

The State Board of Education (SBOE) proposes new §113.50, concerning Texas Essential Knowledge and Skills (TEKS) for social studies. The proposed new section would add TEKS for a new high school social studies course on Mexican American studies for implementation in the 2019-2020 school year. This rule action reflects the re-filing of the proposal adopted by the SBOE in September 2018, which expired due to a procedural error by the Texas Education Agency (TEA).

BACKGROUND INFORMATION AND JUSTIFICATION: The 83rd Texas Legislature, 2013, passed House Bill (HB) 5, amending Texas Education Code (TEC), §28.025, to change the high school graduation programs from the minimum, recommended, and advanced high school programs to one foundation high school program with endorsements to increase flexibility in graduation requirements for students. In August 2013, the SBOE held a work session to discuss changes to the graduation requirements in order to align with the requirements of HB 5, including discussion of courses required by HB 5. At the January 2014 meeting, the SBOE approved the final adoption of new 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements. At the April 2014 meeting, the SBOE prioritized the development of new courses to align with requirements of HB 5. The list of new courses to be developed included a Mexican American studies course.

In spring 2015, a new Mexican American Studies innovative course was approved by the commissioner of education for use beginning with the 2015-2016 school year. School districts and open-enrollment charter schools may offer any state-approved innovative course for elective credit with the approval of the local board of trustees.

There are currently state-approved TEKS for general social studies elective courses that allow educators to select specific historical, cultural, or research topics in social studies to address in greater depth. In social studies, these courses include Special Topics in Social Studies, Social Studies Research Methods, and Social Studies Advanced Studies.

The SBOE held discussions regarding the development of TEKS for a Mexican American studies course at its January-February and April 2018 meetings. At the April 2018 meeting, the SBOE instructed staff to prepare rule text for a new course based on the currently approved Mexican American Studies innovative course submitted by Houston Independent School District and to present the item for first reading and filing authorization at the June 2018 meeting. The SBOE approved the new section for first reading and filing authorization at its June 15, 2018 meeting.

Following the June action by the SBOE to approve the proposal for first reading and filing authorization, TEA filed the proposal for publication in the *Texas Register* on July 13, 2018. The publication of the proposal initiated a timeline that required filing the rule as adopted by January 14, 2019. Because of a procedural error by TEA, the rule that was approved for second reading and final adoption by the SBOE in September 2018 was not filed by the January deadline, and the proposal expired.

At its February 1, 2019 meeting, the SBOE authorized TEA to re-file proposed new §113.50, Ethnic Studies: Mexican American Studies (One Credit), using the exact language approved by the SBOE at second reading and final adoption in September 2018. The new course would be implemented at the beginning of the 2019-2020 school year on the same timeline as the original adoption.

SUMMARY OF COMMENTS AND RESPONSES. Due to the expiration of the original proposal, a summary of the public comments received during the July 13, 2018 - September 12, 2018 comment period was not published in the *Texas Register*. Following is a summary of the public comments received on the original proposal and the responses.

Comment. A teacher expressed support for the TEKS and suggested adding additional topics, including the segregation of Mexican Americans in schools in the 20th century, bilingual education in Texas, and federal cases like *Westminster v. Mendez*, which helped shape *Brown v. Board of Education*, and *Castañeda v. Pickard*.

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the suggested additions were not necessary. In response to other comments, the SBOE took action to approve additional changes to the proposed new course. These changes are reflected in the current proposal.

Comment. A teacher recommended representing Mexican American women in Texas such as Sylvia Rivera and Emma Tenayuca (who led the Pecan Shell Strike) and including the history of the border patrol, especially the Bath Riots in El Paso and along the border; the court case of *Plyer v. Doe*; and the reflection of this history in the present-day Mexican American population and culture.

Response. The SBOE agreed that Emma Tenayuca was appropriately included in the student expectation in §113.50(c)(4)(B) as proposed; however, the SBOE disagreed that the other suggestions were necessary. In response to other comments, the SBOE took action to approve additional changes to the proposed new course at the September 2018 meeting. These changes are reflected in the current proposal.

Comment. A parent requested that the SBOE keep the name of the proposed new course as Ethnic Studies: Mexican American Studies.

Response. The SBOE agreed that the course title was appropriate and maintained the course title as proposed.

Comment. A parent questioned why the Mexican American Studies course is being created.

