

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

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

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course.

(c) Introduction.

(1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded, including the structure, functions, and powers of government at the national, state, county and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

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

- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate

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

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

- (A) History (World, United States, and Texas), coded with H;
- (B) Government and Civics, coded with G/Civ;
- (C) Geography and Culture, coded with Geo/C;
- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:

- (A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models (G/Civ, S);
- (B) analyze primary documents, including founding documents, Supreme Court decisions, and legislative texts, to identify constitutional principles, author's purpose, and historical context (H, G/Civ, S);
- (C) construct and defend an evidence-based argument supported with evidence and using reasoning to connect evidence to the claim (G/Civ, S);
- (D) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S);
- (E) evaluate the reliability, bias, and perspective of sources related to government and civic issues (G/Civ, S); and
- (F) apply constitutional reasoning to analyze a public policy issue, identifying relevant constitutional principles, evaluating competing perspectives, and proposing and justifying a solution (G/Civ, S).

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

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

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

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

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

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:

- (A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and

(B) contrast communism, socialism, and capitalism (G/Civ).

(2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:

(A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and

(B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).

(3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:

(A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self-interest (G/Civ);

~~(B) describe the relationship between religion and civic virtue (G/Civ);~~

(B) evaluate excerpts from Washington's Farewell Address 1796 as evidence of civic virtue ~~by examining the author's purpose, audience, and message~~ unity and patriotism. (H, G/Civ, S); and

~~(D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).~~

(4) Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:

(A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and

(B) evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S).

~~(5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S).~~

(5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:

- (A) explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
- (B) explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-Fifths Compromise and the Great Compromise (H, G/Civ).

~~(7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ).~~

(6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:

- (A) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
- (B) explain natural law and natural rights based on the writings of Locke and Blackstone (G/Civ);
- (C) identify natural rights in the Declaration of Independence, including "the laws of nature and of nature's God" (G/Civ); and
- (D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S).

(7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:

- (A) ~~describe~~ Identify ~~the principles and~~ the seven articles of the Constitution, ~~including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights~~ (G/Civ); and
- (B) analyze ~~how~~ the principles ~~of the Constitution are~~ embedded within the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government and individual rights. (G/Civ).

~~(10) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S).~~

(8) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:

- (A) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S); and
- (B) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).

(9) American Political Culture. The student understands contributions to America's core ideals. The student is expected ~~to analyze historical documents, including Alexis de Toqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals~~ (H, G/Civ, S).

- (A) Identify America's core ideals, including liberty, individualism, equality of opportunity, the rule of law and limited government.
- (B) explain the contributions of Alexis de Toqueville's Democracy in America, including his observations of civic participation, equality of condition, liberty and the tyranny of the majority.
- (C) analyze Martin Luther King, Jr.'s "I Have a Dream" speech and Ronald Reagan's "A Time for Choosing," for evidence of America's core ideals.

(10) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:

- (A) describe the legislative branch in relation to its structure, including House and Senate membership, leadership, committees, terms of office and eligibility to hold office
- (B) describe the ~~structure of the~~ legislative branch ~~and explain the~~ in relation to its functions ~~of the legislative branch~~, including ~~the necessary and proper clause~~ drafting and passing proposed laws, declaring war, levying taxes, paying the national debt, raising and supporting armed forces, approving or rejecting treaties (senate), and confirming or rejecting presidential nominations. (G/Civ);

(C) describe the legislative branch in relation to its constitutional role with oversight and investigations and its authority to impeach and remove government officials. (G/Civ)

(D) explain how representative districts are crafted and reapportioned, including ~~use of the~~ using census data ~~and the process of reapportionment using~~ demographic patterns and race neutral factors as held by the Supreme Court in Louisiana v. Callais. (G/Civ, Geo/C, S); and

~~(D) compare responsibilities of the federal government (G/Civ);~~

(E) describe ~~the structure of~~ the executive branch ~~and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders~~ in relation to its authority and responsibility, including enforcing laws, serving as commander-in-chief, conducting foreign policy, appointing officials and signing or vetoing legislation and explain the impact of Clinton v. City of New York concerning the presidential veto. (G/Civ);

(F) describe the executive branch in relation to the role of executive orders and how they enforce or interpret the laws passed by the Congress. (H, G/Civ)

~~(F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and~~

(G) describe the executive branch in relation to presidential succession and disability as outlined in legislative acts and the 25th Amendment.

