

The State Board of Education (SBOE) adopts amendments to §§113.10-113.20, 113.41-113.44, and 113.51; new §§113.30, 113.31, and 113.76-113.80; and the repeal of §113.40, concerning Texas Essential Knowledge and Skills (TEKS) for social studies. The amendments to §§113.10-113.16, 113.18-113.20, and 113.41-113.44 and new §113.31 are adopted with changes to the proposed text as published in the October 5, 2018 issue of the *Texas Register* (43 TexReg 6525). The amendments to §113.17 and §113.51; new §§113.30 and 113.76-113.80; and the repeal of §113.40 are adopted without changes to the proposed text as published in the October 5, 2018 issue of the *Texas Register* (43 TexReg 6525) and will not be republished. The adopted revisions streamline the social studies standards.

REASONED JUSTIFICATION. In accordance with statutory requirements that the SBOE by rule identify the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

At the June 2017 work session, the Committee of the Full Board indicated its intention to complete a streamlining of the social studies TEKS, with the latitude to make minor revisions to the standards if the revisions would not impact currently adopted instructional materials. The SBOE began the streamlining of the social studies TEKS in 2018. Applications to serve on TEKS streamlining work groups for social studies were posted on the Texas Education Agency (TEA) website in July 2017. Also in July 2017, TEA distributed a survey to collect information from educators regarding the streamlining of the social studies TEKS.

Initial applications for social studies TEKS streamlining work groups were provided to SBOE members for approval in September, October, November, and December 2017 and in January, March, April, and June 2018.

At the January-February 2018 SBOE meeting, the board asked staff to provide to the work groups a crosswalk that has been developed between the current social studies TEKS and civics questions on the U.S. naturalization test. The board directed the work groups to avoid recommending deletion of information represented in the crosswalk.

In February 2018, Work Group A, the first social studies TEKS streamlining work group, convened in Austin to review survey results and feedback on the scope of the TEKS collected from focus groups convened by education service centers (ESCs). Work Group B was convened in March 2018 to review historical figures in the social studies TEKS. Work Group C was convened in April 2018 to make recommendations for streamlining the history and geography strands. In late May and early June 2018, Work Group D was convened to make recommendations for streamlining the geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills strands. In August 2018, Work Group E was convened to make final recommendations for all strands and to ensure vertical alignment across all grade levels and courses.

In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, the TEKS for economics have been moved to 19 TAC Chapter 113 as part of the streamlined social studies TEKS. The text of new §113.31 reflects the addition of Economics into Chapter 113 and revisions recommended by work groups to the Economics with Emphasis on the Free Enterprise System and Its Benefits high school course. Additionally, new 19 TAC Chapter 113, Subchapter D, §§113.76, 113.77, 113.78, 113.79, and 113.80, reflect the move of other economics courses from Chapter 118, Subchapter B.

The SBOE approved the revisions for first reading and filing authorization at its September 14, 2018 meeting and for second reading and final adoption at its November 16, 2018 meeting.

The following changes were made to the adopted revisions since published as proposed.

#### *Subchapter A, Elementary*

##### *§113.10, Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018*

Section 113.10 was amended to change the implementation of the revised elementary TEKS for social studies from the beginning of the 2019-2020 school year to the beginning of the 2020-2021 school year.

*§113.11, Social Studies, Kindergarten, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The knowledge and skills statement in subsection (b)(2) was amended to add José Antonio Navarro to the list of historical figures.

The student expectation in subsection (b)(3)(C) was amended to replace the word "explore" with the word "use."

The student expectation in subsection (b)(13)(A) was amended to add the phrase "with adult assistance" after the list of oral and visual sources students may use.

The student expectation in subsection (b)(14)(B) was amended to move the word "correctly" after the word "chronology."

*§113.12, Social Studies, Grade 1, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The knowledge and skills statement in subsection (b)(13) was amended to replace the word "and" with the word "that" in reference to the beliefs and principles that contribute to our national identity.

The knowledge and skills statement in subsection (b)(15) was amended to add the phrase "identifies individuals who created or invented new technology and" after the phrase "The student."

A new student expectation in subsection (b)(15)(C) was added to read, "identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan."

The knowledge and skills statement and student expectation in proposed subsection (b)(16) were struck and the knowledge and skills statements in proposed subsections (b)(17), (18), and (19) were renumbered as subsections (b)(16), (17), and (18).

The student expectation in subsection (b)(16)(A) was amended to add the phrase "with adult assistance" after the list of oral and visual sources student may use.

*§113.13, Social Studies, Grade 2, Adopted 2018*

Subsection (a)(8) of the introduction was amended to strike the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(2)(B) was amended to replace the word "discuss" with the word "describe."

The student expectation in subsection (b)(4)(A) was amended to delete the word "four" before the word "oceans."

The student expectation in subsection (b)(7)(C) was amended to replace the word "discuss" with the word "trace."

The student expectation in subsection (b)(10)(B) was amended to re-insert World War II Women Airforce Service Pilots (WASPs) and the Navajo Code Talkers in the list of historical figures.

The knowledge and skills statement in subsection (b)(11) was amended to replace the word "identifies" with the word "understands," to move the word "symbols" before the word "customs," and to add the word "important" before the word "symbols."

The student expectation in subsection (b)(11)(B) was amended to add sing and recite as options regarding selected patriotic songs.

A new student expectation in subsection (b)(11)(D) was added to read, "identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom."

*§113.14, Social Studies, Grade 3, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(1)(B) was amended to re-insert Benjamin Banneker in the list of individuals students must identify.

The knowledge and skills statement in subsection (b)(9) was amended to add the phrase "and organizations" after the phrase "contemporary figures."

A new student expectation in subsection (b)(9)(A) was added to read, "identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting."

The student expectations in proposed subsections (b)(9)(A) and (B) were re-lettered as subsections (b)(9)(B) and (C), respectively.

The student expectation in re-lettered subsection (b)(9)(B) was amended to re-insert Helen Keller in the list of historical figures.

The student expectation in re-lettered subsection (b)(9)(C) was amended to replace the word "discuss" with the word "describe" and to add the phrase "and improving" after the word "serving."

A new student expectation in subsection (b)(9)(D) was added to read, "identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good."

The knowledge and skills statement in proposed subsection (b)(10) was deleted and knowledge and skills statements in proposed subsections (b)(11)-(17) were renumbered as subsections (b)(10)-(16).

The student expectation in renumbered subsection (b)(12) was amended to replace the word "discuss" with the phrase "identify how." Subsection (b)(12) was also amended to delete the phrase "examples of their cultural heritage through" and to add the phrase "contribute to the cultural heritage of communities" after the word "paintings."

*§113.15, Social Studies, Grade 4, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(15)(B) was amended to add the phrase "respectfully holding public officials to their word" after the phrase "such as."

*§113.16, Social Studies, Grade 5, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(4)(D) was amended to read, "explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War."

A new student expectation in subsection (b)(4)(E) was added to read, "explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution."

The student expectation in proposed subsection (b)(4)(E) was re-lettered to (b)(4)(F).

The knowledge and skills statement in subsection (b)(16) was amended to add the phrase "celebrations, and landmarks" after the word "customs."

The student expectation in subsection (b)(16)(A) was amended to delete the phrase "important landmarks such as the White House and Mount Rushmore."

The student expectation in subsection (b)(16)(D) was amended to add the phrase "important landmarks, including" and to add Mount Rushmore to the list of landmarks.

#### *Subchapter B, Middle School*

##### *§113.18, Social Studies, Grade 6, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

##### *§113.19, Social Studies, Grade 7, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(5)(C) was amended to replace the word "discuss" with the word "explain."

##### *§113.20, Social Studies, Grade 8, Adopted 2018*

Subsection (a)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (a)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (b)(3)(C) was re-inserted to read, "describe how religion and virtue contributed to the growth of representative government in the American colonies."

The student expectation in subsection (b)(4)(B) was amended to re-insert Wentworth Cheswell to the list of historical figures.

The student expectation in subsection (b)(5)(A) was amended to delete the phrase "building a military" and the phrase "and defining the authority of the central government."

The student expectation in subsection (b)(7)(D) was amended to replace the word "roles" with the word "role" and to delete John C. Calhoun, Henry Clay, and Daniel Webster from the list of historical figures.

The student expectation in subsection (b)(8)(B) was amended to read, "explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War."

The student expectation in subsection (b)(26)(A) was amended to add the "Battle Hymn of the Republic" to the list of examples of American art, music, and literature that students may identify.

The student expectation in subsection (b)(29)(D) was amended to replace the word "from" with the phrase "created by" and to delete the phrase "which influenced the participants."

### *Subchapter C, High School*

#### *§113.31, Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted 2018*

Subsection (b)(7) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (b)(7) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (c)(4)(B) was amended to replace the word "compare" with the word "contrast."

The knowledge and skills statement in subsection (c)(5) was amended to replace the phrase "a free enterprise system" with the phrase "the U.S. free enterprise system."

The student expectation in subsection (c)(11)(C) was amended to replace the word "examine" with the word "analyze."

The student expectation in proposed subsection (c)(12)(D), which read, "analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard," was replaced with a new student expectation to read, "describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971."

#### *§113.41, United States History Studies Since 1877 (One Credit), Adopted 2018*

Subsection (b)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (b)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (c)(1)(C) was amended to replace the word "discuss" with the word "explain."

The student expectation in subsection (c)(7)(C) was amended to delete the phrase "German, Italian, and."

The student expectation in subsection (c)(9)(A) was amended to replace the phrase "in the 19th, 20th, and 21st centuries" with the phrase "from the late 1800s through the 21st century." The student expectation in subsection (c)(9)(A) was also amended to delete the phrase "and responses to Jim Crow laws."

A new student expectation in subsection (c)(9)(B) was added to read, "explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting."

The student expectations in proposed subsection (c)(9)(B)-(I) were re-lettered as subsection (c)(9)(C)-(J), respectively.

The student expectation in subsection (c)(10)(B) was amended to replace the word "Regan's" with the word "Reagan's."

The student expectation in subsection (c)(11)(A) was amended to replace "9/11" with the phrase "the events surrounding September 11, 2001."

The student expectation in proposed subsection (c)(12)(B) was deleted.

The student expectation in subsection (c)(18)(B) was amended to replace "9/11" with the date "September 11, 2001."

The student expectation in subsection (c)(18)(D) was amended to replace the word "discuss" with the word "describe."

The student expectation in subsection (c)(20)(A) was amended to add *Brown v. Board of Education* to the list of landmark U.S. Supreme Court cases.

The student expectation in subsection (c)(20)(B) was amended to replace the phrase "discuss historical reasons" with the word "explain."

The knowledge and skills statement in subsection (c)(22) was amended to replace the phrase "efforts to expand the democratic process" with the phrase "the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights."

The student expectation in subsection (c)(23)(A) was amended to re-insert Hillary Clinton in the list of historical figures.

A new student expectation in subsection (c)(23)(B) was added to read, "explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul 'Roy' Perez Benavidez."

The student expectation in subsection (c)(25)(B) was amended to replace the word "discuss" with the word "describe."

The student expectation in subsection (c)(25)(D) was amended to re-insert Eleanor Roosevelt in the list of historical figures.

The student expectation in proposed subsection (c)(25)(E) was deleted.

The student expectation in subsection (c)(27)(A) was amended to add the phrase "space exploration" after the phrase "technological innovations."

The student expectation in proposed subsection (c)(27)(B) was deleted.

The student expectation in proposed subsection (c)(27)(C) was re-lettered as subsection (c)(27)(B).

#### *§113.42, World History Studies (One Credit), Adopted 2018*

Subsection (b)(10) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (b)(10) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in proposed subsection (c)(13)(F), which read, "explain how Arab rejection of the State of Israel has led to ongoing conflict," was replaced with a new student expectation to read, "discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations."

The knowledge and skills statement in subsection (c)(14) was amended to add the phrase "and use" after the word "development" and to replace the phrase "fundamentalism and the subsequent use of terrorism by some of its adherents" with the phrase "terrorism in the second half of the 20th century and the early 21st century."

The student expectation in subsection (c)(14)(A) was amended from "summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of terrorist groups al Qaeda" to read, "explain the impact of geopolitical influences on the development of radical Islamic terrorism."

A new student expectation in subsection (c)(14)(B) was added to read, "explain the impact of radical Islamic terrorism on global events."

The student expectation in proposed subsection (c)(14)(B) was re-lettered as subsection (c)(14)(C). The student expectation in re-lettered (c)(14)(C) was amended from "explain the U.S. response to terrorism from September 11, 2001, to the present" to read, "explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism."

