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.

(6)

(A) use primary and secondary sources, including stories, artifacts, and documents to learn about people, events, and places in the past ~~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 first, next, then, and last ~~beginning, middle and end~~ to retell events from stories and describe the ~~how things changed~~ change over time (H, Geo/C, S);

(8) Effective social studies instruction relies on the rigorous, critical analysis of primary and secondary evidence. Students must be taught to analyze a source's point of view, intended audience, and disciplinary context, and to corroborate multiple sources to evaluate competing claims. ~~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. Additional sources would be required depending on the disciplinary study, including quantitative data, spatial data, GIS mapping, demographic records, economic indicators, legal and policy documents, and geographic field data. 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.

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

(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) explain how trade is an exchange of goods and services ~~describe trading as giving something to get something in return~~ (H, Geo/C, E, S); and

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

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

(B) ~~explain that the Pilgrims were people from England who came to America seeking religious freedom and political freedom, to advance the Christian faith, and to work together to build a community~~ Explain that the Pilgrims were people from England who came to America because they wanted to practice their Christian faith in their own way and to build a community guided by their religious beliefs."(H, G/Civ, Geo/C, S); and

(C) explain that the Mayflower Compact was an agreement among the men aboard the Mayflower to establish a government, make and obey laws, work together for the colony. The agreement reflected their Christian beliefs and commitment to self government. ~~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 (Tisquantum) as a Patuxet ~~Wampanoag~~ Native ~~Indian~~ American ~~leader~~ who helped the Pilgrims learn to grow food and survive in a new place (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);

(C) retell, with adult assistance using a timeline, stories of George Washington, including his childhood ~~life as a responsible and respectful child~~, marriage to Martha, service as a general in the military, and election as the first president of the United States (H, G/Civ, S);

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

(A) identify examples with adult assistance~~, and sort pictures~~ of goods and services (G/Civ, E, S);

(B) identify examples with adult assistance~~, and sort pictures~~ of wants and needs (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 first, then, and last ~~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).

(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).

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

(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, first, next, then and last ~~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 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.

(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 a source can tell us about people or events in the past (H, Geo/C, S);

(8) Effective social studies instruction relies on the rigorous, critical analysis of primary and secondary evidence. Students must be taught to analyze a source's point of view, intended audience, and disciplinary context, and to corroborate multiple sources to evaluate competing claims. ~~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. Additional sources would be required depending on the disciplinary study, including quantitative data, spatial data, GIS mapping, demographic records, economic indicators, legal and policy documents, and geographic field data. 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.

(c) Knowledge and skills.

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

(A) locate on a map and describe the relative location of 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) explain ~~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) retell ~~summarize using pictures,~~ with adult assistance~~,~~ the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to their 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);

(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) explain why ~~recite~~ the phrase "Life, Liberty, and the Pursuit of Happiness" is ~~as~~ an important phrase in American history (H, G/Civ, S); and

(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)

(B) identify the song "Deep in the Heart of Texas" when played aloud ~~which deseribes 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);

~~(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);~~

(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:

(B) explain that the discovery of oil in Texas at Spindletop Hill in Beaumont in 1901, led to new towns, transportation, products, and support of education (H, 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);

§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

(6) Social studies skills are incorporated into the teaching of social studies content. Students use social

(E) interpret a source to answer the question what happened, identify at least one detail from the source that supports the interpretation, and summarize the interpretation in writing 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

(8) Effective social studies instruction relies on the rigorous, critical analysis of primary and secondary evidence. Students must be taught to analyze a source's point of view, intended audience, and disciplinary context, and to corroborate multiple sources to evaluate competing claims. ~~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. Additional sources would be required depending on the disciplinary study, including quantitative data, spatial data, GIS mapping, demographic records, economic indicators, legal and policy documents, and

geographic field data. 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.

(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:

(G) identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and Ancient Egypt ~~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).

(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);~~

(G) explain how the actions of some religious leaders ~~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).