Buffalo Soldiers, and the Dawes Act (H, G/Civ, Geo/C, E);
 - (B) describe the end of the open range, including the introduction of barbed wire in Texas (H, Geo/C, E);
 - (C) identify the role of key figures, including John D. Rockefeller, Andrew Carnegie, and Henry Ford, in the American free enterprise system that led to major economic changes during the later industrial revolution (H, E);
 - (D) explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th and early 20th centuries and describe responses, including the Hull House and the Chinese Exclusion Act (H, G/Civ, Geo/C);
 - (E) explain the economic factors and working conditions that contributed to the origins of labor unions, including child labor (G/Civ, Geo/C, E);
 - (F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);

- (G) analyze the increasing role of the federal government in Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and
 - (H) describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), and the Great Migration (G/Civ, E).
- (12) Imperialism and World War I. The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:
- (A) describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, and the Panama Canal (H, G/Civ, Geo/C, E);
 - (B) identify reasons for America's involvement in World War I, including imperialism, unrestricted submarine warfare, and Zimmermann Telegram (H, G/Civ, E); and
 - (C) explain America's role in bringing World War I to an end, including war bonds, the Selective Service Act, Pershing and the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, G/Civ, Geo/C, E).
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe domestic issues between 1918 and 1929, including prohibition, the 19th amendment, eugenics, and the Red Scare (H, G/Civ, Geo/C);
 - (B) describe the influence of African American culture on mainstream American culture between 1914 and 1939, including the Harlem Renaissance (Geo/C);
 - (C) identify economic growth, community building, and self-governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (E, G/Civ);
 - (D) identify challenges of African Americans between 1914 and 1939, including the Ku Klux Klan, lynchings, and the Tulsa Race Riots (H, Geo/C, E);
 - (E) analyze how factors, including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl, contributed to the onset and severity of the Great Depression, (H, E, S); and
 - (F) analyze the extent to which responses to the Great Depression, including the New Deal programs, alleviated economic hardship without fully ending the Depression (G/Civ, E, S).
- (14) World War II. The student understands World War II. The student is expected to:
- (A) identify the rise to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders (H, G/Civ);
 - (B) explain the United Kingdom's policy of appeasement under Prime Minister Neville Chamberlain and analyze the results of this policy (H);
 - (C) describe key events of early World War II in Europe, including the partition of Poland, the Invasion of the West, the Battle of Britain, and the Battle of the Atlantic (H, Geo/C);
 - (D) describe American neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
 - (E) describe the contributions that the American homefront made to World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce

Service Pilots (WASP), Rosie the Riveter, the Bracero Program, and Japanese internment (H, Geo/C, E);

(F) describe events and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, Tuskegee airmen, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C); and

(G) describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, and Iwo Jima, and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C).

(15) Post-War United States. The student understands post war United States. The student is expected to:

(A) describe America's post war prosperity due to the free enterprise system, including the Baby boom, GI Bill, suburbs, and interstate highways from 1945 (H, G/Civ, Geo/C, E);

(B) compare and contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);

(C) describe the role of the Soviet Union in spreading communism in Eastern Europe, Asia, and Latin America (H, Geo/C);

(D) explain key developments in the global fight against communism, including the Korean War, Cuban Missile Crisis, the Space Race, and the Vietnam War (H, G/Civ, Geo/C);

(E) explain domestic anticommunism movements, including the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from communist governments and the overreach of McCarthyism, as a way to protect American values and freedoms (G/Civ);

(F) explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX (H, G/Civ);

(G) identify the significance of leaders in the Civil Rights movement, including Thurgood Marshall, who represented parents of school children in the case Brown v. Board of Education; Texan Barbara Jordan, who was the first African American congresswoman; and Hector P. Garcia, who was involved in the American GI Forum (H, G/Civ);

(H) identify the ideals of self-respect, self-determination, self-reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S);

(I) explain changes in American society in the 1960s and 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and

(J) describe how Reagan's idea of "morning again in America" was exemplified through the release of the hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War (H, G/Civ, Geo/C).

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

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

(B) identify the election of Barack Obama in 2008 as a demonstration of equality under Constitutional rights (H, G/Civ); and

- (C) describe the computer revolution, the cultural impact of the internet, and social media through 2016 (Geo/C).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded on, including the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and

- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models (G/Civ, S);
 - (B) analyze primary documents, including founding documents, Supreme Court decisions, and legislative texts, to identify constitutional principles, author's purpose, and historical context (H, G/Civ, S);
 - (C) construct and defend an evidence-based argument supported with evidence and using reasoning to connect evidence to the claim (G/Civ, S);
 - (D) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S);
 - (E) evaluate the reliability, bias, and perspective of sources related to government and civic issues (G/Civ, S); and
 - (F) apply constitutional reasoning to analyze a public policy issue, identifying relevant constitutional principles, evaluating competing perspectives, and proposing and justifying a solution (G/Civ, S).
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In

early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:
 - (A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and
 - (B) contrast communism, socialism, and capitalism (G/Civ).
- (2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:
 - (A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and
 - (B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).
- (3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:
 - (A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self-interest (G/Civ);
 - (B) describe the relationship between religion and civic virtue (G/Civ);
 - (C) evaluate Washington's Farewell Address 1796 as evidence of civic virtue by examining the author's purpose, audience, and message (H, G/Civ, S); and
 - (D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).
- (4) Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:
 - (A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and
 - (B) evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S).
- (5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S).

- (6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:
- (A) explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
 - (B) explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-Fifths Compromise and the Great Compromise (H, G/Civ).
- (7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ).
- (8) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:
- (A) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
 - (B) explain natural law and natural rights based on the writings of Locke and Blackstone (G/Civ);
 - (C) identify natural rights in the Declaration of Independence, including "the laws of nature and of nature's God" (G/Civ); and
 - (D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S).
- (9) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:
- (A) describe the principles and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/Civ); and
 - (B) analyze how the principles of the Constitution are embedded within the seven articles of the Constitution (G/Civ).
- (10) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S).
- (11) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:
- (A) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S); and
 - (B) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).
- (12) American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man

Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S).