The student expectation in subsection (c)(21)(C) was amended to delete Armenia from the list of countries.

The student expectation in subsection (c)(21)(D) was amended to add Armenia to the list of countries.

The student expectation in subsection (c)(24)(D) was amended to replace the phrase "developments in Islam influenced" with the phrase "geopolitical and religious influences have impacted" and to delete the phrase "such as secularism, nationalism, and fundamentalism."

The student expectation in subsection (c)(28)(C) was amended to replace the word "examine" with the word "analyze" and to replace the word "analyze" before the phrase "frame of reference" with the word "determine."

*§113.43, World Geography Studies (One Credit), Adopted 2018*

Subsection (b)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (b)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (c)(3)(C) was amended from "examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere such as hurricanes, El Niño, earthquakes, and volcanoes" to read, "describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere."

The student expectation in subsection (c)(7)(D) was amended to replace the word "examine" with the word "analyze."

The student expectation in subsection (c)(10)(D) was amended to replace the word "examine" with the word "analyze."

The student expectation in subsection (c)(19)(C) was amended to replace the word "examine" with the word "analyze."

*§113.44, United States Government (One-Half Credit), Adopted 2018*

Subsection (b)(8) of the introduction was amended to delete the phrase "identify and" before the word "discuss" and to add the phrase "and whether" after the word "how." Subsection (b)(8) was also amended to replace the phrase "either met or failed to meet" with the word "achieved."

The student expectation in subsection (c)(1)(E) was amended to replace the word "examine" with the word "analyze."

The knowledge and skills statement in subsection (c)(3) was amended to replace the word "divisions" with the word "districts."

The student expectation in subsection (c)(3)(C) was amended to replace the word "divisions" with the word "districts."

The student expectation in subsection (c)(5)(A) was amended to replace the word "examine" with the word "analyze."

The student expectation in subsection (c)(6)(F) was amended to add the phrase "Declaration of Independence and the U.S. Constitution continue to shape" before the phrase "American beliefs and principles" and to delete the phrase "reflected in the Declaration of Independence and the U.S. Constitution."

The student expectation in subsection (c)(8)(D) was amended to replace the phrase "U.S. constitutional provisions limit" with the phrase "the U.S. Constitution limits."

The knowledge and skills statement in subsection (c)(12) was amended to replace the word "guaranteed" with the phrase "that are protected and secured" and to add the phrase "and Bill of Rights" after the phrase "U.S. Constitution."

The student expectation in subsection (c)(12)(C) was amended to replace the word "guaranteed" with the phrase "protected and secured."

The student expectation in subsection (c)(12)(D) was amended to replace the word "examine" with the word "analyze" and to replace the word "phrase" with the phrase "concept of."

The student expectation in subsection (c)(15)(A) was amended to replace the word "examine" with the word "analyze."

In addition, technical edits were made throughout the rules to ensure correct use of punctuation and grammar and consistent formatting.

The effective date of the revisions is August 26, 2019.

**SUMMARY OF COMMENTS AND RESPONSES.** The public comment period on the proposal began October 5, 2018, and ended at the November 2018 SBOE meeting. Following is a summary of the public comments received on the proposal and the responses.

**Comment.** One parent requested that greater specificity be given to "such as" statements to help teachers understand on what students may be assessed.

**Response.** The SBOE disagrees and has determined that the "such as" statements in the student expectations are intended to be possible, illustrative examples. As such, they are sufficiently clear.

**Comment.** A university/college representative, an individual from out of state, 6 teachers, 19 parents, and 12 community members requested that states' rights be removed from the list of causes of the Civil War. The commenters stated that the issue of states' rights has been used as a rallying cry to erase the history of slavery and the Civil War, to justify legal discrimination against African Americans, and to stop progress on civil rights.

**Response.** The SBOE agrees that states' rights should be removed from the list of causes of the Civil War and has determined that student expectations referencing states' rights and the Civil War should be revised. In response to this and other comments, the SBOE took action to amend §113.16(b)(4)(D) in Grade 5 and §113.19(b)(8)(B) in Grade 8 to read, "explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War."



Comment. One teacher and one university/college representative expressed support for identifying slavery as a primary cause of the Civil War.

Response. The SBOE agrees and took action to amend the student expectation in §113.16(b)(4)(D) in Grade 5 and §113.19(b)(8)(B) in Grade 8 to read, "explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War."

Comment. One community member expressed disappointment with the proposed revisions to streamline the TEKS.

Response. The SBOE disagrees and has determined that the social studies TEKS have been appropriately streamlined.

Comment. Three teachers, nine parents, and six community members expressed concern about political and religious bias in the TEKS. The commenters recommended focusing on objective historical facts.

Response. The SBOE agrees that the TEKS must reflect objective, historical facts and has determined that the streamlined TEKS are appropriate as adopted.

Comment. One teacher expressed concern regarding the deletion of important factors that have an important bearing on the development and future of this country.

Response. The SBOE agrees that the TEKS must include important factors that influenced the development and future of the United States and has determined that the social studies TEKS adequately and appropriately address these factors.

Comment. Two teachers expressed support for the proposed revisions.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to revise the social studies TEKS.

Comment. One individual from out of state expressed concern that Texas is rewriting history.

Response. The SBOE disagrees and has determined that the TEKS do not rewrite history.

Comment. Two teachers expressed support for maintaining the concept of donating in the TEKS.

Response. The SBOE agrees and has determined that this concept remains in the TEKS at appropriate grade levels.

Comment. One teacher stated that the TEKS are too broad and open for interpretation.

Response. The SBOE disagrees and has determined that the social studies TEKS are appropriately specific and clear.

Comment. Two teachers stated that there is still too much content to teach the social studies TEKS within the time allowed and at the necessary depth.

Response. The SBOE disagrees and has determined that the scope of the streamlined social studies TEKS is appropriate.

Comment. One teacher stated that students need more geography and map skills.

Response. The SBOE agrees that geography and map skills are important and has determined that the TEKS adequately address these skills.

Comment. One parent expressed opposition to including Jim Crow laws in the TEKS.

Response. The SBOE disagrees and has determined that Jim Crow laws are appropriately included in the social studies TEKS.

Comment. Four teachers and two individuals from out of state expressed concern that most of the proposed deletions for historical figures were women and minorities. The commenters stated there is an overrepresentation of white men in the TEKS.

Response. The SBOE disagrees that minorities and women have been disproportionately eliminated from the TEKS. The SBOE has determined that the streamlined TEKS appropriately address a diverse group of key historical figures.

Comment. One community member suggested creating a vertical alignment document to make the learning progression across grade levels more apparent and address gaps in the strands.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher expressed support for implementing the proposed revisions to streamline the social studies TEKS beginning with the 2019-2020 school year.

Response. The SBOE agrees that the streamlined TEKS for middle and high school students should be implemented as soon as possible, beginning with the 2019-2020 school year. However, in response to other comments the SBOE took action to delay the implementation of the elementary social studies TEKS to the 2020-2021 school year.

Comment. Twelve teachers, seven administrators, two community members, and ten instructional coordinators requested that the SBOE consider delaying the implementation of the proposed revisions to streamline the social studies TEKS until the 2020-2021 school year.

Response. The SBOE disagrees that the Kindergarten-Grade 12 TEKS should be delayed. The SBOE has determined that middle and high school students who are administered the social studies STAAR® examination at Grade 8 and the end-of-course requirement for U.S. History Studies Since 1877 would benefit from the implementation of the streamlined TEKS beginning with the 2019-2020 school year as proposed. In response to this and other comments, the SBOE took action to delay the implementation of the elementary social studies TEKS to the 2020-2021 school year.

Comment. One teacher encouraged TEA to provide information about the impact on testing.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent expressed concern over the lack of diversity in historical figures in the student expectation in §113.11(b)(2)(A). The commenter recommended adding Martin Luther King, Jr. and Martha Washington to the list.

Response. The SBOE agrees that diversity is important in the social studies TEKS and took action to reinsert José Antonio Navarro in the student expectation. However, the SBOE disagrees that the additional changes are necessary.

Comment. One community member expressed disagreement with the proposal to remove José Antonio Navarro from the student expectation in §113.11(b)(2)(A).

Response. The SBOE agrees and took action to amend §113.11(b)(2) to reinsert José Antonio Navarro in the student expectation.

Comment. One administrator stated that "identify and explore geographic tools" should be changed to "identify and use geographic tools" in the student expectation in §113.11(b)(3)(C) because the word "explore" is not a precise term.

Response. The SBOE agrees and took action to amend §113.11(b)(3)(C) to read, "identify and use geographic tools that aid in determining location, including maps and globes."

Comment. Texas Values expressed support for retaining the student expectation in §113.11(b)(9)(C).

Response. The SBOE disagrees and has determined that the deletion of §113.11(b)(9)(C) streamlined the TEKS for Kindergarten and was appropriate as proposed.

Comment. One teacher stated that the knowledge and skills statements in §113.11(b)(10) and §113.11(b)(11) should be combined.

Response. The SBOE disagrees and has determined that §113.11(b)(10) and §113.11(b)(11) are appropriate as separate knowledge and skills statements.

Comment. One teacher and one administrator recommended adding the phrase "with adult assistance" to the student expectation in §113.11(b)(13)(A) to align with the student expectation in §110.2(b)(12)(C) in the new English language arts and reading TEKS for Kindergarten.

Response. The SBOE agrees and took action to amend §113.11(b)(13)(A) to read, "gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance."

Comment. One administrator stated that the proposed changes to the Kindergarten history, geography, and culture strands are easier to understand and teach.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher expressed disagreement with the proposal to remove chronological order from §113.11(b)(3).

Response. The SBOE provides the following clarification. The student expectation on social studies terminology related to time and chronology has been moved from §113.11(b)(3) to §113.11(b)(14). Terminology related to chronology is more appropriately addressed in the social studies skills strand.

Comment. One teacher recommended adding the verbs "represent," "arrange," or "describe" in the student expectation in §113.11(b)(14)(A) to clarify how students should communicate their understanding of chronological events.

Response. The SBOE disagrees and has determined that §113.11(b)(14)(A) was appropriate as proposed.

Comment. One administrator expressed support for the proposal to move the student expectation in §113.11(b)(14)(B) related to chronology to the social studies skills strand.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for combining problem-solving and decision-making processes in the social studies skills because the skills go hand in hand.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed concern regarding the number of student expectations that would be removed from the Kindergarten-Grade 3 TEKS.

Response. The SBOE disagrees and has determined that the number of student expectations removed from Kindergarten-Grade 3 TEKS was necessary in order to streamline the TEKS for the grade levels.

Comment. One teacher stated that the content for the student expectations in §113.12(b)(1)(A) and (B) and (13)(E) could be addressed as one student expectation since they are closely connected.

Response. The SBOE disagrees and has determined that the content was appropriately addressed as separate student expectations.

Comment. One teacher and an administrator expressed support for the proposal in Grade 1 to omit the word "community" from the student expectation in §113.12(b)(2) in order to better focus on the state and nation.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. Texas Values expressed support for keeping Sam Houston in the student expectation in §113.12(b)(2)(A).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for the proposal to move the student expectation in §113.12(b)(2)(B) to the science, technology, and society strand.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for all of the proposed changes to the geography strand in §113.12(b)(3) and (4).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher stated that the student expectation in §113.12(b)(3)(B) could use some clarifying language, like "locate places on simple maps using the four cardinal directions."

Response. The SBOE disagrees and has determined that §113.12(b)(3)(B) is sufficiently clear as proposed.

Comment. One administrator stated that the word "explore" should be replaced in the student expectation in §113.12(b)(4)(B) because it is not a precise term.

Response. The SBOE disagrees and has determined that §113.12(b)(4)(B) is sufficiently clear as proposed.

Comment. One teacher stated that the student expectation in §113.12(b)(9)(A) should be reworded to read, "describe the characteristics of a job well-performed."

Response. The SBOE disagrees and has determined that §113.12(b)(9)(A) is sufficiently clear as proposed.

Comment. One teacher stated that the student expectation in §113.12(b)(9)(B) should be reworded to read, "describe various jobs performed by people in the home, school, and community and how those jobs contribute to the production of goods and services."

Response. The SBOE disagrees and has determined that §113.12(b)(9)(B) is sufficiently clear as proposed.

Comment. One administrator expressed support for the proposal to delete Francis Scott Key from the student expectation in §113.12(b)(12)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for the proposal to delete the student expectation in §113.12(b)(11)(C) on the role of a citizen in a constitutional republic.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for the proposal to delete the phrase "and explain the meaning of" the pledges from the student expectation in §113.12(b)(13)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. Texas Values expressed support for retaining the student expectation in §113.12(b)(13)(F).