~~(G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).~~

(H) explain the Electoral College in terms of the process to elect the President and Vice President including significant historical elections of 1800, 1824, 1876, 1888, 2000 and 2016. (H, G/Civ)

(I) describe the ~~structure of the~~ judicial branch ~~and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review~~ in relation to its federal structure and the appointment and tenure of federal judges. (G/Civ);

(J) describe the judicial branch in relation to separation of powers, including the foundational case Marbury v. Madison and the role of judicial review (H, G/Civ)

(K) identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);

(L) describe the process by which the U.S Constitution may be amended, according to Article V. (H, G/Civ)

(11) Federalism. The student understands the characteristics of Federalism. The student is expected to:

- (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
- (B) explain enumerated, reserved, and concurrent powers, ~~and~~ including how McCulloch v. Maryland clarified the balance of federal and state power through the necessary and proper clause. (H, G/Civ);
- (C) explain the role of the Supremacy Clause in a federal system (G/Civ);
- (D) explain ~~the effects of~~ the 17th amendment, ~~including~~ and the direct election of Senators, including ~~on~~ the effects on the federalist structure of government (H, G/Civ, S);
- (E) describe how ~~conflicts and~~ national crises in United States history changed the balance of power in the federal system ~~in between the state and national governments,~~ including the Civil War, Great Depression, and the civil rights movement, ~~and the Civil War~~ (H, G/Civ, E).

~~(15) Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:~~

- ~~(A) identify representatives and describe roles in the Texas executive branch (G/Civ, S);~~
- ~~(B) identify representatives and describe roles in the Texas legislative branch (G/Civ, S);~~
- ~~(C) identify representatives and describe roles in the Texas judicial branch (G/Civ, S);~~
- ~~(D) identify representatives and describe roles in the local government (G/Civ, S);~~
- ~~(E) identify eligibility requirements for individuals to hold public offices in Texas, including governor, lieutenant governor, senators, representatives, and Texas justices (G/Civ); and~~
- ~~(F) apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S).~~

(12) Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:

- (A) ~~identify civil liberties and civil rights protected in the Bill of Rights~~ Identify civil liberties protected in the Bill of Rights, including freedom of speech, freedom of the press and freedom of religion (G/Civ, S);

(B) Identify civil rights guaranteed by the 14th Amendment, including equal protection and due process clauses, (G, Civ, S)

(C) explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, ~~Pierce v. Society of Sisters~~, Kennedy v. Bremerton School District and Texas v. Johnson (H, G/Civ, Geo/C).

(13) Administrative State. The student understands the Administrative State. The student is expected to:

(A) describe the administrative growth of the federal government, including the Department of Homeland Security, Department of Veterans Affairs, and the Department of Health and Human Services (G/Civ, E);

~~(B) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and~~

(B) describe the growth of the Texas state government (G/Civ, E).

(14) Political Parties, Elections and Campaigns, and the Media. ~~and Elections. Modern Campaigns, Elections, Media, Political Parties and Participation.~~ The student understands the role of modern campaigns, elections, media, political parties ~~and participation~~ in the United States Government. The student is expected to: :

(A) explain the ~~roles and~~ responsibilities of citizens in United States elections (G/Civ); and

(B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);

(C) explain how representative districts are crafted and reapportioned, including ~~use of the using census data and the process of reapportionment using demographic patterns and race neutral factors as held by the Supreme Court in Louisiana v. Callais.~~ (G/Civ, Geo/C, S); and [move to 10(C)]

(C) explain the role of campaign finance in American elections including the significance of Citizens United v. Federal Election Commission, the role of Political Action Committees, and the effects of money on democratic participation (E, G/Civ); and

(D) analyze media sources for bias and determine how it shapes political opinion including the practice of leaving out information, selecting information to support

a specific point of view over other views, and raising the prominence of information over opposing information (H, G/Civ, S); and

(15) The student understands basic principles governing parliamentary procedure and its application with presenting and debating motions. The student is expected to:

- (A) explain that Robert's Rules Newly Revised is a code of ethics designed to facilitate democratic process and is considered the parliamentary standard for most organizations and governing bodies, and
- (B) explain guiding principles of parliamentary procedure including: the definition of a deliberative assembly, the majority has the right to decide, but the minority has the right to be heard; while the minority disagrees, it must abide by the decision of the majority; debate must be fair to all concerned, and
- (C) explain that a motion is the means by which a proposal is presented to a body, and
- (D) demonstrate the steps to present a motion, including addressing the chair, recognition by the chair, making the motion using the correct terminology (I move), seconding the motion and statement of the motion by the chair, and
- (E) explain rules of debate, including fairness—both sides must be heard, and a participant is entitled to only two speeches on a question unless the rules of debate have been modified, debate are germane and courteous and bodies may pass motions to limit or end debate, and
- (F) explain different thresholds of and methods for voting: majority, plurality and two-thirds and rising (show of hands or standing), voice, roll call, ballot and unanimous consent and requesting a more accurate vote, and
- (G) define quorum, bylaws, dilatory, nomination, election, and adjournment.