- (13) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:
- (A) describe the structure of the legislative branch and explain the functions of the legislative branch, including the necessary and proper clause (G/Civ);
 - (B) describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ);
 - (C) describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);
 - (D) compare responsibilities of the federal government (G/Civ);
 - (E) identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);
 - (F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and
 - (G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).
- (14) Federalism. The student understands the characteristics of Federalism. The student is expected to:
- (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
 - (B) explain enumerated, reserved, and concurrent powers, and how McCulloch v. Maryland clarified the balance of federal and state power (H, G/Civ);
 - (C) explain the role of the Supremacy Clause in a federal system (G/Civ);
 - (D) explain the effects of the 17th amendment, including the direct election of Senators, on the federalist structure of government (H, G/Civ, S); and
 - (E) describe how conflicts and crises in United States history changed the balance of power in the federal system in between the state and national governments, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).
- (15) Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:
- (A) identify representatives and describe roles in the Texas executive branch (G/Civ, S);
 - (B) identify representatives and describe roles in the Texas legislative branch (G/Civ, S);
 - (C) identify representatives and describe roles in the Texas judicial branch (G/Civ, S);
 - (D) identify representatives and describe roles in the local government (G/Civ, S);
 - (E) identify eligibility requirements for individuals to hold public offices in Texas, including governor, lieutenant governor, senators, representatives, and Texas justices (G/Civ); and
 - (F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S).

- (16) Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:
- (A) identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and
 - (B) explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson (H, G/Civ, Geo/C).
- (17) Administrative State. The student understands the Administrative State. The student is expected to:
- (A) describe the growth of the federal government (G/Civ, E);
 - (B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and
 - (C) describe the growth of the Texas state government (G/Civ, E).
- (18) Modern Campaigns, Elections, Media, Political Parties and Participation. The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to:
- (A) explain the roles and responsibilities of citizens in United States elections (G/Civ);
 - (B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);
 - (C) explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and
 - (D) analyze the voting process and election laws in Texas using simulations of democratic processes, including voting, due process, and caucuses (H, G/Civ, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Rooted in the Western tradition and reflected in core American values, the belief in the dignity, worth, and natural rights of each individual has inspired movements for freedom and selfgovernment, standing in enduring contrast to totalitarian systems that place the power of the state above the liberty of the person. This course consists of a high-level overview of world history with a special emphasis on the western and American tradition often highlighting contrasting ideals and their impacts across time and place.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was

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

- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in World History (H, S);
 - (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
 - (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);
 - (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
 - (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
 - (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
 - (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
 - (H) analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);

- (I) analyze change and continuity over time by identifying patterns, turning points, and longterm consequences in World History (H, S);
 - (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of World History (H, S); and
 - (K) engage in civil discourse about social studies topics, including those with multiple perspectives.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Origins and Civilizations. The student understands the origins of humanity and the history of ancient civilizations. The student is expected to:

- (A) identify characteristics of prehistory and history (H);
 - (B) describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);
 - (C) compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica (Geo/C); and
 - (D) define primary and secondary sources and geographic tools used by historians (S).
- (2) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Israel. The student is expected to:
- (A) describe the historical development of ancient Israel, including the roots of Judaism, enslavement in Egypt and the Exodus story, the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of ancient Hebrews, including monotheism, biblical text, moral and ethical teachings, which influenced the development of Western civilizations, including the United States (H, G/Civ, Geo/C).
- (3) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Greece. The student is expected to:
- (A) explain how the physical geography of Greece influenced the development of Greek civilizations, including the Greek city-states (H, G/Civ, Geo/C, E);
 - (B) compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);
 - (C) describe the establishment of the Athenian empire as a result of the Persian War, including the battles of Marathon and Salamis (H);
 - (D) describe the role the Spartans played in the Persian War in the Battle of Thermopylae and the spread of Greek civilization through the Hellenistic empire (H);
 - (E) describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire (H);
 - (F) explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);
 - (G) describe important contributions of Greek civilizations, including philosophy, science, mathematics, government, the arts, architecture, and history, to Western civilizations and the United States (H, G/Civ, Geo/C, S); and
 - (H) contrast ancient Greek political systems, including Athens and Sparta (H, G/Civ, Geo/C, S).
- (4) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Rome. The student is expected to:
- (A) describe the development of Roman Empire, including the downfall of kings and the rise of the republic (H, G/Civ, Geo/C, E, S);
 - (B) explain the course of the Roman Empire, including the Punic Wars, civil wars, and Imperial Rome (H, G/Civ, Geo/C, E, S);
 - (C) assess the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts, to Western civilizations and the United States (G/Civ, Geo/C);

- (D) describe how the Roman Empire led to the Jewish Diaspora, including the destruction of Jerusalem, the destruction of the Second Temple, and the forced migration and scattering of Jewish communities across the Mediterranean region (H, Geo/C);
 - (E) explain the idea of self-governance found in ancient Roman texts which influenced the United States, including the inspiration of Cincinnatus to Washington, the structure of a republican government, and the influence of Cicero on the American founders (H, S); and
 - (F) analyze the probable causes for the fall of the Roman Empire, including rampant inflation and moral decay (H, G/Civ, Geo/C).
- (5) Classical World and Foundational Ideas. The student understands roots of Western civilization in Christianity. The student is expected to:
- (A) describe the origins of Christianity, foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity (H, Geo/C);
 - (B) describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effect of the legalization of Christianity, including the conquests of Emperor Constantine, The Edict of Milan, the debates in the First Council of Nicaea, and The Nicene Creed (H, G/Civ, Geo/C, S); and
 - (C) identify the contributions of Christianity to Western civilization and early America, including the Christianization of the Roman Empire and the universality of human dignity (H, G/Civ, Geo/C, E, S).
- (6) Classical World and Foundational Ideas. The student understands ancient Indian civilization. The student is expected to:
- (A) identify central religious texts of Hinduism, including the Vedas and Upanishads (Geo/C);
 - (B) describe significant beliefs of Buddhism, including the Four Noble Truths and the Eightfold Path (Geo/C); and
 - (C) explain important aspects of Indian history during the Mauryan Empire, including the importance of monsoon effects on trade and agriculture, and Gupta Empire, including Indian mathematics (H, G/Civ, Geo/C, E, S).
- (7) Classical World and Foundational Ideas. The student understands ancient Chinese civilization. The student is expected to:
- (A) identify that Confucian beliefs are found in the Analects (Geo/C);
 - (B) describe important political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper (Geo/C, S);
 - (C) describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and
 - (D) explain how the compass, gunpowder, and printing transformed societies (H, Geo/C, E).
- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
- (A) explain the contributions of the Byzantine Empire, including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);
 - (B) describe the influence of Christianity in medieval society, including monasticism, missionary activity, hospitals, and orphanages (H, Geo/C);