Response. The SBOE disagrees and has determined that the deletion of §113.12(b)(13)(F) streamlined the TEKS for Grade 1 and was appropriate as proposed.

Comment. One administrator expressed support for the proposal to replace the word "changes" with the word "affects" in the student expectations in §113.12(b)(15)(A) and (B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher and one administrator recommended moving the student expectation in proposed §113.12(b)(16) to become new subsection (b)(15)(C). The commenters stated that this move would eliminate a knowledge and skills statement without a student expectation. The commenters also recommended including the phrase "and their contributions" to clarify what students need to know."

Response. The SBOE agrees and took action to strike proposed §113.12(b)(16) and add new §113.12(b)(15)(C) to read, "identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan."

Comment. One administrator stated that maps should be included in the list of sources in the proposed student expectation in §113.12(b)(17)(A).

Response. The SBOE disagrees and has determined that maps are appropriately included in the list of geographic tools in the student expectation in §113.12(b)(4).

Comment. One administrator recommended adding the phrase "with adult assistance" to the student expectation in proposed §113.12(b)(17)(A) to align with §110.3(b)(13)(C) in the new English language arts and reading TEKS for Grade 1.

Response. The SBOE agrees and took action to amend proposed §113.12(b)(17)(A), re-lettered as §113.12(b)(16)(A), to read, "gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance."

Comment. One teacher expressed concern that there is too much information in the student expectations in proposed §113.12(b)(18) and suggested dividing it into multiple student expectations.

Response. The SBOE disagrees and has determined that the scope and content of proposed §113.12(b)(18), re-lettered as §113.2(b)(17), was appropriate as proposed.

Comment. One administrator expressed agreement with the proposal to move the student expectations in §113.13(b)(2) under §113.13(b)(16).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed agreement with the proposed deletion of John Hancock from the student expectation in §113.13(b)(2)(A).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed agreement with the proposal to replace the verb "explain" with "discuss" in the student expectation in §113.13(b)(2)(B).

Response. The SBOE disagrees and has determined that "discuss" is not the appropriate term for this student expectation. In response to other comments, the SBOE took action to amend §113.13(b)(2)(B) to read, "describe how people and events have influenced local community history."

Comment. One parent expressed opposition to the proposal to remove George Washington Carver, who represents diverse groups, from the student expectation in §113.13(b)(2)(B).

Response. The SBOE provides the following clarification. George Washington Carver has been moved to new knowledge and skills statement §113.13(b)(14) and has not been eliminated from the TEKS.

Comment. One administrator, one parent, and two individuals from out of state expressed opposition to the proposal to remove Amelia Earhart from the student expectation in §113.13(b)(2)(B).

Response. The SBOE provides the following clarification. Amelia Earhart has been moved to new knowledge and skills statement §113.13(b)(14) and has not been eliminated from the TEKS.

Comment. One parent expressed opposition to the proposal to remove W.E.B. DuBois and Robert Fulton from the student expectation in §113.13(b)(2)(B).

Response. The SBOE disagrees and has determined that removing W.E.B. DuBois and Robert Fulton streamlined the TEKS for Grade 2 and was appropriate as proposed.

Comment. One administrator expressed agreement with the clarification provided in knowledge and skills statement §113.13(b)(3), which would change the use of maps and globes required rather than possible examples.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed disagreement with the deletion of the student expectation in §113.13(b)(3)(B) on sources of information about the past. The commenter stated the student expectation is grade-level appropriate and removing it would cause a gap.

Response. The SBOE disagrees that the deletion of the student expectation would create instructional gaps. The SBOE has determined that sources of information about the past are adequately covered in §113.13(b)(15)(A).

Comment. One administrator expressed support for the proposed changes in the geography strand in the knowledge and skills statements in §113.13(b)(3), (4), and (5).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One parent stated that the student expectation in §113.13(b)(4)(A) requires students to identify "each of the four oceans" on maps and globes; however, the United States recognizes five oceans.

Response. The SBOE agrees and has determined that §113.13(b)(4)(A) could better address the issue of the number of oceans. In response to this and other comments, the SBOE took action to amend §113.13(b)(4)(A) to read, "identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes."

Comment. One administrator recommended replacing the verb "discuss" with the verb "trace" in the student expectation in §113.13(b)(7)(C) because the verb "discuss" does not encompass the sequential nature of developing a product from a natural resource to a finished product.

Response. The SBOE agrees and took action to amend the student expectation in §113.13(b)(7)(C) to read, "trace the development of a product from a natural resource to a finished product."

Comment. One administrator expressed agreement with the deletion of the student expectation in §113.13(b)(8)(C) regarding how governments tax citizens for services.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A university/college representative; 4 teachers; 2 administrators; 19 parents; 4,153 community members; and 12 individuals from out of state expressed opposition to the removal of the Women Airforce Service Pilots (WASPs) from the student expectation in §113.13(b)(10)(B).

Response. The SBOE agrees and took action to amend §113.13(b)(10)(B) to read, "identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth."

Comment. Two teachers, six parents, twelve community members, and six individuals from out of state expressed opposition to the proposal to remove the Navajo Code Talkers from the student expectation in §113.13(b)(10)(B).

Response. The SBOE agrees and took action to amend the student expectation in §113.13(b)(10)(B) to read, "identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth."

Comment. One parent expressed opposition to the proposal to delete the student expectation in §113.13(b)(11)(D) regarding customs, symbols, and celebrations.

Response. The SBOE agrees and took action to reinsert the student expectation in §113.13(b)(11)(D) regarding customs, symbols, and celebrations.

Comment. One administrator recommended moving the student expectation in §113.13(b)(14) to become new §113.13(b)(13)(C) in order to eliminate a knowledge and skills statement without a student expectation.

Response. The SBOE disagrees and determined that the student expectation in §113.13(b)(14) was appropriately included under a separate knowledge and skills statement and does not need to be combined under knowledge and skills statement §113.13(b)(13).

Comment. One administrator stated that the proposed changes to the social studies skills strand in §113.13(b)(15)-(17) seem grade-level appropriate.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator recommended adding the phrase "primary and secondary sources" to the student expectation in §113.13(b)(15)(A) to align the student expectation with §110.4(b)(13)(C) and (D) in the new English language arts and reading TEKS for Grade 2.

Response. The SBOE disagrees and has determined that §113.13(b)(15)(A) was appropriate as proposed.

Comment. One administrator expressed disagreement with the proposal to delete the student expectations in §113.13(b)(15)(A) and (B).

Response. The SBOE disagrees and has determined that the deletion of §113.13(b)(15)(A) and (B) streamlined the TEKS for Grade 2 and was appropriate as proposed.

Comment. Texas Values expressed support for the addition of the Declaration of Independence in §113.14(a)(7)(B) of the introduction.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for the proposed deletions of historical figures and changes to verbs in the Grade 3 TEKS.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher, one parent, and one community member expressed concern with the proposal to remove Benjamin Banneker from the student expectation in §113.14(b)(1)(B).

Response. The SBOE agrees and took action to amend §113.14(b)(1)(B) to reinsert Benjamin Banneker in the student expectation.

Comment. Texas Values expressed support for keeping Christopher Columbus in the student expectation in §113.14(b)(1)(C).

Response. The SBOE disagrees and has determined that the removal of Christopher Columbus from the student expectation in §113.14(b)(1)(C) streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One administrator expressed support for all of the proposed changes in the geography strand in §113.14(b)(3) and §113.14(b)(4).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher recommended reinstating the deleted student expectation in §113.14(b)(3)(C) regarding the effects of physical processes such as volcanoes, hurricanes, and earthquakes.

Response. The SBOE disagrees and has determined that the deletion of §113.14(b)(3)(C) streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One teacher stated that the student expectation in §113.14(b)(4)(C) is unclear and recommended rewording it.

Response. The SBOE disagrees and has determined that §113.14(b)(4)(C) was appropriately clear as proposed.

Comment. One administrator expressed disagreement with the proposal to delete the student expectation in §113.14(b)(6)(A).

Response. The SBOE disagrees and has determined that the deletion of §113.14(b)(6)(A) streamlined the TEKS for Grade 3 and was appropriate as proposed.



Comment. One teacher and one parent expressed opposition to the proposal to remove Wallace Amos from the student expectation in §113.14(b)(6)(D).

Response. The SBOE disagrees and has determined that the removal of Wallace Amos from §113.14(b)(6)(D) streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One teacher and two parents expressed opposition to the proposal to remove Mary Kay Ash from the student expectation in §113.14(b)(6)(D).

Response. The SBOE disagrees and has determined that the removal of Mary Kay Ash from §113.14(b)(6)(D) streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One administrator stated that the proposed changes to the government and citizenship strands in §§113.14(b)(7)-(10) greatly simplify the standards for teachers.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A third-grade class, a class from the Texas School for the Blind and Visually Impaired, 9 teachers, 38 parents, 35 community members, and 12 individuals from out of state expressed concern regarding the proposal to remove Helen Keller from the student expectation in proposed §113.14(b)(9)(A).

Response. The SBOE agrees and took action to amend proposed §113.14(b)(9)(A), re-lettered as §113.14(b)(9)(B) to reinsert Helen Keller in the student expectation.

Comment. One parent recommended that notable Americans with disabilities such as Texans Justin Dart, Pat Pound, and Les Friedan, who were instrumental in the passage of the Americans with Disabilities Act, should be included in the social studies standards.

Response. The SBOE disagrees with the suggestion to add new individuals to §113.14(b)(9)(B) as the purpose of the revisions to the standards is to streamline. In response to other comments, however, the SBOE took action to amend §113.14(b)(9)(B) to reinsert Helen Keller.

Comment. One teacher recommended combining the student expectations in §113.14(b)(9)(A), proposed for deletion, and §113.14(b)(10)(B), also proposed for deletion.

Response. The SBOE agrees that the student expectations in proposed §113.14(b)(9) and (10) should be combined. In response to this and other comments, the SBOE took action to amend the student expectation in proposed §113.14(b)(9)(B), re-lettered as §113.14(b)(9)(C), to read, "identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting," and to add a new student expectation in §113.14(b)(9)(D) to read, "identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good." The SBOE also took action to delete the student expectation in proposed §113.14(b)(10).

Comment. Two parents expressed concern regarding the proposal to remove Ellen Ochoa and Juliette Gordon Low from the student expectation in proposed §113.14(b)(12)(A).

Response. The SBOE disagrees and has determined that the removal of Ellen Ochoa and Juliette Gordon Low from the student expectation in proposed §113.14(b)(12)(A), re-lettered as §113.14(b)(11)(A), streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One parent expressed opposition to the proposal to remove Harriet Tubman from the student expectation in proposed §113.14(b)(12)(A).

Response. The SBOE provides the following clarification. Harriet Tubman was moved from the student expectation in proposed §113.14(b)(12)(A), re-lettered as §113.14(b)(11)(A), to subparagraph (B) and was not eliminated from the TEKS.

Comment. Texas Values and one parent expressed opposition to the proposal to remove Todd Beamer from the student expectation in proposed §113.14(b)(12)(A).

Response. The SBOE provides the following clarification. Todd Beamer was moved from the student expectation in proposed §113.14(b)(12)(A), re-lettered as §113.14(b)(11)(A), to subparagraph (B) and was not eliminated from the TEKS.

Comment. One administrator recommended rewriting the student expectation in proposed §113.14(b)(13) to read, "explain how artists and writers are influenced by their cultural heritage" and proposed §113.14(b)(13)(B), proposed for deletion, to read, "explain how the works of artists and writers preserve the cultural heritage of communities."

Response. The SBOE disagrees that proposed §113.14(b)(13)(B) should be modified rather than deleted; however, the SBOE agrees that the language of proposed §113.14(b)(13) could be clarified. In response to this and other comments, the SBOE took action to amend §113.14(b)(13), re-lettered as §113.14(b)(12) to read, "identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities."

Comment. One parent and one community member expressed disagreement with the proposal to remove Phillis Wheatley, a woman of color, from the student expectation in proposed §113.14(b)(13).

Response. The SBOE disagrees and has determined that the removal of Phillis Wheatley from the student expectation in proposed §113.14(b)(13), re-lettered as §113.14(b)(12), streamlined the TEKS for Grade 3 and was appropriate as proposed. In response to other comments, the SBOE took action to amend proposed §113.14(b)(13), re-lettered as §113.14(b)(12) to read, "identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities."

Comment. One administrator expressed agreement with the changes to the artists and writers in the student expectation in proposed §113.14(b)(13).

