

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

(c) Knowledge and skills.

- (1) The Neolithic Revolution and Ancient Egypt 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 role of Abraham and Moses, 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 participated in their democracy and how Greek ideas of democracy influenced ideas of civic participation in America and Texas
- ~~(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 ~~explain 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 Africa, Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.
 - (B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.
 - (C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of ethical 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~~ **interpreting** 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) 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.
- (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, Jerusalem, Constantinople, Spain, and the Mediterranean Sea (H, Geo/C, S);
 - (A) locate on a map the Alps and Pyrenees mountains, ~~Jerusalem, Constantinople, Spain, and the Mediterranean Sea~~ 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 Crusades were a series of religious wars in which European Christians sought to gain control of Jerusalem and the Holy Land, 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).
 - (D) ~~explain how trade in the Indian Ocean Complex operated and how competition to control the spice trade in this system motivated Europe exploration.~~(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) ~~explain how the Moors in Spain preserved the learning of the Greeks and Romans, established large libraries, and advanced learning by spreading the use of Arabic numerals, and algebra~~ (H,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 would eventually influence the U.S. Constitution 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 European 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 origin, growth, and change of the Mississippian culture as illustrated at Cahokia and the Ancestral Pueblo culture (Anasazi) as illustrated at Chaco Canyon, including their respective urban centers, technological sophistication, and extensive trade networks and relationships with other Indigenous societies living on the continent ~~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 and the Indian Ocean trade routes as a major trade routes where resources, wealth, and ideas were exchanged (H, Geo/C, E);
 - (B) explain how the Ottoman conquest of Constantinople disrupted European access to traditional Silk Road trade routes, increasing the desire of European nations to find new see route to the profitable spice trade (H, G/Civ, Geo/C, E);
 - (B) explain how the Ottoman conquest of Constantinople disrupted European access to traditional Silk Road trade routes, increasing the desire of European nations to find new see route to the profitable spice trade~~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 ethical 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 to illustrate 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, interpreting 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) 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.
- (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 Patriots 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 ~~the introduction of the scientific method~~ during the Scientific Revolution ~~led to changed how people came to understand the natural world, moving from explanations based on tradition or the teachings of authorities toward explanations based on observation and experimentation~~ 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 John Locke's idea that people are born with natural rights known as inalienable rights, including the rights to life, liberty, and property, and how these ideas helped shape American and Texan beliefs about government. (H, G/Civ)
 - (H) 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 the defeat of the Spanish Armada, which secured Protestant rule in England, and the Glorious Revolution solidified the religious and political division between Catholics and Protestants in England and shaped ideas about government in the American colonies (H, G/Civ, Geo/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~~ the Connecticut Colony through decision making processes in the Virginia House of Burgesses and the Fundamental Orders of Connecticut ~~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 ~~Bacon's Rebellion~~ Powhatan Confederacy and the Powhatan ~~Powhatan~~ ~~Angle 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" **arguing for colonial independence influenced public opinion and how** "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" **in her advocacy for women's rights, and the contributions of Mercy Otis Warren, including her political writings that supported the Patriot cause, and the contributions of women as spies, nurses, seamstresses, and fundraisers in the fighting of the Revolutionary War** ~~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 **Great Connecticut** ~~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) describe the rights protected by the First, Second, Fourth, and Fifth Amendments to the U.S. Constitution ~~list the Bill of Rights~~ and explain how the Constitution protects individual rights and freedoms (G/Civ);
- (K) explain how citizens demonstrate patriotism by fulfilling their civic responsibilities to obey the law, vote, pay taxes, serve on juries, defend the country, or take part in public service (G/Civ); ~~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).