- (C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, Anglo-Saxon England, and the Viking Era (H, G/Civ, Geo/C, E);
 - (D) identify that beliefs of Islam are found in the Qur'an (Geo/C);
 - (E) describe the teachings of jihad and how these teachings led to the expansion of Islam and the conquest of Christian lands (H, G/Civ, Geo/C, E);
 - (F) explain the practice of slavery, the origin of the word "slave" from Viking enslavement of the Slavs, and the enslavement and slave trade carried out by Viking and Muslim raiders (H, G/Civ, Geo/C, E); and
 - (G) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).
- (9) Faith, Empires, and Medieval Transformations. The student understands the High Middle Ages from 1000-1300. The student is expected to:
- (A) describe the developments of Medieval Europe, including the rise of feudalism and the Norman Conquest (H, G/Civ, Geo/C, E);
 - (B) describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians' Crusades and The Reconquista (H);
 - (C) explain developments of Western civilization, including The Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);
 - (D) describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and
 - (E) compare European and Japanese feudalism, including knights and samurai (H, G/Civ, Geo/C, E, S).
- (10) Faith, Empires, and Medieval Transformations. The student understands the Late Middle Ages from 1300-1450. The student is expected to:
- (A) analyze developments in medieval English legal history, including common law, Parliament, habeas corpus, and private property rights (H, G/Civ, S);
 - (B) describe social developments, including Babylonian Captivity of the Papacy and Black Death, and military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);
 - (C) explain the decline of Byzantium in the 14th and 15th centuries, including the rise of the Ottoman Empire and Islamic slave trade and the capture of Constantinople in 1453 (H, G/Civ, Geo/C, E); and
 - (D) analyze the influence of the Magna Carta on Western civilization, including the rights of citizens (H, G/Civ, Geo/C, S).
- (11) Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:
- (A) describe key aspects of Indian history, including the centralized power and absolute monarchical rule of the Mughal Empire and the building of the Taj Mahal (H, G/Civ, Geo/C);
 - (B) describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and

- (C) describe how the Mongol Conquest unified China (H, G/Civ, Geo/C, E).
- (12) Renaissance to Global Interaction. Renaissance and the Reformation. The student understands the influence of the Renaissance on Western civilization. The student is expected to:
- (A) identify characteristics in the development of the Renaissance through the arts, architecture, and The Gutenberg Press, and explain how this led to the expansion of knowledge (H, Geo/C);
 - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);
 - (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);
 - (D) identify the origins of the Protestant Reformation, including the 95 Theses, and effects of the Protestant Reformation, including the Catholic Counter Reformation (H, Geo/C, S);
 - (E) describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church, including The Great Peasants' War, The French Wars of Religion, and the Thirty Years War (H, G/Civ, Geo/C, E, S); and
 - (F) identify Renaissance elements in art, including The Duomo, The Mona Lisa, The Pieta, and The School of Athens using pictures (H, G/Civ, Geo/C, E, S).
- (13) Renaissance to Global Interaction. The student understands the Scientific Revolution and Enlightenment. The student is expected to:
- (A) describe innovations of the Scientific Revolution, including the heliocentric model, laws of motion and gravitation, the scientific method, and calculus (H, Geo/C); and
 - (B) explain key ideas and philosophies of the Enlightenment, including primacy of reason over superstition and natural rights, and describe the impact on political thoughts (H, G/Civ, Geo/C, E).
- (14) Renaissance to Global Interaction. The student understands political developments in Europe from 1500-1800. The student is expected to:
- (A) describe the consolidation of nation-states ruled by European monarchs (H, G/Civ, Geo/C, E);
 - (B) compare the rise of the Russian Empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and
 - (C) describe the causes, key events, and consequences of the rise of English liberty, including the English Civil War, Glorious Revolution, and English Bill of Rights which later influenced the United States (H, G/Civ, Geo/C, S).
- (15) American Civilizations and European Conflicts. The student understands Pre-Columbian civilizations and empires in the Americas. The student is expected to:
- (A) identify key features of Pre-Columbian civilizations, including Aztec tribute systems, human sacrifice and cannibalism rituals, and city-states; Incan road networks and centralized rule; and Taino village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and
 - (B) analyze the impact of geography on Pre-Columbian civilizations (H, Geo/C, E, S).
- (16) American Civilizations and European Conflicts. The student understands European expansion from 1500-1800. The student is expected to:

- (A) compare the causes of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);
 - (B) locate and describe European expansion in the Americas, including the North American colonies (Geo/C, E, S);
 - (C) compare the effects of European expansion of empires in the Americas, including imperial competition over land and resources, conflicts with native peoples, and mixing of cultures (H, G/Civ, Geo/C, E, S);
 - (D) describe the causal reasons that led slavery to emerge as a global institution, from warfare, raids, and participation in regional slave trading networks within African societies to the Mediterranean in relation to the Barbary Pirates, and to the Americas, including the Atlantic Slave Trade (H, G/Civ, Geo/C, E); and
 - (E) describe indentured servitude and slavery as practiced in the Americas by American Indians and Europeans (H, G/Civ, Geo/C, E).
- (17) Revolution, Industry, Empire, and the Rise of Liberty. The student understands revolution, industry, empire, and the rise of liberty. The student is expected to:
- (A) describe how the ideals of the Enlightenment were used to justify American Independence, the French Revolution, and Latin American independence movements (H, G/Civ, Geo/C, E, S);
 - (B) explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV (H, G/Civ, Geo/C, E);
 - (C) explain the Napoleonic Wars and the effects of the Napoleonic Wars on the Americas, including the weakening of Spanish and French colonial control, the encouragement of independence movements in Haiti and Mexico, and territorial expansion of the United States through the Louisiana Purchase (H, G/Civ, Geo/C, E); and
 - (D) explain how the universality of natural rights expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the rise of Napoleon (H, G/Civ, E, S).
- (18) Revolution, Industry, Empire, and the Rise of Liberty. The student understands the Industrial Revolution and social, economic, and political change from 1800-1914. The student is expected to:
- (A) explain the development of the Industrial Revolution, including factories, new energy sources, and urbanization (H, G/Civ, Geo/C, E);
 - (B) explain free enterprise ideals, including division of labor, the Invisible Hand, and selfinterest which influenced the Industrial Revolution as noted by Adam Smith in "An Inquiry into the Nature and Causes of the Wealth of Nations" (H, G/Civ, Geo/C, E, S);
 - (C) explain the foundation of communist and socialist ideology in The Communist Manifesto, including class struggle, the bourgeois and the proletariat, and the abolition of private property (H, G/Civ, Geo/C, E, S); and
 - (D) compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise (G/Civ, Geo/C, E, S).
- (19) Revolution, Industry, Empire, and the Rise of Liberty. The student understands changing political and cultural characteristics of 19th century Europe. The student is expected to:
- (A) describe political changes in 19th century England, including suffrage reform and democratization (H, G/Civ, Geo/C, S);