Response. The SBOE agrees. In response to other comments, the SBOE took action to amend proposed §113.14(b)(13), re-lettered as §113.14(b)(12) to read, "identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities."

Comment. One teacher expressed concern that the student expectation in proposed §113.14(b)(13) is unclear and suggested rewording the student expectation.

Response. The SBOE agrees and has determined that proposed §113.14(b)(13), re-lettered as §113.14(b)(12), should be clarified. The SBOE took action to amend §113.14(b)(12) to read, "identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities."

Comment. One parent expressed disagreement with the proposed deletion of the writer Bill Martin from the TEKS.

Response. The SBOE disagrees and has determined that the deletion of Bill Martin streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One parent expressed disagreement with the removal of Maria Mitchell from the student expectation in proposed §113.14(b)(14)(A).

Response. The SBOE disagrees and has determined that removing Maria Mitchell from proposed §113.14(b)(14)(A), re-lettered as §113.14(b)(13)(A), streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One administrator recommended adding the phrase "primary and secondary sources" to the student expectation in proposed §113.14(b)(15)(A) to align the student expectation with §110.5(b)(13)(C) and (D) in the new English language arts and reading TEKS for Grade 3.

Response. The SBOE disagrees and has determined that proposed §113.14(b)(15)(A), re-lettered as §113.14(b)(14)(A), was appropriate as proposed.

Comment. One administrator expressed support for the proposed changes in the social studies skills strand in proposed §113.14(b)(15)-(17).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher expressed concern with the proposed deletion of the student expectation in proposed §113.14(b)(16)(C) and recommended reinstating the student expectation.

Response. The SBOE disagrees and has determined that the deletion of the student expectation in proposed §113.14(b)(16), re-lettered as §113.14(b)(15), streamlined the TEKS for Grade 3 and was appropriate as proposed.

Comment. One parent and one community member expressed concern regarding the lack of representation of Native American historical figures in the Grade 4 TEKS.

Response. The SBOE agrees that the inclusion of Native Americans in the Grade 4 TEKS is important. However, the SBOE disagrees with the suggestion to add specific individuals and has determined that Native Americans are appropriately addressed in the Grade 4 TEKS.

Comment. Two administrators expressed support for changes to the history strand to provide a better focus on Texas.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for changes to the economics, geography, government, and citizenship strands.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed agreement with the proposed changes to the social studies skills strand as the changes create a more vertically aligned curriculum.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher expressed concern that the regions listed in the student expectation in §113.15(b)(1)(C) are not addressed in instructional materials.

Response. The SBOE disagrees and has determined that the regions listed in the student expectation in §113.15(b)(1)(C) are adequately addressed in instructional materials.

Comment. One administrator expressed support for the proposed removal of José de Escandón from the student expectation in §113.15(b)(2)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator expressed support for the proposal to eliminate from the student expectation in §113.15(b)(3)(B) the categorization of historical figures as Texans or Mexicans.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher expressed disagreement with using the term "settler" instead of "immigrant" in the student expectation in §113.15(b)(9)(B).

Response. The SBOE disagrees and has determined that §113.15(b)(9)(B) was appropriate as proposed.

Comment. One teacher stated that Sam Rayburn should be reinstated in the student expectation in §113.15(b)(15)(D) because the Texas Government Code, §662.041, requires public schools to observe Sam Rayburn Day.

Response. The SBOE disagrees and has determined that removing Sam Rayburn from §113.15(b)(15)(D) streamlined the TEKS for Grade 4 and was appropriate as proposed and does not prevent schools from observing Sam Rayburn Day.

Comment. One administrator recommended changing the student expectation in §113.15(b)(20)(B) to read, "interpret geographic data related to population distribution, and natural resources into a variety of formats, such as graphs and maps."

Response. The SBOE disagrees and has determined that the language in §113.15(b)(20)(B) was appropriate as proposed.

Comment. One teacher recommended adding the words "accurate" or "effective" to the knowledge and skills statement in §113.15(b)(21).

Response. The SBOE disagrees and has determined that the language in §113.15(b)(21) was appropriate as proposed.

Comment. One teacher recommended reinstating the student expectation in §113.15(b)(21)(E) to make clear connections to other content areas, particularly language arts, and encourage the integration and teaching of social studies.

Response. The SBOE disagrees and has determined that deletion of §113.15(b)(21)(E) streamlined the TEKS for Grade 4.

Comment. One teacher expressed concern that there are still too many standards to teach at Grade 5. The commenter recommended condensing the social studies skills student expectations and streamlining more history content to allow more time for teachers to engage students with a deeper study of fewer eras.

Response. The SBOE disagrees and has determined that the Grade 5 social studies TEKS has been appropriately streamlined.

Comment. One administrator expressed support for the proposed changes for the fifth grade TEKS.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. Texas Values expressed support for adding the term "Founding Fathers" in the proposed student expectation in §113.16(b)(3).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher recommended that the student expectation in §113.16(b)(3)(A) be reinserted to read "explain how the lack of power to tax and a weak central government under the Articles of Confederation created a need for more balance."

Response. The SBOE disagrees and has determined that deletion of §113.16(b)(3)(A) streamlined the TEKS for Grade 5 and was appropriate as proposed.

Comment. One teacher expressed concern that the student expectation in §113.16(b)(3) seems to imply that no person other than James Madison or George Mason provided a significant contribution to the Constitution. The commenter suggested adding the terms "including" or "such as" to clarify that the individuals listed are examples.

Response. The SBOE disagrees and has determined that §113.16(b)(3) is appropriately clear.

Comment. One teacher recommended rewording the student expectation in §113.16(b)(4)(A) to read, "explain how grievances against the British government affected decisions made about the U.S. government."

Response. The SBOE disagrees and has determined that the language of §113.16(b)(4)(A) was appropriate as proposed.

Comment. One parent expressed concern that the student expectation in §113.16(b)(5)(B) requires students to analyze the 2008 presidential election but does not mention Barack Obama.

Response. The SBOE disagrees and has determined that the candidates and outcome of the 2008 presidential election are inextricable from an analysis of the election and are appropriately included in the student expectation in §113.16(b)(5)(B) as proposed.

Comment. One parent expressed concern regarding the deletion of Jane Addams and Colin Powell from the student expectation in §113.16(b)(5)(C) as the curriculum is already lacking women and people of color.

Response. The SBOE disagrees and has determined that the deletion of Jane Addams and Colin Powell from the student expectation in §113.16(b)(5)(C) streamline the TEKS for Grade 5. Additionally, the SBOE has determined that Jane Addams is addressed in the TEKS for U.S. History Studies Since 1877.

Comment. One teacher expressed disagreement with proposed deletion of state capitals from the student expectation in §113.16(b)(6)(C).

Response. The SBOE disagrees and has determined that eliminating the state capitals from §113.16(b)(6)(C) streamlined the TEKS for Grade 5 and was appropriate as proposed.

Comment. One teacher suggested moving the requirement that students locate the five largest cities by population on a map from the student expectation in §113.16(b)(6)(C) to paragraph (7)(A).

Response. The SBOE disagrees and has determined that the content is appropriately included in §113.16(b)(6)(C) rather than §113.16(b)(7)(A).

Comment. One teacher recommended replacing the term "maps" with "sketch maps" in the student expectation in §113.16(b)(6)(D) so that students are not required to spend long periods of time meticulously drawing or copying maps.

Response. The SBOE disagrees and has determined that the term "maps" in §113.16(b)(6)(D) was appropriate as proposed.

Comment. One administrator, one parent, and one community member stated that the White House is included in student expectations in both §113.16(b)(16)(A) and (D). The commenters suggested revising the standards to eliminate the duplication.

Response. The SBOE agrees and has determined that the coverage of the White House in the student expectations in §113.16(b)(16)(A) and (D) is duplicative. In response to this and other comments, the SBOE took action to amend §113.16(b)(16)(A) to read, "explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant." The SBOE also took action to amend §113.16(b)(16)(D) to read, "explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore."

Comment. One administrator recommended moving the student expectation in §113.16(b)(19) to become new §113.16(b)(14)(D) to eliminate a knowledge and skills statement without a student expectation.

Response. The SBOE disagrees and has determined that §113.16(b)(19) was appropriately included under a separate knowledge and skills statement and does not need to be combined with the knowledge and skills statement in §113.16(b)(14).

Comment. One administrator expressed support for the proposed changes in §113.16, the sixth grade TEKS.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher expressed support for the proposed deletion of language regarding the positive and negative effects of multiculturalism from the student expectation in §113.18(b)(13)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A representative from Generation Citizen recommended revising the student expectation in §113.18(b)(10)(C) to read, "understand historical origins of democratic forms of government such as Ancient Greece and compare and contrast these origins with current democratic forms of government."

Response. The SBOE disagrees and has determined that the language would add additional content and is not necessary.

Comment. A representative from Generation Citizen recommended that the verb "describe" in the student expectation in §113.18(b)(11)(A) be replaced with "analyze."

Response. The SBOE disagrees and has determined that the language in the student expectation in §113.18(b)(11)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended adding the phrase "and demonstrate" to the student expectations in §113.18(b)(11)(B) and (12)(A).

Response. The SBOE disagrees that the suggested change is necessary and has determined that §113.18(b)(11)(B) and (12)(A) are appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "explain" with the verb "assess" in the student expectation in §113.18(b)(12)(B).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.18(b)(12)(B) was appropriate as proposed.

Comment. One teacher expressed concern regarding the proposal to eliminate the student expectation in §113.18(b)(21)(E).

Response. The SBOE disagrees and has determined that the deletion of §113.18(b)(21)(E) streamlined the TEKS for Grade 6 and was appropriate as proposed.

Comment. One teacher recommended deleting more Grade 7 content such as the U.S.-Mexican War to further streamline the TEKS and help teachers cover material with more depth.

Response. The SBOE disagrees and has determined that the Grade 7 social studies TEKS have been appropriately streamlined.

Comment. Texas Values expressed support for keeping William B. Travis's letter in the student expectation in §113.19(b)(3)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A community member expressed disagreement with the deletion of the student expectation in §113.19(b)(3)(D). The commenter stated the Republic of Texas should be taught since Texas is the only state to win its own independence and establish itself as a nation.

Response. The SBOE disagrees and has determined that the deletion of §113.19(b)(3)(D) streamlined the TEKS for Grade 7 and was appropriate as proposed.

Comment. Texas Values and one community member stated that the defenders of the Alamo should be referenced as heroes in the student expectation in §113.19(b)(3)(C).

Response. The SBOE agrees and has determined that the reference to the heroism of the defenders of the Alamo in §113.19(b)(3)(C) is sufficient as proposed.

Comment. One administrator and one community member expressed concern regarding the deletion of states' rights and sectionalism from the student expectation in §113.19(b)(5)(A).

Response. The SBOE disagrees and has determined that deletion of states' rights and sectionalism from the student expectation in §113.19(b)(5)(A) was appropriate as proposed. Additionally, the SBOE has determined that states' rights and sectionalism are appropriately included in the TEKS for Grade 5 and Grade 8.

Comment. Seven community members expressed opposition to the proposal to remove Texas leaders of the Confederacy from the student expectation in §113.19(b)(5)(C).

Response. The SBOE disagrees and has determined that deletion of Confederate leaders from §113.19(b)(5)(C) streamlined the Grade 7 TEKS and was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "identify" with the verb "analyze" in the student expectation in §113.19(b)(13)(A).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(13)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen stated that the student expectation in §113.19(b)(14)(A) should include "and apply these functions to modern policy decisions."

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(14)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended adding the phrase "and demonstrate" to the student expectation in §113.19(b)(15)(A).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(15)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended revising the student expectation in §113.19(b)(15)(B) to read, "practice civic responsibilities of Texas citizens in local modern policy decisions and understand the importance of civic participation."

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(15)(B) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended adding the phrase "and evaluate" to the student expectation in §113.19(b)(16)(A).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(16)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "describe" with "examine" in the student expectation in §113.19(b)(16)(B).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.19(b)(16)(B) was appropriate as proposed.

Comment. A representative from Generation Citizen expressed support for the reinstatement of the student expectation in §113.19(b)(16)(C).

Response. The SBOE disagrees and has determined that the deletion of §113.19(b)(16)(C) was necessary in order to streamline the TEKS for Grade 7.

Comment. A community member recommended that historical figures be reorganized in the student expectations in §113.19(b)(7)(D), (17)(B), and (18)(D) to reflect correct chronological order.

Response. The SBOE disagrees and has determined that the suggested changes to §113.19(b)(7)(D), (17)(B), and (18)(D) are not necessary.