Response. The SBOE determined that the development of the new course provides a variety of social studies electives for students. At the September 2018 meeting, the SBOE took action to adopt the new course as amended.

Comment. Three teachers, five community members, and two university representatives stated that the proposed new course would provide students with important information, including role models, historical information, and culturally relevant coursework.

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to adopt the new course as amended. The course as amended is reflected in the current proposal.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding native indigenous people of Texas and the effects of Spanish colonization and missionization in Texas on the land and its people to the student expectation in §113.50(c)(2)(A).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(2)(A) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding the Battle of Medina to §113.50(c)(3)(A).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(3)(A) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding Jovita Idár, Sara Estela Ramírez, and Angela De Hoyos to the student expectation in §113.50(c)(3)(B).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(3)(B) was appropriate as proposed. However, in response to other comments, the SBOE took action to add Jovita Idár and Sara Estela Ramírez to the student expectation in §113.50(c)(4)(B). These changes are reflected in the current proposal.

Comment. The National Association of Chicana and Chicano Studies--Tejas Foco recommended that the term "1940s" be replaced with the term "1930s" in the knowledge and skills statement in §113.50(c)(4).

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to amend §113.50(c)(4) to read, "The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975." These changes are reflected in the current proposal.

Comment. The National Association of Chicana and Chicano Studies--Tejas Foco recommended including three additions to the proposed new course: a section on Texas indigenous peoples, the inclusion of Native American and Mexican American women from Texas, and the addition of local history to help students see how their community contributed and overcame obstacles to Mexican American history.

Response. The SBOE agreed that the inclusion of woman from Texas was appropriate. At the September 2018 meeting, the SBOE took action to add Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor to the list of significant individuals from the civil rights era in the student expectation in §113.50(c)(4)(B). These changes are reflected in the current proposal. However, the SBOE disagreed that the addition of local history was necessary.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas stated that proposed new Ethnic Studies: Mexican American Studies should focus less on Mexican Americans from California and focus more on those from Texas.

Response. The SBOE agreed that the proposed new course should include Mexican Americans from Texas. In response to this and other comments, the SBOE took action at the September 2018 meeting to add Texans Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor to the student expectation in §113.50(c)(4)(B). These changes are reflected in the current proposal.

Comment. The National Association of Chicana and Chicano Studies--Tejas Foco recommended adding Jovita Idár, Jovita Gonzáles de Mireles, Emma Tenayuca, Sara Estela Ramirez, Leonor Villegas de Magnon, Adela Sloss Vento, María Hernandez, and Alicia Dickerson Montemayor to the student expectation in §113.50(c)(4)(B).

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to add Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernndez, and Alicia "Alice" Dickerson Montemayor to the student expectation in §113.50(c)(4)(B) as recommended. These changes are reflected in the current proposal. Emma Tenayuca was already listed in the student expectation in §113.50(c)(4)(B) as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding the Mexican American War and the concept of Manifest Destiny to the student expectation in §113.50(c)(6)(C).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(6)(C) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended that the student expectation in §113.50(c)(7)(A) be revised to read "analyze the economic impact of Texas Independence from Mexico and the Mexican American War."

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(7)(A) was appropriate as proposed.

Comment. The National Association of Chicana and Chicano Studies--Tejas Foco recommended that *Salvatierra v. Del Rio ISD* be added to the student expectation in §113.50(c)(8)(B).

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to amend the student expectation in §113.50(c)(8)(B) to include the *Salvatierra v. Del Rio ISD* court case. This change is reflected in the current proposal.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding bilingual education, Chicano Studies, and cultural arts centers to the student expectation in §113.50(c)(8)(D).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(8)(D) was appropriate as proposed.

Comment. A university representative recommended the replacement of "respectful expression" with "effective expression" in knowledge and skills statement §113.50(c)(9).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the suggested change was not necessary. In response to other comments, however, the SBOE took action to amend the knowledge and skills statement in §113.50(c)(9) to read, "The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic." These changes are reflected in the current proposal.

Comment. A university representative recommended replacing the phrase "describe the rights and responsibilities of Mexican Americans as Americans" with the phrase "describe the rights and responsibilities of Mexican American citizens and Mexican American immigrants" in the student expectation in §113.50(c)(9)(A).

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to amend the student expectation in §113.50(c)(9)(A) to read, "describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States." These changes are reflected in the current proposal.

Comment. A university representative recommended replacing the word "Americans" with the phrase "American citizens and immigrants in the United States" in the student expectation in §113.50(c)(9)(B).