- (B) describe 19th century France, including cycles between empire and republics (H, G/Civ, S);
 - (C) explain how nationalism and the unifications of Italy and Germany led to a power shift in Europe (H, G/Civ, Geo/C);
 - (D) explain the causes, including the need to modernize due to military weakness and economic backwardness compared to Western Europe, and consequences, including serf emancipation in 1861 and the growth of revolutionary movements, of Russia's partially successful 19th century reforms (H, G/Civ, Geo/C, E); and
 - (E) describe changing European culture in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (H, G/Civ, Geo/C, S).
- (20) Revolution, Industry, Empire, and the Rise of Liberty. The student understands European imperial expansion. The student is expected to:
- (A) explain 19th century developments in Latin America, including the Napoleonic invasion of Spain and Independence of the Latin American republics (H, G/Civ, Geo/C, E);
 - (B) explain the height of British imperialism, including the Apogee of British Raj (H, G/Civ, Geo/C, E);
 - (C) locate and describe imperial expansion in 19th-century Asia and Oceania (H, G/Civ, Geo/C, E, S);
 - (D) explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference (H, G/Civ, Geo/C, E); and
 - (E) describe European competition in the late 19th century during the Scramble for Africa and Sphere of Influence in Asia (H, G/Civ, Geo/C, E, S).
- (21) World Wars and Global Crisis. The student understands World War I (WWI). The student is expected to:
- (A) explain the causes of WWI, including imperial competition, alliances, nationalism, and militarism (H, G/Civ, E, S);
 - (B) identify key events on the western front and describe innovations, including trench warfare and improvements in battlefield trauma care during WWI (H, G/Civ, Geo/C, E, S);
 - (C) explain results of WWI, including the Treaty of Versailles, Sykes-Picot Agreement, changes in territory, and Remembrance days (H, G/Civ, Geo/C, E, S);
 - (D) explain how poverty, war, and food shortages led to the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and
 - (E) use maps to explain territorial changes because of WWI, including Europe, the Middle East, and Africa (H, G/Civ, Geo/C, S).
- (22) World Wars and Global Crisis. The student understands the interwar global crisis in Western Europe. The student is expected to:
- (A) describe the creation of the League of Nations at the close of WWI and explain its ineffectiveness in addressing the encroachments of Italy, Germany, and Japan due to lack of enforcement authority which contributed to World War II (WWII);
 - (B) compare the global depression of the 1930s in the United States and Germany, including how economic hardship led to the New Deal in the United States while instability stemming from World War I led to the rise of the Nazi Party in Germany (H, G/Civ, Geo/C, E, S);

- (C) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism in Europe (H, G/Civ, Geo/C, E, S);
 - (D) describe actions of the Soviet Union to 1945, including collectivization, the Holodomor, and Stalin's Great Terror (H, G/Civ, Geo/C, E); and
 - (E) describe how fascism, Nazism, and communism used propaganda, public shaming, censorship, and forced conformity to maintain control (H, G/Civ, Geo/C, E, S).
- (23) World Wars and Global Crisis. The student understands India and China from 1900-1945. The student is expected to:
- (A) describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League (H, G/Civ, Geo/C); and
 - (B) explain the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict (H, G/Civ, Geo/C, E).
- (24) World Wars and Global Crisis. The student understands WWII. The student is expected to:
- (A) explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, and economic depression, and the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);
 - (B) identify key events, including the invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki, and describe innovations, including radar and blood banks during WWII (H, G/Civ, Geo/C); and
 - (C) explain the causes and consequences of the Holocaust, including Nazi genocide of the Jews and the creation of the modern state of Israel (H, G/Civ, Geo/C).
- (25) The Cold War, Decolonization, and Global Institutions. The student understands Europe from 1945-1991. The student is expected to:
- (A) describe key events of the Cold War, including the Iron Curtain, the proxy wars, and the Arms and Space Race (H, G/Civ, Geo/C);
 - (B) describe Western Europe's postwar history, including the Truman Doctrine, the Marshall Plan, American-led free trade system, and the creation of international organizations, including the United Nations, North Atlantic Treaty Organization (NATO), and the European Union (H, G/Civ, Geo/C, E, S);
 - (C) explain the key causes of the Soviet Union's decay, including glasnost and perestroika (H, G/Civ, Geo/C, E);
 - (D) explain the final collapse of the Soviet empire after the fall of the Berlin Wall (H, G/Civ, Geo/C, E); and
 - (E) contrast the outcomes of the Soviet Cold War with the United States, including views on the dignity of the individual to the state (H, G/Civ, Geo/C, E, S).
- (26) The Cold War, Decolonization, and Global Institutions. The student understands world events and developments from 1945-1991. The student is expected to:
- (A) explain the history of the Communist Regime in China, including the Communist Revolution in 1949, the Great Leap Forward, mass famine, the Cultural Revolution, and labor camps (H, G/Civ, Geo/C, E);
 - (B) explain how the relationship between postwar Japan and the United States led to rapid technological and economic growth in Japan (H, G/Civ, Geo/C, E);

- (C) describe the course of the Korean Conflict, including the alliances of each side, the involvement of the United Nations and the United States to end the conflict, allegations of war crimes, and signing of the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ) (H);
 - (D) explain the history of India and Pakistan, including the end of the British Raj and the Partition of India (H, G/Civ, Geo/C, E);
 - (E) explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
 - (F) explain communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and
 - (G) explain the political developments in Africa, including the consequences of decolonization and the fall of apartheid in South Africa (H, G/Civ, Geo/C, E).
- (27) Terrorism and Globalization. The student understands world history since the fall of the Soviet Union to 2016. The student is expected to:
- (A) identify the rise of world powers after the fall of the Soviet Union, including People's Republic of China and the Russian Federation, and their competition with the United States (H, G/Civ, Geo/C, E);
 - (B) explain reasons for continuing tensions between North and South Korea and describe allegations of human rights abuses in North Korea, including labor camps;
 - (C) explain developments in China and Russia since 1991, including the Tiananmen Square Massacre, that contributed to their rivalry as a world power (H, G/Civ, Geo/C, E);
 - (D) explain the rise of radical Islam, including Iranian proxies, terrorism, Al Qaeda, September 11, 2001, and Islamic State of Iraq and Syria (ISIS) (H, G/Civ, Geo/C);
 - (E) explain America's response to the September 11, 2001, terrorist attack, including the wars in Iraq and Afghanistan, the Patriot Act, and the Department of Homeland Security (H, G/Civ, Geo/C, S); and
 - (F) analyze the impact of globalization since 1991, including the opening of new economic markets and the advent of the internet (H, G/Civ, Geo/C, E, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial perspectives of geography. Students describe the influence of geography on events of the past and present. The course includes nine geographic regions that are examined through several thematic lenses such as: the physical processes that shape patterns in the physical environment; the characteristics of major landforms and climates; population geography and human-environment interaction; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public

policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.