Comment. A community member recommended combining the student expectations in §113.19(b)(19)(B) and (C) and reorganizing the list of historical figures in chronological order by the date of the individual's innovation or scientific achievement.

Response. The SBOE disagrees and has determined that that the suggested changes to §113.19(b)(19)(B) and (C) are not necessary.

Comment. One teacher recommended deleting specific battles, authors, writers, and the reformers from the Grade 8 TEKS.

Response. The SBOE agrees and has determined that some specific events and individuals have been appropriately streamlined from the Grade 8 TEKS.

Comment. Texas Values expressed support for keeping the term "religious" in the student expectation in §113.20(b)(2)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.



Comment. Texas Values and one community member recommended reinstating the student expectation in §113.20(b)(3)(C) regarding how religion and virtue contributed to the growth of representative government in the American colonies.

Response. The SBOE agrees and took action to reinstate the student expectation in §113.20(b)(3)(C) to read "describe how religion and virtue contributed to the growth of representative government in the American colonies."

Comment. A community member expressed disagreement with the removal of Bernardo de Gálvez from the student expectation in §113.20(b)(4)(B).

Response. The SBOE disagrees and has determined that the removal of Bernardo de Gálvez from §113.20(b)(4)(B) streamlined the TEKS for Grade 8 and was appropriate as proposed.

Comment. One teacher expressed support for maintaining Abigail Adams in the student expectation in §113.20(b)(4)(B) as an important figure and example of patriotism.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator recommended deleting *Worcester v. Georgia* from the student expectation in §113.20(b)(5)(G) because students do not need to know this court case to understand the Indian Removal Act and the Trail of Tears.

Response. The SBOE disagrees and has determined that *Worcester v. Georgia* was appropriately included in §113.20(b)(5)(G).

Comment. Texas Values expressed support for maintaining John Quincy Adams in the student expectation in §113.20(b)(7)(D).

Response. The SBOE agrees and has determined that John Quincy Adams is appropriately included in §113.20(b)(7)(D). In response to other comments, the SBOE took action to amend §113.20(b)(7)(D) to read, "identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams."

Comment. One teacher recommended eliminating the comparison of the inaugural addresses of Abraham Lincoln and Jefferson Davis from the student expectation in §113.20(b)(8)(D).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.20(b)(8)(D) was appropriate as proposed.

Comment. A community member stated that "Lincoln's and Frederick Douglass's speeches critiquing Taney's reasoning in *Dred Scott*" should be added to the student expectation in §113.20(b)(18)(C).

Response. The SBOE disagrees and has determined that the language would add additional content to the Grade 8 TEKS and is not necessary.

Comment. A representative from Generation Citizen recommended adding the phrase "and apply these rights to current events" after "unalienable rights" in the student expectation in §113.20(b)(19)(A).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.20(b)(19)(A) was appropriate as proposed.

Comment. A community member expressed opposition to the proposed deletion of the student expectation in §113.20(b)(19)(C). The commenter stated that the concept of personal responsibility is essential.

Response. The SBOE disagrees and has determined that the deletion of the student expectation in §113.20(b)(19)(C) streamlined the TEKS for Grade 8 and was appropriate as proposed.

Comment. A representative from Generation Citizen recommended revising the student expectation in §113.20(b)(19)(C) to read, "demonstrate examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, contacting public officials, and serving on juries."

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.20(b)(19)(C) was appropriate as proposed.

Comment. One community member expressed support for the proposed deletion of the student expectation in §113.20(b)(19)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A representative from Generation Citizen recommended adding the phrase "comparing these examples to modern cases of civic disobedience" to the student expectation in §113.20(b)(20)(B).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and would add additional content to the TEKS.

Comment. A representative from Generation Citizen recommended reinstating the phrase "and contemporary" after "historical" in the student expectation in §113.20(b)(21)(A).

Response. The SBOE disagrees and has determined that the suggested language would add additional content to the TEKS and is not necessary.

Comment. A representative from Generation Citizen recommended replacing the verb "identify" with "evaluate" in the student expectation in §113.21(b)(21)(A).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.21(b)(21)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "describe" with "analyze" in the student expectation in §113.21(b)(21)(B).

Response. The SBOE disagrees and has determined that the suggested change is not necessary and that §113.21(b)(21)(B) was appropriate as proposed.

Comment. One teacher expressed concern that there is a lot of redundancy and too much focus on religion in the standards. The commenter recommended eliminating the student expectations in §113.20(b)(25)(A) and (C) because the colonies that were founded for religious purposes can be incorporated into an earlier student expectation.

Response. The SBOE disagrees and has determined that the student expectations were not duplicative.

Comment. Texas Values expressed support for the phrase "describe religious influences" in the student expectation in §113.20(b)(25)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher stated that students should be able to choose whether they should take a personal finance course or a true economics course.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher suggested that the economics course should be a class about personal finance with less emphasis on macro- and microeconomics.

Response. The SBOE disagrees and has determined that the content of Economics with Emphasis on the Free-Enterprise System is appropriate. Additionally, the SBOE provides the following clarification. TEC, §28.002, identifies economics, with emphasis on the free enterprise system and its benefits, as a component of the required curriculum.

Comment. One community member recommended adding standards about the business cycle and economic downturns, including the terms inflation, recession, and depression, during the next full review.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One community member recommended replacing the verb "compare" with "contrast" in the student expectation in §113.31(c)(4)(B).

Response. The SBOE agrees and took action to amend §113.31(c)(4)(B) to read, "contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems."

Comment. One community member recommended clarifying the language of the student expectation in §113.31(c)(5)(B) to read, "understand the characteristics of the U.S. economy including the right own property, incentives, economic freedom, competition, and the role of limited government."

Response. The SBOE disagrees and has determined that §113.31(c)(5)(B) is sufficiently clear and appropriate as proposed.

Comment. One community member recommended adding "the velocity of money" to the characteristics of money in the student expectation in §113.31(c)(11)(B) because students should understand how it helps consumers appreciate buying locally made products and services.

Response. The SBOE disagrees and has determined that the suggested language is not necessary and would add additional content to the course.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.31(c)(12) to read, "The student understands the purpose of the Federal Reserve." The commenter stated that the suggestion is streamlined and better reflects the student expectations that follow.

Response. The SBOE disagrees and has determined that §113.31(c)(12) adequately reflects the content of the student expectations.

Comment. One community member recommended rewording the student expectation in §113.31(c)(12)(D) to read, "describe the current role of the U.S. dollar in trade in the world market and how that has changed over time in particular since departing from the gold standard in 1971." The commenter stated that the phrase "decline in value" refers to a permanent economic climate, but no one can predict the future of the dollar.

Response. The SBOE agrees and took action to amend §113.31(c)(12)(D) to read, "describe the current role of the U.S. dollar in trade in the world market and how that has changed over time, in particular since departing from the gold standard in 1971."

Comment. One community member recommended including limited liability companies (LLCs) in the student expectations in §113.31(c)(15)(A) and (B) since LLCs are commonplace and students should be familiar with this type of ownership.

Response. The SBOE disagrees and has determined that the suggested language would add additional content to the TEKS and is not necessary.

Comment. One parent expressed concern about teaching the influence of Mexico on the free market economy in the United States and Texas.

Response. The SBOE provides the following clarification. There is no student expectation that explicitly requires students to demonstrate an understanding of Mexico's influence on the free market economy of the United States and Texas.

Comment. One teacher suggested that more emphasis should be put on World War I and the rise of Hitler.

Response. The SBOE disagrees and has determined that World War I and the rise of Hitler are adequately and appropriately addressed in the TEKS for U.S. History Studies and World History Studies.

Comment. One individual from out of state expressed concern that the Ku Klux Klan and Jim Crow laws are ignored in the TEKS.

Response. The SBOE provides the following clarification. Jim Crow laws are addressed in the TEKS for U.S. History Studies. The SBOE agrees that the Ku Klux Klan should also be addressed. In response to this and other comments, the SBOE took action to strike the reference to Jim Crow laws in §113.41(c)(9)(A) and add a new student expectation in §113.41(c)(9)(B) to read, "explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting."

Comment. One community member expressed concern that the SBOE is making changes to the U.S. history course that are factually untrue and purposefully removing important figures in order to advance a political agenda.

Response. The SBOE disagrees and has determined that the TEKS for the course as adopted reflect appropriate content and objectivity.

Comment. One community member recommended changing the word "expand" to "improve" in §113.41(b)(1) of the introduction. The commenter stated that "expand" is a more accurate term describing the larger historical context.

Response. The SBOE disagrees and has determined that the language in §113.41(b)(1) was accurate as proposed.

Comment. One community member recommended changing "the constitution" to read, "the U.S. Constitution" in §113.41(b)(6) of the introduction.

Response. The SBOE disagrees and has determined that the language in §113.41(b)(6) is not intended to refer specifically to the United States, but to constitutional republics in general.

Comment. A representative from Generation Citizen recommended adding the phrase "and compare and contrast these origins with the current U.S. government" to the student expectation in §113.41(c)(1)(B).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and would add additional content to the TEKS.

Comment. A representative from Generation Citizen recommended adding the phrase "and apply these functions to modern policy decisions" to the student expectation in §113.41(c)(3)(C).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and would add additional content to the course.

Comment. One teacher expressed support for the deletion of the original student expectation in §113.41(c)(1)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One community member recommended inserting the phrase "known as the Gilded Age" after "1877-1888" in the knowledge and skills statement in §113.41(c)(3).

Response. The SBOE disagrees and has determined that the language in §113.41(c)(3) was appropriate as proposed.

Comment. One teacher expressed opposition to striking populism from the student expectation in §113.41(c)(3)(A).

Response. The SBOE disagrees and has determined that the deletion of populism streamlined the TEKS for U.S. history and was appropriate as proposed. Additionally, populism is addressed in §113.41(c)(5)(C).

Comment. One community member recommended rewriting the student expectation in §113.41(c)(3)(A) to read, "discuss political issues such as the regional make-up of political parties, Indian policies, the growth of political machines, and civil service reform." The commenter stated that many people often overlook that African Americans made up the significant part of the Republican party during this time and thereafter, and that this change would lead students to thoughtful discussions.

Response. The SBOE disagrees and has determined that the content of the student expectation in §113.41(c)(3)(A) is appropriate. The SBOE also provides the following clarification. The list of issues provided in §113.41(c)(3)(A) serves as possible examples and is not an exhaustive list. Additional examples may be used in teaching the concepts listed in this grade level.

Comment. A representative from the Houston Chapter of the Council on American-Islamic Relations stated that the deletion of the student expectation in §113.41(c)(3)(D) regarding the optimism of immigrants who sought a better life in America eliminates a crucial part of the American spirit and foundation that the nation was built upon.

Response. The SBOE disagrees and has determined that the deletion of the student expectation in §113.41(c)(3)(D) streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. One administrator recommended that the student expectation in §113.41(c)(4)(E) be deleted since the content related to World War I is taught extensively in World History Studies.

Response. The SBOE disagrees and has determined that the student expectation was appropriately included in the U.S. History TEKS.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.41(c)(5) to read, "The student understands the early 20th century movement known as the Progressive Era and the effects of reform and third-party movements on American society."

Response. The SBOE disagrees and has determined that §113.41(c)(5) was appropriate as proposed.

Comment. One community member recommended adding George Washington Carver and Booker T. Washington to the student expectation in §113.41(c)(5)(B). The commenter stated that these leaders could also be added to §113.41(c)(9), which deals with the American civil rights movement.

Response. The SBOE disagrees and has determined that the addition of George Washington Carver and Booker T. Washington would add content to the course.

Comment. Texas Values expressed support for maintaining the term "eugenics" in the student expectation in §113.41(c)(6)(A).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One community member expressed opposition to deleting George Marshall and George Patton in the student expectation in §113.41(c)(7)(E).

Response. The SBOE disagrees and has determined that deleting George Marshall and George Patton from §113.41(c)(7)(E) streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. One community member expressed disagreement with the removal of the Venona Papers from the student expectation in §113.41(c)(8)(B).

Response. The SBOE disagrees and has determined that the removal of the Venona Papers from §113.41(c)(8)(B) streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. One community member recommended rewriting the student expectation in §113.41(c)(9)(A) to read, "trace the historical development of the civil rights movement from the late 1800s through the 20th century and how the 13th, 14th, 15th, and 19th amendments altered American society."

Response. The SBOE agrees that §113.41(c)(9)(A) needs clarification. In response to this and other comments, the SBOE took action to amend §113.41(c)(9)(A) to read, "trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments."

Comment. One community member stated that the phrase "responses to Jim Crow laws" in the student expectation in §113.41(c)(9)(A) merits its own standard and should move to the student expectation in §113.41(c)(9)(B).