Response. The SBOE agreed. At the September 2018 meeting, the SBOE took action to amend the expectation in §113.50(c)(9)(B) to read, "discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups." These changes are reflected in the current proposal.

Comment. A university representative recommended the addition of the phrases "and global community" and "and transnational communities" to §113.50(c)(9)(C).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(9)(C) was appropriate as proposed.

Comment. A university representative recommended adding the term "Latinx" and the phrase "or simply American" and including quotations around the word "illegal" in §113.50(c)(9)(D) to read, "analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latinx, Chicana/o, "illegal," undocumented, Mexican American, American Mexican or simply American."

Response. The SBOE agreed that the phrase "or simply American" was appropriate to include but disagreed with adding the term "Latinx" or using quotations around the word "illegal" because the SBOE determined those changes were not necessary. In response to this and other comments, at the September 2018 meeting the SBOE took action to amend the student expectation in §113.50(c)(9)(D) to read, "analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American." These changes are reflected in the current proposal.

Comment. The National Association of Chicana and Chicano Studies--Tejas Foco recommended adding to the student expectation in §113.50(c)(10)(B) the following literary works: *George Washington Gomez* by Americo Paredes, *El Sol de Texas/Under the Texas Sun* (1926) by Conrado Espinoza, *La Patria Perdida* (1933) by Teodoro Torres, *Los de Abajo* (1915) by Mariano Azuela, and "Surge" (1910) by Sara Estela Ramirez and Jovita Gonzalez de Mireles.

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(10)(B) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding *Y no se lo trago la tierra* (1970) by Tomas Rivera to the student expectation in §113.50(c)(10)(B).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(10)(B) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding Little Joe y La Familia to the student expectation in §113.50(c)(10)(C).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(10)(C) was appropriate as proposed.

Comment. SOMOS MAS/Mexican American Studies San Antonio, Tejas recommended adding Lydia Mendoza, Carmen Tafolla, Norma Cantu, and Selena to the student expectation in §113.50(c)(10)(D).

Response. The SBOE disagreed. At the September 2018 meeting, it was determined that the student expectation in §113.50(c)(10)(D) was appropriate as proposed.

Comment. The Texas Environmental Justice Advocacy Services and the National Association of Chicana and Chicano Studies--Tejas Foco recommended the inclusion of Dr. Mario Molina and Dr. Laura Pulido in the student expectation in §113.50(c)(11)(B).

Response. The SBOE agreed that Mario José Molina should be included in the student expectation in §113.50(c)(11)(B) but disagreed that Laura Pulido should be added. At the September 2018 meeting, the SBOE took action to amend §113.50(c)(11)(B) to read, "identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina." These changes are reflected in the current proposal.

FISCAL IMPACT: Monica Martinez, associate commissioner for standards and support services, has determined that for the first five-year period the proposal is in effect there will be no fiscal implications for state or local government required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Ms. Martinez has determined that for each year of the first five years the proposal is in effect, the public benefit anticipated as a result of enforcing the proposal would be the

addition of a new TEKS-based course option for students and increased flexibility in meeting graduation requirements. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins February 22, 2019, and ends March 29, 2019. A form for submitting public comments is available on the TEA website at [https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_\(TAC\)/Proposed_State_Board_of_Education_Rules/](https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/Proposed_State_Board_of_Education_Rules/). Comments on the proposal may also be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2019 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on February 22, 2019.

STATUTORY AUTHORITY. The new section is proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; and TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §7.102(c)(4) and §28.002.

<rule>

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

(a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.

(b) Introduction.

- (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
 - (2) History. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas; and
 - (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.
 - (3) History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's

- declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and
- (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.
- (4) History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor.
- (5) History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and
- (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson.
- (6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history;
- (B) identify physical and human geographic factors related to the settlement of American Indian societies;
- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;
- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and
- (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.
- (7) Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s;

- (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;
 - (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;
 - (D) analyze the economic contributions of the Mexican American labor force;
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and
 - (F) discuss current issues related to the Mexican American labor force.
- (8) Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government;
 - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm;
 - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement;
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement;
 - (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and
 - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.
- (9) Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.
- (10) Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;
 - (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez;

- (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement;
 - (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time.
- (11) Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina.
- (12) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) analyze diverse points of view related to contemporary Mexican American issues;
 - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.