- (A) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams, is encouraged.
 - (B) The course is structured around the application of two broadly applicable knowledge and skills statements that are applied to all regions, as appropriate. The first statement requires students to think like geographers by applying geographic tools and analytical skills to understand the world and interpret spatial patterns. The second statement builds on these skills by using geographic tools and reasoning to examine world regions through a comparative lens. Specific geographic content is embedded within the key topics for each of the nine regions.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) formulate geographic inquiry questions, including: Where is it located? Why is it there?

What are its physical and human characteristics? How does it interact with other places? How has it changed over time? (Geo/C, S);

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

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

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
- (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
- (H) TEC, §29.907--Celebrate Freedom Week;
- (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

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

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

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Major Themes in World Geography. The student applies geographic thinking skills to think like a geographer. The student is expected to:
 - (A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H, Geo/C);
 - (B) explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C);
 - (C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C, S);
 - (D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and (E) explain the purposes of regionalization (Geo/C).
- (2) Major Themes in World Geography. The student uses geographic thinking skills to compare regions. The student is expected to:
 - (A) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to understand population characteristics (Geo/C, S);
 - (B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);
 - (C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);
 - (D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);
 - (E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);
 - (F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C);
 - (G) compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);
 - (H) describe how Earth–Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C); and

- (I) describe patterns of culture, including language, religion, land use, education, and customs (Geo/C).
- (3) United States and Canada, including Texas. The student understands the physical geography of the United States and Canada, including Texas. The student is expected to:
 - (A) describe how Earth–Sun relationships impact weather conditions, including tornadoes and hurricanes (Geo/C); and
 - (B) identify major landforms, including the Rocky Mountains, Appalachian Mountains, Great Plains, Great Lakes, Rio Grande River, and Mississippi River (Geo/C).
- (4) United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:
 - (A) describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and
 - (B) analyze push and pull forces that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).
- (5) United States and Canada, including Texas. The student understands the human-environment interaction of the United States and Canada, including Texas. The student is expected to:
 - (A) analyze the benefits and consequences of human-environment interactions, including commercial agriculture and use of natural resources (H, Geo/C);
 - (B) explain how places plan for, mitigate, and respond to natural hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and
 - (C) explain how places plan for, mitigate, and respond to natural hazards using the National Weather Service (H, G/Civ, E).
- (6) United States and Canada, including Texas. The student understands the economic geography of the United States and Canada, including Texas. The student is expected to:
 - (A) evaluate the economic advantages and disadvantages of globalization related to economic practices or systems, including outsourcing, free trade zones, and supply chains (G/Civ, E); and
 - (B) explain how climate, resources, infrastructure, and factors of production affect the spatial patterns of economic activities (Geo/C, E).
- (7) United States and Canada, including Texas. The student understands the cultural geography of the United States and Canada, including Texas. The student is expected to:
 - (A) explain cultural convergence and divergence caused by migration, trade, innovations, and diffusion (Geo/C, E); and
 - (B) analyze visual sources to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).
- (8) United States and Canada, including Texas. The student understands the political geography of the United States and Canada, including Texas. The student is expected to:
 - (A) explain the role of international and internal boundaries of spatial organization of states, including control of territory and resources (Geo/C);
 - (B) explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and

- (C) explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ).
- (9) Latin America. The student understands the physical geography and human environment interaction of Latin America. The student is expected to:
- (A) identify major landforms, including the Andes Mountains and the Amazon River Basin (Geo/C);
 - (B) analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, and the use of natural resources (Geo/C, E); and
 - (C) describe how places in Latin America plan for, mitigate, and respond to natural hazards, including flooding and earthquakes (H, G/Civ, E).
- (10) Latin America. The student understands the population geography of Latin America. The student is expected to:
- (A) describe how government policies influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - (B) describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - (C) explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America (H, Geo/C); and
 - (D) analyze push and pull forces that affect human migration patterns, including economic and safety conditions (G/Civ, E).
- (11) Latin America. The student understands the political geography of Latin America. The student is expected to:
- (A) explain advantages and disadvantages of the participation by sovereign states in regional and international organizations, including the Organization of American States and the Inter-American Development Bank (G/Civ); and
 - (B) compare how political power is distributed in various countries, including Mexico, Cuba, and the United States (G/Civ).
- (12) Latin America. The student understands the cultural geography of Latin America. The student is expected to:
- (A) explain cultural convergence caused by innovations, including communication technology (Geo/C, E);
 - (B) explain cultural divergence within communities in Latin America, including the Nahuatl, Quechua, and Mayan (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including Incan architecture, Meso-American pyramids, and favelas (H, Geo/C).
- (13) Sub-Saharan Africa. The student understands the physical geography and human environment interaction of Sub-Saharan Africa. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions in Sub-Saharan Africa, including wet and dry seasonality (Geo/C);
 - (B) identify major landforms and biomes, including the Congo River, the Sahel, and the Kalahari Desert, Mount Kilimanjaro, and the Great Rift Valley (Geo/C);

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

- (B) analyze push or pull forces that affect human migration patterns, including economic opportunity, religion, and conflict, (G/Civ, E); and
 - (C) explain how physical geography affects the flows of human migration, including the Silk Road and Trans-Saharan Trade (H, Geo/C).
- (19) Southwest Asia and North Africa. The student understands the economic and political geography of Southwest Asia and North Africa. The student is expected to:
- (A) classify economic activities of Southwest Asia and North Africa as identify the primary, secondary, tertiary, or quaternary, including oil extraction, tourism, and technology (E);
 - (B) explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and
 - (C) compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).
- (20) Southwest Asia and North Africa. The student understands the cultural geography of Southwest Asia and North Africa. The student is expected to:
- (A) explain the cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language (H, Geo/C);
 - (B) explain the cultural divergence caused by trade, including religion (H, Geo/C); and
 - (C) analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia (H, Geo/C).
- (21) Central and South Asia. The student understands the physical geography and human environment interaction of Central and South Asia. The student is expected to:
- (A) describe how Earth–Sun relationships in Central or South Asia impact weather conditions, including monsoons and cyclones (Geo/C);
 - (B) identify major landforms, including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C); and
 - (C) describe how places in Central or South Asia plan for, mitigate, and respond to natural hazards, including earthquakes and monsoons (G/Civ, E).
- (22) Central and South Asia. The student understands the population geography of Central and South Asia. The student is expected to:
- (A) explain how human and physical features, including being land-locked or having access to the maritime trade routes, influence the size and distribution of settlements in Central or South Asia (H, G/Civ, Geo/C);
 - (B) analyze the growth of megacities, including Delhi, Dhaka, Mumbai, and Karachi (H, G/Civ, Geo/C); and
 - (C) analyze push or pull forces that affect human migration patterns in Central or South Asia, including conflict, weather, and economic opportunity (E, G/Civ).
- (23) Central and South Asia. The student understands the economic and political geography of Central and South Asia. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);