Response. The SBOE agrees. In response to this and other comments, the SBOE took action to add a new student expectation in §113.41(c)(9)(B) to read, "explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting."

Comment. One community member recommended adding a new student expectation in §113.41(c)(9)(B) to read, "describe the struggles faced by minorities in achieving civil rights such as the right to vote, including the effects of the Jim Crow laws and the Ku Klux Klan." The commenter stated that students should know the terrible effects of Jim Crow laws, which merit their own standard. The commenter also recommended adding the Ku Klux Klan to the student expectation because the group is a significant example of societal oppression.

Response. The SBOE agrees that the effects of Jim Crow laws and the Ku Klux Klan should be addressed in the TEKS for U.S. History Studies. In response to this and other comments, the SBOE took action to add new §113.41(c)(9)(B) to read, "explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting."

Comment. One community member recommended rewriting the original student expectation in proposed §113.41(c)(9)(B) to read, "describe the role of significant leaders and political organizations that promoted the civil rights of African Americans, Chicano, American Indians, and women."

Response. The SBOE disagrees and has determined that the student expectation in proposed §113.41(c)(9)(B), re-lettered as §113.41(c)(9)(C), was appropriate as proposed.

Comment. A community member recommended rewriting the student expectation in proposed §113.41(c)(9)(D) by replacing "the Black Panthers" with "Malcolm X."

Response. The SBOE disagrees and has determined that proposed §113.41(c)(9)(D), re-lettered as §113.41(c)(9)(E), was appropriate as proposed.

Comment. One community member expressed opposition to deleting the Civil Rights Act of 1957 from the student expectation in proposed §113.41(c)(9)(F).

Response. The SBOE disagrees and has determined that deleting the Civil Rights Act of 1957 from the student expectation in proposed §113.41(c)(9)(F), re-lettered as §113.41(c)(9)(G), streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. Two teachers expressed opposition to the use of the phrase "maintain status quo" in the student expectation in proposed §113.41(c)(9)(G) because what is actually meant is "maintaining Jim Crow segregation and racism."

Response. The SBOE disagrees and has determined that the language in proposed §113.41(c)(9)(G), re-lettered as §113.41(c)(9)(H), was appropriate as proposed.

Comment. One teacher expressed concern with the use of the term "southern Democrats" in the student expectation in proposed §113.41(c)(9)(G) because it implies that the current Democratic party is the same party that supported slavery and segregation, which has been debunked by almost every scholar of the Civil Rights Era.

Response. The SBOE disagrees and has determined that the language in proposed §113.41(c)(9)(G), re-lettered as §113.41(c)(9)(H), was appropriate as proposed.

Comment. One community member recommended adding homeland security to the student expectation in §113.41(c)(11)(B). The commenter stated that the creation of the PATRIOT Act and the Office of Homeland Security continues to have a direct impact on citizens today.

Response. The SBOE disagrees and has determined that the addition of homeland security to §113.41(c)(11)(B) is not necessary and would add additional content to the course.

Comment. A representative from Generation Citizen recommended adding the phrase "compare these issues to local government" to the student expectation in §113.41(c)(11)(B).

Response. The SBOE disagrees and has determined that the addition of the suggested language is not necessary and would add additional content to the course.

Comment. One teacher expressed disagreement with the proposal to remove the student expectation in §113.41(c)(11)(E).

Response. The SBOE disagrees and has determined that the deletion of §113.41(c)(11)(E) streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. One teacher recommended that in the student expectation in proposed §113.41(c)(12)(A), the phrase "the settlement of the Great Plains" should be retained. The commenter suggested instead deleting the Klondike Gold Rush, which is much less relevant to later events in the course.

Response. The SBOE disagrees and has determined that the deletion of the phrase "the settlement of the Great Plains" in the student expectation in proposed §113.41(c)(12)(A), re-lettered as §113.41(c)(12), streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. One community member recommended adding "and how the federal role has come into conflict with state property and individual property rights especially in the Western lands" to the student expectation in §113.41(c)(14)(B). The commenter stated that students should see both sides of the issues related to national parks, environmental protection, and helping endangered species.

Response. The SBOE disagrees and has determined that the addition of the suggested language is not necessary and would add additional content to the course.

Comment. One community member recommended adding *Wickard v. Filburn* to the student expectation in §113.41(c)(15)(B). The commenter stated that this landmark decision greatly expanded the regulatory power of the federal government.

Response. The SBOE disagrees and has determined that adding *Wickard v. Filburn* to §113.41(c)(15)(B) is not necessary and would add additional content to the course.

Comment. A community member recommended adding "and Calvin Coolidge's policies of reduced taxation and limiting government growth" to the student expectation in §113.41(c)(16)(A). The commenter stated that both presidents should be named and their policies studied.

Response. The SBOE disagrees and has determined that the suggested language would add additional content to the course.

Comment. One community member recommended adding *Engel v. Vitale* to the student expectation in §113.41(c)(20)(A). The commenter stated that this case was a 1962 landmark Supreme Court ruling and should be included in the standards.

Response. The SBOE disagrees and has determined that adding *Engel v. Vitale* to §113.41(c)(20)(A) is not necessary and would add additional content to the course. In response to other comments, the SBOE took action to amend §113.41(c)(20)(A) to read, "analyze the effects of landmark U.S. Supreme Court decisions, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Hernandez v. Texas*, *Tinker v. Des Moines*, and *Wisconsin v. Yoder*."

Comment. A community member expressed disagreement with the deletion of *Brown v. Board of Education* from the student expectation in §113.41(c)(20)(A).

Response. The SBOE agrees and took action to amend §113.41(c)(20)(A) to read, "analyze the effects of landmark U.S. Supreme Court decisions, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Hernandez v. Texas*, *Tinker v. Des Moines*, and *Wisconsin v. Yoder*."

Comment. One community member expressed opposition to deleting the student expectation in §113.41(c)(20)(C).

Response. The SBOE disagrees and has determined that the deletion of the student expectation in §113.41(c)(20)(C) streamlined the TEKS for U.S. History Studies and was appropriate as proposed.

Comment. Texas Values expressed support for keeping Alexis de Tocqueville in the student expectation in §113.41(c)(21)(A).

Response. The SBOE disagrees and has determined that the deletion clarifies the student expectation. The SBOE also provides the following clarification. Alexis de Tocqueville remains in the knowledge and skills statement in §113.41(c)(21).

Comment. One community member questioned the inclusion of Alexis de Tocqueville in the TEKS and recommended deleting §113.41(c)(21)(A) and (B). The commenter stated that although the values expressed in the student expectations are laudable, these values are covered elsewhere in the standards.

Response. The SBOE disagrees and has determined that §113.41(c)(21)(A) and (B) were appropriately included in the TEKS for U.S. History Studies.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.41(c)(22) to read, "The student understands the promises and protections of the Declaration of Independence, the U.S. Constitution, and Bill of Rights for one's self." The commenter stated that the language is more specific and the U.S. democratic process is based on key principles of the founding documents.

Response. The SBOE agrees that the knowledge and skills statement in §113.41(c)(22) should reference the founding documents. In response to this and other comments, the SBOE took action to amend §113.41(c)(22) to read, "The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights."



Comment. One community member recommended revising the student expectation in §113.41(c)(22)(A) to read, "identify and analyze methods of improving the right to participate in the democratic process, including voting, writing or meeting with representatives, lobbying for legislation, non-violent protesting, litigation, and amendments to the U.S. Constitution."

Response. The SBOE disagrees and has determined that the addition of the suggested language is not necessary and would add additional content to the course.

Comment. One administrator recommended deleting the student expectation in §113.41(c)(22)(D) because the content regarding the naturalization process is difficult to teach in a chronological course like U.S. History Studies and is already addressed in U.S. Government.

Response. The SBOE disagrees and has determined that the student expectation was appropriately included in the TEKS for U.S. History Studies.

Comment. One teacher suggested keeping Barry Goldwater in the student expectation in §113.41(c)(23)(B) due to his contributions.

Response. The SBOE disagrees and has determined that the deletion of Barry Goldwater in §113.41(c)(23) streamlined the TEKS for U.S. History Studies. In response to other comments, the SBOE took action to amend §113.41(c)(23)(A) to read, "evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton."

Comment. A university/college representative, 9 teachers, 18 parents, 10 community members, and 7 individuals from out of state expressed disagreement with the proposal to remove Hillary Clinton from the student expectation in proposed §113.41(c)(23).

Response. The SBOE agrees and took action to amend proposed §113.41(c)(23), re-lettered as §113.41(c)(23)(A), to read, "evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton."

Comment. One parent suggested removing Ronald Reagan from the U.S. History TEKS instead of Hillary Clinton.

Response. The SBOE disagrees and has determined that Ronald Reagan is appropriately included in the student expectation in §113.41(c)(10)(B). In response to this and other comments, the SBOE took action to amend proposed §113.41(c)(23), re-lettered as §113.41(c)(23)(A), to read, "evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton."

Comment. One parent suggested removing Billy Graham from the student expectation in proposed §113.41(c)(23) instead of Hillary Clinton.

Response. The SBOE disagrees and has determined that Billy Graham is appropriately included in the student expectation in §113.41(c)(23), re-lettered as §113.41(c)(23)(A). In response to this and other comments, the SBOE took action to amend the knowledge and skills statement in proposed §113.41(c)(23), re-lettered as §113.41(c)(23)(A), to read, "evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton."

Comment. One parent stated that young women need role models to emulate like Margaret Sanger and Hillary Clinton in the social studies TEKS.

Response. The SBOE agrees that Hillary Clinton should be included in the TEKS, but disagrees regarding the inclusion of Margaret Sanger. In response to this and other comments, the SBOE took action to amend the student expectation in proposed §113.41(c)(23), re-lettered as §113.41(c)(23)(A), to read, "evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton."

Comment. Twelve teachers expressed concerned with the elimination of women such as Eleanor Roosevelt from the TEKS.

Response. The SBOE agrees and has determined that Eleanor Roosevelt should be included in the TEKS. The SBOE took action to amend §113.41(c)(25)(D) to read, "identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society."

Comment. One teacher suggested adding Ruth Bader Ginsberg to a student expectation in proposed §113.41(c)(23) or (25)(D) for her contributions to civil rights.

Response. The SBOE disagrees and has determined that the suggestion would add additional content to the course.

Comment. One administrator recommended revising the student expectation in proposed §113.41(c)(23) to read, "evaluate the contributions of significant leaders in U.S. society, such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Sonja Sotomayor." The commenter stated that the contributions of these individuals go beyond gender, political, social, or cultural categorization and embody the accomplishments of leadership, which is the intent of the standard.

Response. The SBOE disagrees and has determined that the change in language is not necessary. In response to other comments, however, the SBOE took action to amend the student expectation in proposed §113.41(c)(23), re-lettered as §113.41(c)(23)(A), to add Hillary Clinton.

Comment. One administrator recommended adding the following student expectation as new §113.41(c)(23)(B): "discuss the importance of Congressional Medal of Honor recipients, such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul 'Roy' Benavidez." The commenter stated that the contributions of these individuals go beyond gender, political, social, or cultural categorization and embody the accomplishments of leadership, which is the intent of the standard.

Response. The SBOE provides the following clarification. Congressional Medal of Honor recipients Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Benavidez are addressed in the student expectation in §113.41(c)(25)(E). However, the SBOE agrees with the suggestion to address these historical figures under the knowledge and skills statement in §113.41(c)(23) as a new student expectation in §113.41(c)(23)(B). The SBOE took action to strike §113.41(c)(25)(E) and add new §113.41(c)(23)(B) to read, "explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul 'Roy' Perez Benavidez."

Comment. One teacher expressed disagreement with the removal of vaccines from the student expectation in §113.41(c)(26)(B).

Response. The SBOE disagrees and has determined that the deletion of vaccines from §113.41(c)(26)(B) streamlined the TEKS for U.S. History and was appropriate as proposed.

Comment. One community member recommended adding "Internet" to the examples in the student expectation in §113.41(c)(26)(C).

Response. The SBOE disagrees and has determined that the examples in §113.41(c)(26)(C) were appropriate as proposed. The SBOE also provides the following clarification. The list of technological innovations included in §113.41(c)(26)(C) serves as possible examples and is not an exhaustive list. Additional examples may be used in teaching the concepts listed in this course.

Comment. One community member recommended rewriting the student expectation in §113.41(c)(28)(A) to read, "understand the difference between primary and secondary sources and be able to research sources." The commenter stated that understanding the value of primary and secondary sources, knowing what is and is not a primary source, and knowing how to evaluate the quality of these sources are important for students.