(16) The student understands Texas state government. The student is expected to:

- (A) explain the constitutional requirements to serve as governor, including eligibility, term of office and line of succession (G/Civ); and
- (B) describe the governor's executive authority including appointments, role as commander-in-chief, clemency, veto power and the power to convene special legislative sessions (G/Civ); and
- (C) contrast the federal government's unitary executive branch with the Texas plural executive branch and discuss the philosophical and historical roots of the state constitution's efforts to decentralize government power (G/Civ); and
- (D) identify the terms of office and duties for elected members of the Texas executive branch including Lieutenant Governor, Attorney General, Comptroller, Commissioner of the General Land Office, Commissioner of Agriculture, Railroad Commissioners and members of the State Board of Education (G/Civ); and
- (E) describe the duties and process for appointments for unelected agency heads including Secretary of State, Board of Criminal Justice Texas Transportation Commission and the Public Utility Commission of Texas (G/Civ); and

- (F) identify the Texas State Legislature's structure, leadership, member eligibility, terms of office and member legislative duties (G/Civ); and
 - (G) describe how the presiding officer is elected in each legislative chamber, the cadence of legislative sessions, importance and role of the committee process and the power of committee chairs (G/Civ); and
 - (H) compare and contrast the state and federal legislative branches, and
 - (I) compare the legislative process with the rulemaking process in the executive branch and describe how citizens may access information related to each process and engage in the process both formally and informally (G/Civ); and
 - (J) identify the structure of the Texas judicial system including the Texas Supreme Court, Texas Court of Criminal Appeals, Courts of Appeals, District Courts, Business Court, County Courts at Law, Justice of the Peace Courts and Municipal Courts (G/Civ); and
 - (K) describe the eligibility requirements for justices and judges in the Texas state judicial system, including appellate and trial court positions (G/Civ).
- (17) The student understands Texas county and local governments, structures, their responsibilities and authority to create ordinances and levy taxes and duty to operate with transparency. The student is expected to:
- (A) explain laws designed to create transparency, accountability and access including the open meeting laws and freedom of information laws (G/Civ); and
 - (B) describe the roles of the county judge, commissioners, sheriffs, prosecutors, tax assessors/collectors, constables and justices of the peace and identify those who hold those positions (G/Civ); and
 - (C) describe the basic functions of county government including infrastructure, public health and law enforcement (G/Civ); and
 - (D) describe the role of county appraisal boards or districts and their relationship to county commissioner courts (G/Civ); and
 - (E) explain the differences between general law municipalities and home rule municipalities (G/Civ); and
 - (F) describe the common municipal government structures, including council-manager, mayor-council and commission and describe different arrangements for the election of city councils, including at-large, single-member districts and mixed systems (G/Civ); and
 - (G) describe the common responsibilities of municipal governments, including infrastructure, public health, law enforcement, emergency services and utilities (G/Civ); and
 - (H) describe the relationship and interaction between municipal governments with county, state and federal governments when duties overlap or perhaps conflict (G/Civ); and

- (I) describe the parallels between the local boards of trustees and municipal governments (G/Civ); and
- (J) Describe the process by which county and local governments borrow funds through the issuance of bonds (G/Civ); and

(18) The student understands the Texas electoral process and the role of political parties. The student is expected to:

- (A) describe the requirements of voter registration, including timelines prescribed by Texas statutes and the requirements to cast a vote in a general election, primary election and a primary run-off election and how to obtain and exercise an absentee ballot (G/Civ); and
- (B) explain the responsibilities of the Texas Secretary of State, county elections administrators, county party chairs and precinct-level workers in the electoral process (G/Civ); and
- (C) analyze the functions of the major political parties and their role in the electoral process at the local, county, state and national levels (G/Civ); and
- (D) explain the differences in nomination processes of the major parties compared to third parties (G/Civ); and
- (E) explain the delegate selection processes and platform development processes of the major parties, beginning at precinct conventions and progressing to the national party conventions (G/Civ).