- (B) analyze the implications of globalization, including outsourcing to Central or South Asia (E);
 - (C) explain the spatial organization of countries in Central or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C); and
 - (D) explain the role of human geography in territorial conflicts, including the USSR invasion of Afghanistan and the disputed territory of Kashmir (Geo/C).
- (24) Central and South Asia. The student understands the cultural geography of Central and South Asia. The student is expected to:
- (A) explain cultural convergence in Central and South Asia caused by war, including religious syncretism (H, Geo/C);
 - (B) explain the cultural divergence caused by the caste system and religious composition in Central and South Asia (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples (H, Geo/C).
- (25) Southeast Asia and Oceania. The student understands the physical geography and human environment interaction of Southeast Asia and Oceania. The student is expected to:
- (A) describe how Earth-Sun relationships in Southeast Asia or Oceania impact weather conditions, including tropical storms and cyclones (Geo/C);
 - (B) identify major landforms, including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire (Geo/C);
 - (C) describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to natural hazards, including mangrove restoration and artificial reefs (G/Civ, Geo/C, E); and
 - (D) describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations in planning for, mitigating and responding to natural hazards (G/Civ, E).
- (26) Southeast Asia and Oceania. The student understands the population geography of Southeast Asia and Oceania. The student is expected to explain how the topography influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia or Oceania (H, G/Civ, Geo/C).
- (27) Southeast Asia and Oceania The student understands the economic and political geography of Southeast Asia and Oceania. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Southeast Asia or Oceania, including agriculture and tourism (E);
 - (B) analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); and
 - (C) describe causes and effects of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).
- (28) Southeast Asia and Oceania. The student understands the cultural geography of Southeast Asia and Oceania. The student is expected to:
- (A) explain cultural convergence in Southeast Asia or Oceania caused by innovations, including maritime technologies and navigational techniques (H, Geo/C);
 - (B) explain the cultural divergence in Southeast Asia or Oceania caused by geographic isolation and colonial influence (H, Geo/C); and

- (C) analyze visual sources to identify components of cultural landscape, including the rice terraces and the Sydney Opera House (H, Geo/C).
- (29) East Asia. The student understands the physical geography and human environment interaction of East Asia. The student is expected to:
- (A) describe how Earth-Sun relationships in East Asia impact weather conditions, including typhoons and tsunamis (Geo/C);
- (B) identify major landforms, including the Gobi Desert, the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); and
- (C) describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (G/Civ, Geo/C, E).
- (30) East Asia. The student understands the population geography of East Asia. The student is expected to:
- (A) describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C);
- (B) analyze push or pull forces that affect human migration patterns in East Asia, including oppression experienced by people living under communist regimes in North Korea and economic opportunity (H, G/Civ, E);
- (C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Civ, E); and
- (D) describe the development of family planning policies in East Asia (G/Civ, E).
- (31) East Asia. The student understands the economic and political geography of East Asia. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E);
- (B) analyze the implications of globalization in East Asia, including supply chains (E); and
- (C) explain the role of physical and human geography in territorial conflicts, including the disputes over territorial claims in the South China Sea (G/Civ, Geo/C).
- (32) East Asia. The student understands the cultural geography of East Asia. The student is expected to:
- (A) explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
- (B) explain the cultural divergence caused by differing political systems, including differences between China and Taiwan and differences between North and South Korea (H, G/Civ, Geo/C); and
- (C) analyze visual sources to identify components of cultural landscape, including the Great Wall of China, the Forbidden City, and cityscapes (H, Geo/C).
- (33) Russia and the Republics. The student understands the physical geography and human environment interaction of Russia and the Republics. The student is expected to:
- (A) identify major landforms or biomes, including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River (Geo/C); and
- (B) analyze the benefits or consequences of human-environment interactions in case studies, including hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster (H, Geo/C).

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

- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E); and
 - (B) explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ).
- (40) Europe. The student understands the cultural geography of Europe. The student is expected to:
- (A) explain cultural convergence caused by migration and trade, including political or economic integration brought about by the European Union (Geo/C, E);
 - (B) explain the cultural divergence in Europe, including linguistic sovereignty (H, Geo/C); and
 - (C) analyze visual sources of Europe to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.
- (c) Introduction.
 - (1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) analyze economic data, including graphs, charts, and statistical models, to identify patterns, draw conclusions, and make evidence-based predictions about economic trends (E, S);
 - (B) construct and defend an evidence-based economic argument and use reasoning to connect evidence to the claim (E, S);
 - (C) engage in civil discourse about economics topics, including those with multiple perspectives(G/Civ, E, S); and
 - (D) evaluate the reliability, bias, and perspective of economic sources to determine their validity in supporting an economic argument (E, S).
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.

- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) History of Economic Thought. The student understands economics. The student is expected to:
- (A) define economics (E); and
 - (B) identify the relationship between virtue, including trust, courage, and justice, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S).
- (2) History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).
- (3) History of Economic Thought. The student understands classical economics. The student is expected to:
- (A) describe classical economics (E);
 - (B) explain the principles of free enterprise described in "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S);
 - (C) summarize the economic theories of Alexis de Tocqueville by using excerpts from "Democracy in America" (H, G/Civ, E, S); and
 - (D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).
- (4) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:
- (A) explain how Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society (H, G/Civ, E, S);

- (B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and
- (C) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).
- (5) History of Economic Thought. The student understands neoclassical economics. The student is expected to:
 - (A) describe neoclassical economics (E); and
 - (B) explain the basic ideas of neoclassical economics and how economists, including Friedrich Hayek and Milton Friedman, emphasized individual choice, market competition, and limited government intervention in the economy (H, E).
- (6) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).
- (7) Scarcity and Opportunity Cost (Micro). The student understands the role of capital in the production of goods and services. The student is expected to:
 - (A) explain the four factors of production, including land, labor, capital, and entrepreneurs (E);
 - (B) explain types of capital, including physical capital and human capital (E);
 - (C) explain how the types of capital can produce goods and services (E, S); (D) _____ define types of goods as durable, non-durable, consumer, and capital (E); and (E) _____ define services (E).
- (8) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:
 - (A) define economic opportunity (E); and
 - (B) explain scarcity in terms of opportunity cost (E).
- (9) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:
 - (A) determine the choices that involve opportunity cost and tradeoffs (E, S);
 - (B) model the choices that involve opportunity cost and tradeoffs (E, S);
 - (C) describe the Jevons, Menger, and Walras conception of marginal analysis (E);
 - (D) analyze how geographic relationships lead to the choices made by societies when confronted by the condition of scarcity, using maps and graphs (Geo/C, E, S);
 - (E) determine ways societies answer the fundamental economic question of what to produce (G/Civ, E, S);
 - (F) determine ways societies answer the fundamental economic question of how to produce (G/Civ, E, S); and
 - (G) determine ways societies answer the fundamental economic question of for whom to produce (G/Civ, E, S).
- (10) Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:

- (A) define interest rates (E); and
 - (B) explain how changing interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).
- (11) Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:
- (A) explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E);
 - (B) identify the factors that shift the production possibilities curve (E, S); and
 - (C) create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).
- (12) Supply, Demand and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:
- (A) define the laws of supply and demand (E);
 - (B) identify the determinants of supply and demand (E);
 - (C) graph supply and demand to illustrate movement along the curve (G/Civ, E, S); and (D)
analyze economic data using supply and demand graphs (G/Civ, E, S).
- (13) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law by Jean-Baptiste Say (E).
- (14) Supply, Demand and Markets (Micro). The student understands the role of buyers and sellers. The student is expected to:
- (A) explain the role of buyers and sellers in markets (E);
 - (B) define equilibrium price and identify determinants of change to equilibrium price (E, S); and
 - (C) explain the circular flow model (E).
- (15) Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:
- (A) explain how scarcity influences supply, demand, and market prices (E);
 - (B) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and
 - (C) explain how price elasticity reflects how consumers and producers respond to changes in price (E).
- (16) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in a market economy (G/Civ, E).
- (17) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:
- (A) describe economic institutions in market economies (G/Civ, E);
 - (B) describe monopoly (E);
 - (C) describe oligopoly (E);
 - (D) describe pure competition (E);
 - (E) describe market process (E);

- (F) describe competition (E); and
- (G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).
- (18) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:
 - (A) define the theory of the firm (E); and
 - (B) define and apply the law of diminishing returns (E).
- (19) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:
 - (A) describe how firms make decisions using game theory (E, S);
 - (B) describe short-run, one-off game (E); (C) describe Prisoner's Dilemma game (E); and
 - (D) describe long-run games (E).
- (20) Microeconomics of Public Policy (Micro). The student understands public goods and services. The student is expected to:
 - (A) identify public goods and services (E); and
 - (B) evaluate how and why individuals make choices regarding their use of public goods and services (G/Civ, E, S).
- (21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).
- (22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of government wage and price controls on individuals and firms (G/Civ, E, S).
- (23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain the moral hazard problem in public policy (G/Civ, E).
- (24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic factors contribute to natural monopolies (Geo/C, E, S).
- (25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:
 - (A) define examples of sales tax (G/Civ, E);
 - (B) define income tax (G/Civ, E);
 - (C) define property tax (G/Civ, E);
 - (D) define excise tax (G/Civ, E); and
 - (E) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).
- (26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).
- (27) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:

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

- (A) analyze Keynesian economics using primary and secondary sources (H, E, S); and (B) describe supply-side economics (E).
- (35) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:
- (A) 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);
- (D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);
- (E) identify the types of unemployment as structural, frictional, cyclical (E);
- (F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);
- (G) describe inflation and its causes (E);
- (H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and
- (I) explain imprecision in economic measurement (E).
- (36) National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).
- (37) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:
- (A) label the business cycle model (E, S);
- (B) explain the factors in productivity increase (E);
- (C) explain the factors in worker earnings (E);
- (D) explain technological advances (E);
- (E) explain entrepreneurship, entrepreneurial ventures and their effects (E);
- (F) determine the relationship between calculated risk and the economy (E, S);
- (G) determine the relationship between creative destruction and the economy (E, S);
- (H) determine the relationship between centralized capital spending and the economy (G/Civ, E, S); and
- (I) determine the relationship between productivity and the economy (E, S).
- (38) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:
- (A) define public choice theory (G/Civ, E);
- (B) apply economic principles to analyze government decision-making (G/Civ, E, S); and (C) describe how government officials act as rational actors (G/Civ, E).

- (39) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:
- (A) explain the concept of comparative advantage in trade (G/Civ, E, S);
 - (B) explain the advantages and consequences of trade (E, S);
 - (C) determine the effect of trade barriers on trade (G/Civ, E);
 - (D) define the balance of trade (E);
 - (E) evaluate labor productivity trends on trade (E, S); and
 - (F) evaluate the role of exchange rates on trade using economic data (E, S).
- (40) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:
- (A) evaluate the role of voluntary exchange in free enterprise (E); and
 - (B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S).
- (41) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:
- (A) define the competitive nature of free enterprise (E);
 - (B) describe the effects of intellectual property protections (G/Civ, E, S);
 - (C) define consumer sovereignty (E);
 - (D) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);
 - (E) evaluate the costs of government policies (G/Civ, E);
 - (F) compare central planning to the free enterprise system (G/Civ, E);
 - (G) compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);
 - (H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical economic transformations (H, Geo/C, E, S); and
 - (I) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

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

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the

five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.

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

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Origins of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:
 - (A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);
 - (B) identify the unique contributions of foundational psychology, including Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James, and their unique contributions (H);
 - (C) identify the effects of the cognitive revolution in psychology (H, S); and
 - (D) explain the computational theory of mind and criticisms of this theory (Geo/C, S).

- (2) Psychological Research. The student understands the methods and role of psychological research. The student is expected to:
- (A) describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research (S);
 - (B) explain the difference between correlation and causation when interpreting psychological research (S);
 - (C) identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data (H, G/Civ, S);
 - (D) interpret mean, median, and mode as measures of central tendency and range and standard deviation as dispersion to create and answer questions and demonstrate understanding of the information gathered (S);
 - (E) explain how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and affect the reliability of research conclusions (S); and
 - (F) identify major subfields of psychology and describe career opportunities related to psychology in a free enterprise system (G/Civ, Geo/C, E, S).
- (3) Biological Basis of Psychology. The student understands the biological basis of psychology. The student is expected to:
- (A) describe the structure and function of the central and peripheral nervous systems and explain how the nervous system influences behavior and psychological development (Geo/C, S);
 - (B) describe the structure and function of the endocrine system and explain how the endocrine system influences behavior and psychological development (Geo/C, S);
 - (C) describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research (H, S); and
 - (D) analyze psychological mechanisms, including preferences, fear, cooperation, jealousy, and patriotism, as products of natural selection (Geo/C, S).
- (4) Philosophical Psychology. The student understands major ideas of philosophical psychology. The student is expected to:
- (A) compare Plato's and Aristotle's theories of the soul (H, G/Civ, Geo/C, S);
 - (B) explain the concept of freedom of the will as it relates to liberty and American patriotism (H, G/Civ, Geo/C, S); and
 - (C) analyze how the United States Declaration of Independence and "What to a Slave is the Fourth of July?" address liberty and patriotism in America (H, G/Civ, Geo/C, S).
- (5) The Five Senses, Perception, and Cognition. The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:
- (A) explain the processes of sensation and perception in relation to real world experiences (Geo/C, S);
 - (B) explain cognition processes of memory, language development, and language acquisition (Geo/C, S); and
 - (C) identify states and levels of consciousness, including wakefulness, sleep, and dreaming (S).