Response. The SBOE disagrees that the suggested language is necessary and has determined that primary and secondary sources were appropriately addressed in §113.41(c)(28)(A) as proposed.

Comment. One community member recommended adding the phrase "and decline" to the student expectation in §113.42(c)(1)(B) because it is just as important to know how civilizations collapsed as how they developed.

Response. The SBOE disagrees that the suggested language is necessary and has determined that civilizations were appropriately addressed in §113.42(c)(1)(B) as proposed.

Comment. Two teachers expressed disagreement with the removal of the development of Islamic caliphates from the student expectation in §113.42(c)(1)(C). The commenters stated that the proposed removal ignores the formation and impact of the Islamic Golden Age, without which the Renaissance would not have been possible.

Response. The SBOE disagrees and has determined that the removal of the development of Islamic caliphates from §113.42(c)(1)(C) streamlined the TEKS for World History. The SBOE also provides the following clarification. The origin and diffusion of major ideas in mathematics, science, and technology that occurred in the Islamic caliphates remain in §113.42(c)(26)(A).

Comment. One community member recommended adding the phrase "including the discovery of the New World" after European exploration in the student expectation in §113.42(c)(1)(D) because it should not be omitted or skipped.

Response. The SBOE disagrees that the suggested language is necessary and has determined that the list of turning points in history between 1450 and 1750 in §113.42(c)(1)(D) was appropriate as proposed.

Comment. One community member recommended that the student expectation in §113.42(c)(1)(E) be rewritten in chronological order to read, "identify major causes and describe the major effects on the world due to the following important turning points in European history from 1750 to 1914: the Enlightenment's philosophical impact on politics, the Scientific Revolution, the Industrial Revolution and imperialism."

Response. The SBOE disagrees and has determined that the §113.42(c)(1)(E) was appropriate as proposed.

Comment. A community member expressed disagreement with the proposed deletion of the phrase "the development of monotheism, Judaism and Christianity" from the student expectation in §113.42(c)(3)(A).

Response. The SBOE disagrees and has determined that the deletion of the phrase streamlined the TEKS for World History and was appropriate as proposed.

Comment. One community member recommended including the dates 1920-1921 in the knowledge and skills statement in §113.42(c)(11) to clarify which depression is being studied.

Response. The SBOE disagrees and has determined that the time period and the depression being studied are sufficiently clear.

Comment. One community member recommended adding the phrase "on Japan" to the student expectation in §113.42(c)(12)(C) to be consistent with the other events in the student expectation for which the location is named.

Response. The SBOE disagrees. The SBOE has determined that the suggested phrase is not necessary and that §113.42(c)(12)(C) was appropriate as proposed.

Comment. Texas Values expressed support for keeping the phrase "including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs" in the student expectation in §113.42(c)(12)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One administrator recommended that the student expectation in §113.42(c)(12)(C) include Japanese imperialism because it provides important historical context for the start of World War II.

Response. The SBOE disagrees and has determined that the deletion of Japanese imperialism from §113.42(c)(12)(C) streamlined the TEKS for World History and was appropriate as proposed.

Comment. Two teachers, thirty-two parents, and twenty-six community members expressed support for the student expectation in §113.42(c)(13)(F) as proposed. The commenters stated that it is essential that Texas students learn about Judaism, ancient Israel, the Holocaust, and modern Israel and the Middle East.

Response. The SBOE agrees that it is important that students learn about Judaism, ancient Israel, the Holocaust, and modern Israel and the Middle East. However, in response to other comments the SBOE took action to amend §113.42(c)(13)(F) to read, "discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations."

Comment. A counselor, 13 teachers, 36 parents, 111 community members, 3 university/college representatives, and 3 individuals from out of state expressed concern with the student expectation in §113.42(c)(13)(F) and stated that it presents an imbalanced view of history.

Response. The SBOE agrees that the language of the student expectation needs clarification. The SBOE took action to amend §113.42(c)(13)(F) to read, "discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations."

Comment. Two teachers, three parents, six community members, and two university/college representatives expressed concern regarding the phrase "radical Islamic fundamentalism" in the student expectation in §113.42(c)(14)(A). The commenters stated that the student expectation presents an imbalanced view of Islam and Palestinians.

Response. The SBOE agrees that the language of the student expectation needs clarification. The SBOE took action to amend §113.42(c)(14)(A) to read, "explain the impact of geopolitical influences on the development of radical Islamic terrorism."

Comment. A community member and an individual from out of state expressed concern regarding the proposed student expectations in §113.42(c)(13)(F), (14)(A), and (24)(D). The commenters stated that the student expectations present an oversimplified and single-sided perspective of historical and political events in the Middle East.

Response. The SBOE agrees that the language of the student expectations needs clarification. In response to this and other comments, the SBOE took action to amend the student expectation in §113.42(c)(13)(F) to read, "discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations"; the student expectation in §113.42(c)(14)(A) to read, "explain the impact of geopolitical influences on the development of radical Islamic terrorism"; and the student expectation in §113.42(c)(24)(D) to read, "explain how geopolitical and religious influences have impacted law and government in the Muslim world."

Comment. One community member recommended deleting the term "Neolithic" from the knowledge and skills statement in §113.42(c)(16) and the student expectation in §113.42(c)(16)(A) regarding the Neolithic Revolution. The commenter stated that the terminology is confusing and seems anachronistic with the Industrial Revolution.

Response. The SBOE disagrees and has determined that language in §113.42(c)(16) was appropriate as proposed.

Comment. One community member recommended adding "and effects" after the word "characteristics" in the knowledge and skills statement in §113.42(c)(18) because students learn what political systems have worked well for humanity and what systems have been a disaster by studying the effects of different types of governments.

Response. The SBOE disagrees and has determined that the language of the knowledge and skills statement in §113.42(c)(16) was appropriate as proposed.

Comment. Two community members and a representative from the Houston Chapter of the Council on American-Islamic Relations stated that the reference to "the Judeo-Christian legal tradition" in the proposed student expectation in §113.42(c)(19)(A) goes against separation of church and state.

Response. The SBOE disagrees and has determined that mention of the Judeo-Christian legal tradition in §113.42(c)(19)(A) was appropriate as proposed.

Comment. One community member and Texas Values expressed support for keeping the phrase "Judeo-Christian legal tradition" in the student expectation in §113.42(c)(19)(A).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A representative from Generation Citizen recommended replacing the verb "describe" with the verb "illustrate" in the student expectation in §113.42(c)(20)(A).

Response. The SBOE disagrees and has determined that language in §113.42(c)(20)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "describe" with "demonstrate" in the student expectation in §113.42(c)(20)(B).

Response. The SBOE disagrees and has determined that language in §113.42(c)(20)(A) was appropriate as proposed.

Comment. One community member recommended merging the student expectation in §113.42(c)(21)(A) into the knowledge and skills statement because the student expectation is overly broad.

Response. The SBOE disagrees and has determined that §113.42(c)(21) and §113.42(c)(21)(A) were appropriate as proposed and did not need to be combined.

Comment. Texas Values expressed support for keeping the phrase "from sources including the Judeo-Christian legal tradition and in Greece and Rome" in the student expectation in §113.42(c)(21)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. A counselor, 8 teachers, 15 parents, 20 community members, and 2 individuals from out of state recommended that the SBOE move the reference to Armenia from the student expectation in §113.42(c)(21)(C) to subsection (c)(21)(D). The commenters stated that genocide more appropriately depicts the events that took place and that the International Association of Genocide Scholars and the Texas House of Representatives, as stated in House Resolution 191, have recognized the Armenian Genocide.

Response. The SBOE agrees and took action to strike "Armenia" from §113.42(c)(21)(C) and to amend §113.42(c)(21)(D) to read, "identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur."

Comment. An individual from out of state, 3 teachers, 8 parents, and 14 community members recommended including the Armenian Genocide in the TEKS as a major World War I event.

Response. The SBOE agrees that addressing the Armenian Genocide in the TEKS is important. However, the SBOE determined that the Armenian Genocide was appropriately addressed in the citizenship strand. In response to other

comments, the SBOE took action to amend the student expectation in §113.42(c)(21)(D) to read, "identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur."

Comment. One teacher stated that genocide is happening today because politicians cannot handle the truth.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One community member stated that the student expectation in §113.42(c)(24)(D) is discriminatory and anti-Muslim and fails to address the impact of government policies on religions and religious fundamentalism.

Response. The SBOE agrees that the language of the student expectation needs clarification. The SBOE took action to amend §113.42(c)(24)(D) to read, "explain how geopolitical and religious influences have impacted law and government in the Muslim world."

Comment. One community member recommended adding the phrase "to evaluate historical information" in the knowledge and skills statement in §113.42(c)(31) to make the language more applicable to social studies.

Response. The SBOE disagrees that the suggested phrase is necessary and has determined that §113.42(c)(31) was appropriate as proposed.

Comment. One community member recommended rewriting the student expectation in §113.42(c)(31)(A) to read, "use available resources to analyze and synthesize information, consider sources and credibility of authors to reach informed conclusions on the topics covered in the course."

Response. The SBOE disagrees and has determined that §113.42(c)(31) was appropriate as proposed.

Comment. One teacher stated that the proposed revisions to the World Geography TEKS do a good job of streamlining verbiage and providing clarity.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One community member recommended inserting the word "that" after the word "patterns" in the student expectation in §113.43(c)(1)(A).

Response. The SBOE disagrees that the suggestion is necessary and has determined that the student expectation in §113.43(c)(1)(A) was appropriate as proposed.

Comment. One community member recommended rewriting the student expectation in §113.43(c)(5)(A) to read, "analyze how the local geography helps determine economic life, culture, political systems, and social elements."

Response. The SBOE disagrees and has determined that §113.43(c)(1)(A) was appropriate as proposed.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.43(c)(8) to read, "The student understands how people are connected to and affected by the environment and physical processes."

Response. The SBOE disagrees and has determined that §113.43(c)(8) was appropriate as proposed.

Comment. One community member recommended deleting the phrase "identify physical and human" from the student expectation in §113.43(c)(9)(A) and replacing it with the verb "describe" to streamline the language.

Response. The SBOE disagrees and has determined that physical and human factors were appropriately included in §113.43(c)(9)(A) and that the suggested language is not necessary.

Comment. One teacher and one community member recommended deleting the phrase "including formal, functional, and perceptual regions" from the student expectation in §113.43(c)(9)(B). The commenters stated that the terms "formal, functional, and perceptual" seem a little abstract, and it is important for students to learn the characteristics of different regions.

Response. The SBOE disagrees and has determined that the student expectation is sufficiently clear.

Comment. One community member recommended replacing the verb "describe" with "identify" in the student expectation in §113.43(c)(9)(B).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(9)(B) was appropriate as proposed.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.43(c)(10) to read, "The student can characterize the distribution systems in the global economy."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(10) was appropriate as proposed.

Comment. One community member recommended rewording the student expectation in §113.43(c)(10)(A) to read, "contrast the economic systems that determine the distribution of goods and services in communist, socialist and free enterprise countries."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(10)(A) was appropriate as proposed.

Comment. One community member recommended rewording the student expectation in §113.43(c)(10)(B) to read, "identify the location and natural resources and national exports in communist countries, socialist countries, and free enterprise countries."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(10)(B) was appropriate as proposed.

Comment. One community member recommended deleting the student expectations in §113.43(c)(10)(C) and (D) in order to streamline the TEKS since the student expectations are overly broad and addressed in §113.43(c)(11).

Response. The SBOE disagrees and has determined that §113.43(c)(10)(C) and (D) are not redundant with §113.43(c)(11) and were appropriate as proposed.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.43(c)(13) to read, "The student can interpret maps to identify nations and analyze the natural features of their borders."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(13) was appropriate as proposed.

Comment. One community member recommended rewording the student expectation in §113.43(c)(13)(A) to read, "examine maps of various political divisions: countries, states, cities to understand how natural features shape these entities."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(13)(A) was appropriate as proposed.

Comment. One community member recommended the deletion of the student expectation in §113.43(c)(13)(B) because not everyone has the right to vote and voting patterns are not relevant in a geography course.

Response. The SBOE disagrees and has determined that §113.43(c)(13)(B) was appropriately included in the World Geography TEKS.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.43(c)(14) to read, "The student understands how policies regarding land ownership and property rights influence political unity and division."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(14) was appropriate as proposed.

Comment. One community member recommended deleting the student expectation in §113.43(c)(14)(A) because it is out of place and the formation of political divisions and boundaries is already addressed in other student expectations.

Response. The SBOE disagrees and has determined that §113.43(c)(14)(A) was appropriately included in the World Geography TEKS.