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

§113.33. Sociology (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals

interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.

- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
 - (A) create a claim about a sociological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);
 - (B) engage in civil discourse about sociological topics, including those with multiple perspectives (G/Civ, S); and
 - (C) explain how historical, cultural, political, and economic factors interact to influence social institutions, group behavior, and individual identity across diverse communities (H, G/Civ, Geo/C, S).
- (6) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:
 - (A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);
 - (B) explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber (H);
 - (C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);
 - (D) explain ways cultural concepts in society are studied (Geo/C, S); and

- (E) explain how key aspects of deviant behavior regulate conduct in society, including formal violations of official, codified laws and norms, and informal minor violations of unwritten social rules or customs (H, G/Civ, Geo/C).
- (2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:
- (A) identify scientific steps social scientists use (S);
 - (B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);
 - (C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm (G/Civ, Geo/C); and (D) evaluate sociological research and value neutrality (S).
- (3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:
- (A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions, including Robert Merton (G/Civ, Geo/C, E);
 - (B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);
 - (C) explain rational choice theory and how it affects human behavior, including consumer buying habits, the rational choice of committing a crime, and voting behavior (G/Civ, Geo/C, E);
 - (D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and
 - (E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).
- (4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:
- (A) differentiate between types of societies, including pre-industrial, industrial, and postindustrial societies (H, G/Civ, Geo/C, E, S); and
 - (B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).
- (5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:
- (A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);
 - (B) explain the development of self through role theory and the social construction of reality (Geo/C, S);
 - (C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);
 - (D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);
 - (E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and

- (F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).
- (6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:
 - (A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);
 - (B) describe subcultures and what makes subcultures unique (Geo/C);
 - (C) explain how groups serve emotional and expressive needs (Geo/C);
 - (D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and
 - (E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).
- (7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:
 - (A) analyze the meaning of Lord Acton's quote that "Power tends to corrupt; absolute power corrupts absolutely" with George Washington's voluntary relinquishment of power by declining a third term (H, G/Civ);
 - (B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and
 - (C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).
- (8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:
 - (A) analyze the characteristics of social capital as a resource in society (G/Civ, Geo/C, E, S);
 - (B) analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (Geo/C, E, S);
 - (C) evaluate Robert Putnam's view on the importance of civic engagement and social capital in democratic life, including voter turnout, social trust, political engagement, and community well-being (H, G/Civ, Geo/C);
 - (D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); and
 - (E) explain W.E.B. Du Bois' contributions to the study of social stratification (H, Geo/C, E, S).

§113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.

- (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
 - (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);
 - (D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);
 - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);
 - (F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S); and

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

§113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026.

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

- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
 - (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
 - (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
 - (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
 - (A) select a social studies issue, topic, or area of interest (S);
 - (B) write a rationale and preliminary ideas for research methods (S);
 - (C) develop a literature review (S); and (D) develop a thesis (S).
 - (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:
 - (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);

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

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

§113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or

- concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
- (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
- (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
- (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:

- (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
- (A) review and revise the plan to present the findings (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and
 - (F) reflect on personal learning experiences of the study (S).

§113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (c) Introduction.
 - (1) In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government

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

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In

early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
- (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings (S);

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

§113.38. Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
 - (1) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (H).
 - (2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ, Geo/C, E); and
- (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma II, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ, Geo/C).
- (3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ, Geo/C, E).
- (4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ, Geo/C, E); and
- (B) identify the contributions of significant individuals from the civil rights era, including Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ, Geo/C, E).
- (5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and
- (B) identify the contributions of significant individuals, including Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson (H, G/Civ, Geo/C).
- (6) The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history (H, Geo/C);
- (B) identify physical and human geographic factors related to the settlement of American Indian societies (H, Geo/C);
- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution (H, G/Civ, Geo/C, E);
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s (H, Geo/C);

- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program (H, G/Civ, Geo/C, E); and
 - (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States (H, Geo/C).
- (7) The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s (E);
 - (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest (H, E);
 - (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages (G/Civ, E);
 - (D) analyze the economic contributions of the Mexican American labor force (E);
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) (E); and
 - (F) discuss current issues related to the Mexican American labor force (G/Civ, E).
- (8) The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government (G/Civ);
 - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm (G/Civ);
 - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement (G/Civ, Geo/C);
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement (H, G/Civ, Geo/C, E);
 - (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe* (G/Civ); and
 - (F) discuss the role of various organizations, including the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR), that have participated in the Mexican American struggle for political power (H, G/Civ, Geo/C, E).
- (9) The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States (G/Civ, Geo/C);
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups (G/Civ, Geo/C);
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups (Geo/C); and

- (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans, including Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American (H, G/Civ, Geo/C).
- (10) The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature (H, Geo/C);
 - (B) analyze the significance of selected works of Mexican American literature, including "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez (Geo/C);
 - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action, including the role of "Teatro Campesino" during the farmworkers movement (H, G/Civ, Geo/C);
 - (D) identify the contributions of women, including Sandra Cisneros and Norma Alarcón (Geo/C); and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time (H, Geo/C).
- (11) The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans, including Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina (Geo/C).
- (12) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly (S);
 - (B) analyze diverse points of view related to contemporary Mexican American issues (S);
 - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S).

§113.39. Ethnic Studies: African American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in

understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

- (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:
- (A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);
 - (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, including educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and
 - (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).
- (2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
- (A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);

- (C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).
- (3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
- (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).
- (4) The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);
 - (B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);
 - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);
 - (D) explain the circumstances surrounding increased violence and extremism, including the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);
 - (E) explain the impact of the convict leasing system on African Americans, including the Sugar Land 95 (H, G/Civ, Geo/C, E);
 - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);
 - (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);

- (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century, including the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);
- (I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and
- (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).
- (5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
 - (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);
 - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);
 - (C) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);
 - (E) describe the impact of racism during World War II (H, G/Civ, Geo/C);
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);
 - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods, sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and
 - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).
- (6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
 - (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);
 - (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience, including John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and
 - (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, including the evolving role of education in the African American community (H, G/Civ, Geo/C, E).

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

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

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

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