Comment. One community member recommended rewriting the student expectation in §113.43(c)(14)(B) to read, "compare how property rights operate differently in a democracy, dictatorship, monarchy, republic, theocracy and totalitarian system in specific countries."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(14)(B) was appropriate as proposed.

Comment. One community member recommended deleting the student expectation in §113.43(c)(14)(C) because it is too broad and it could be its own standalone course.

Response. The SBOE disagrees and has determined that §113.43(c)(14)(C) was appropriately included in the World Geography TEKS.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.43(c)(15) to read, "The student understands how public policies affect culture and economic production of a geographic region."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(15) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the phrase "identify and give examples" with the verb "evaluate" in the student expectation in §113.43(c)(15)(A).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.43(c)(15)(A) was appropriate as proposed.

Comment. One community member recommended deleting the student expectation in §113.43(c)(15)(B) because it does not fit well in a geography class.

Response. The SBOE disagrees and has determined that §113.43(c)(15)(B) was appropriately included in the World Geography TEKS.

Comment. One teacher expressed disagreement with the proposal to remove the student expectation in §113.43(c)(16)(C). The commenter stated that it is essential all students learn about culture through both their own lens and other cultures' points of view so they can have a better framework for understanding differences among groups of people.

Response. The SBOE disagrees that §113.43(c)(16)(C) should be included in the TEKS and has determined that the deletion of §113.43(c)(16)(C) streamlined the TEKS for World Geography Studies and was appropriate as proposed.



Comment. One teacher stated that the clarification and more precise terminology within the proposed revisions to the U.S. Government TEKS promote a broader understanding.

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One teacher stated that there were virtually no proposed changes to the student expectations in §113.44(c)(1)(A)-(F), which are redundant with content in the U.S. History Studies course. The commenter recommended eliminating the historical figures in these student expectations to streamline instruction in the U.S. Government course.

Response. The SBOE disagrees and has determined that the student expectations in §113.44(c)(1)(A)-(F) are appropriately included in the U.S. Government TEKS. In response to other comments, the SBOE took action to amend the student expectation in §113.44(c)(1)(F) to read, "analyze debates and compromises that impacted the creation of the founding documents."

Comment. Texas Values expressed support for keeping the phrase "Judeo-Christian (especially biblical law)" in the student expectation in §113.44(C)(1)(B).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. Seven teachers, eighteen parents, ten community members, and two university/college representatives asked that Moses be removed from a list of major influences on the American founding documents in the student expectation in §113.44(c)(1)(C).

Response. The SBOE disagrees and has determined that the inclusion of Moses in §113.44(c)(1)(C) was appropriate as proposed.

Comment. Texas Values and three community members expressed support for keeping Moses in the student expectation in §113.44(c)(1)(C).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One community member recommended rewording the proposed knowledge and skills statement in §113.44(c)(3) to read, "The student understands how geography can influence U.S. policies and political views."

Response. The SBOE disagrees with the suggested language but agrees that §113.44(c)(3) needs clarification. In response to this and other comments, the SBOE took action to amend §113.44(c)(3) to read, "The student understands how geography can influence U.S. political districts and policies."

Comment. One community member recommended rewording the proposed student expectation in §113.44(c)(3)(A) to read, "explain how geographical features and climate have shaped settlement in various regions of the United States and how population voting patterns are influenced by their geographical region, for example rural versus urban."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(3)(A) was appropriate as proposed.

Comment. One community member recommended deleting the student expectation in §113.44(c)(3)(B) because it is somewhat redundant with the student expectation in §113.44(c)(3)(C) and does not clearly fit the geography strand.

Response. The SBOE disagrees and has determined that §113.44(c)(3)(B) is not redundant and was appropriately included as proposed.

Comment. One community member recommended rewording the student expectation in §113.44(c)(3)(C) to read, "explain the process of how political districts are created to apportion representatives, how political factions and interests arise and how they are affected by Supreme Court decisions such as Baker v. Carr." The commenter stated that the suggestion better reflects what students need to know about voting districts, how these districts change over time, how representatives are apportioned to the population, and how political issues affect this process.

Response. The SBOE disagrees with the suggested language but agrees that §113.44(c)(3)(C) needs clarification. In response to this and other comments, the SBOE took action to amend §113.44(c)(3)(C) to read, "explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr."

Comment. One community member recommended rewording the proposed student expectation in §113.44(c)(4)(A) to read, "understand how constitutional authority of Congress and Supreme Court decisions direct fiscal and regulatory policies that affect the economy at the local, state, and national levels."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(4)(A) was appropriate as proposed.

Comment. One community member recommended deleting the student expectation in §113.44(c)(4)(B) because this concept has been addressed in several other courses and should be well instilled by now.

Response. The SBOE disagrees and has determined that §113.44(c)(4)(B) was appropriately included in the U.S. Government TEKS as proposed.

Comment. One community member recommended adding the word "global" to the knowledge and skills statement in §113.44(c)(5) because the language is too similar to the knowledge and skills statement in §113.44(c)(4).

Response. The SBOE disagrees and has determined that §113.44(c)(5) is sufficiently different from §113.44(c)(4).

Comment. One community member recommended rewording the student expectation in §113.44(c)(6)(F) to read, "identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today."

Response. The SBOE agrees and took action to amend §113.44(c)(6)(F) to read, "identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today."

Comment. One community member recommended rewording the student expectation in §113.44(c)(7)(B) to read, "analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power over time, and the role of the Cabinet and the growth of executive departments known as the administrative state."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(7)(B) was appropriate as proposed.

Comment. One community member recommended inserting the phrase "and how they differ from other executive departments" after the phrase "executive agencies" in the student expectation in §113.44(c)(7)(D) to clarify the difference between independent executive agencies and executive departments.

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(7)(D) was appropriate as proposed.

Comment. One community member recommended simplifying the wording in the student expectation in §113.44(c)(8)(A) to read, "explain why the Founding Fathers created a distinct form of federalism instead of a unitary system."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(8)(A) was appropriate as proposed.

Comment. One community member recommended simplifying the wording in the student expectation in §113.44(c)(8)(D) to read, "explain how the U.S. Constitution limits the power of national and state governments."

Response. The SBOE agrees and took action to amend §113.44(c)(8)(D) to read, "explain how the U.S. Constitution limits the power of national and state governments."

Comment. Texas Values expressed support for keeping the phrase "compare the U.S. constitutional republic to" in the student expectation in §113.44(c)(11)(A).

Response. The SBOE agrees. The SBOE also took action to approve additional changes to respond to other comments.

Comment. One community member recommended rewriting the knowledge and skills statement in §113.44(c)(12) to read, "The student understands the rights which are protected and secured by the U.S. Constitution and Bill of Rights."

Response. The SBOE agrees and took action to amend §113.44(c)(12) to read, "The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights."

Comment. One community member recommended rewording the student expectation in §113.44(c)(12)(B) to read, "define unalienable rights and be able to name those protected by the U.S. Constitution and Bill of Rights and discuss some rights that are not enumerated."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(12)(B) was appropriate as proposed.

Comment. One community member recommended rewriting the student expectation in §113.44(c)(12)(C) to read, "identify the freedoms and rights protected and secured by each amendment in the Bill of Rights."

Response. The SBOE agrees and took action to amend §113.44(c)(12)(C) to read, "identify the freedoms and rights protected and secured by each amendment in the Bill of Rights."

Comment. Six teachers, eighteen parents, thirteen community members, and two university/college representatives recommended that, in accordance with work group recommendations, the student expectation in §113.44(c)(12)(D) should identify separation of church and state as a key constitutional principle.

Response. The SBOE agrees and has determined that the concept of separation of church and state is appropriately addressed as a key constitutional principle in the student expectation in §113.44(c)(12)(D). In response to other comments, the SBOE took action to amend §113.44(c)(12)(D) to read, "analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that 'Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' and compare this to the concept of separation of church and state."

Comment. One teacher recommended rewording the student expectation in §113.41(c)(12)(D) to include the establishment clause and the free exercise clause in place of the current wording and as recommended by the work groups.

Response. The SBOE disagrees and has determined that specific language from the establishment clause and the free exercise clause is appropriately quoted in §113.44(c)(12)(D). In response to other comments, the SBOE took action to amend §113.44(c)(12)(D) to read, "analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that 'Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' and compare this to the concept of separation of church and state."

Comment. Texas Values expressed support for keeping the language as proposed in the student expectation in §113.44(c)(12)(D).

Response. The SBOE agrees that the content of §113.44(c)(12)(D) was appropriate but determined that additional clarification of the student expectation was needed. In response to other comments, the SBOE took action to amend §113.44(c)(12)(D) to read, "analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that 'Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' and compare this to the concept of separation of church and state."

Comment. A representative from Generation Citizen recommended replacing the verb "explain" with "demonstrate" in the student expectation in §113.44(c)(13)(B).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(13)(B) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "describe" with "demonstrate" in the student expectation in §113.44(c)(13)(C).

Response. Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(13)(C) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "analyze" with "assess" in the student expectation in §113.44(c)(14)(A).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(14)(A) was appropriate as proposed.

Comment. A representative from Generation Citizen recommended replacing the verb "analyze" with "evaluate" in the student expectation in §113.44(c)(14)(B).

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(14)(B) was appropriate as proposed.

Comment. One community member recommended rewording the student expectation in §113.44(c)(15)(B) to read, "analyze the importance of the First Amendment preventing Congress from passing laws that would infringe on the establishment of religion, the freedom to exercise one's religion, the freedom of speech, freedom of press, the right to peaceably assemble and the right to petition for redress of grievances."

Response. The SBOE disagrees and has determined that the suggested language is not necessary and that §113.44(c)(15)(B) was appropriate as proposed.

Comment. Three community members expressed support for maintaining references to Judeo-Christian values in the social studies TEKS.

Response. The SBOE provides the following clarification. The TEKS for social studies appropriately address the influence of Judeo-Christian legal traditions on government.

Comment. A community member stated that the influence of the Bible on the Founding Fathers should be addressed in the social studies TEKS.

Response. The SBOE provides the following clarification. The TEKS for social studies appropriately address the influence of Judeo-Christian legal traditions, including biblical law, on government.

Comment. One parent and one individual from out of state stated that the social studies TEKS should refer to mosaic law rather than "Moses."

Response. The SBOE disagrees and has determined that references to "Moses" in the social studies TEKS were appropriate as proposed.

Comment. A community member stated that the word "Congressional" before "Medal of Honor" in the student expectation in §113.20(b)(8)(A) and the student expectation in §113.41(c)(25)(E) is incorrect and should be deleted.

Response. The SBOE disagrees and has determined that including the word "Congressional" before "Medal of Honor" was appropriate as proposed. In response to other comments, the SBOE relocated the student expectation in §113.41(c)(25)(E) to §113.41(c)(23)(B) and amended the student expectation to read, "explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez."

Comment. One community member recommended changing the knowledge and skills statement in §113.41(b)(8) to read, "Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents." The commenter stated the new wording may be more neutral and inspire discussion and less judgement. The commenter also stated that this revision should be made in each course.

Response. The SBOE agrees and took action to amend subsection (b)(8) in the introductions for §§113.11-113.16, 113.18-113.20, 113.31, and 113.41-113.44 to read, "Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents."

STATUTORY AUTHORITY. The amendments are adopted under the Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; and TEC, §28.002, which identifies the subjects of the required curriculum and requires the SBOE by rule to 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 amendments implement the Texas Education Code, §7.102(c)(4) and §28.002.

<rule>

### **§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018.**

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2020-2021 school year.

### **§113.11. Social Studies, Kindergarten, Adopted 2018.**

(a) Introduction.

- (1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material 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 (b) 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. 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.
  - (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) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.
  - (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
    - (A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
    - (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
  - (2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.
  - (3) Geography. The student understands the concept of location. The student is expected to:
    - (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
    - (B) locate places on the school campus and describe their relative locations; and
    - (C) identify and use geographic tools that aid in determining location, including maps and globes.
  - (4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:

- (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
  - (B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.
- (5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:
- (A) identify basic human needs of food, clothing, and shelter;
  - (B) explain the difference between needs and wants; and
  - (C) explain how basic human needs and wants can be met.
- (6) Economics. The student understands the value of jobs. The student is expected to:
- (A) identify jobs in the home, school, and community; and
  - (B) explain why people have jobs.
- (7) Government. The student understands the purpose of rules. The student is expected to:
- (A) identify purposes for having rules; and
  - (B) identify rules that provide order, security, and safety in the home and school.
- (8) Government. The student understands the role of authority figures. The student is expected to:
- (A) identify authority figures in the home, school, and community; and
  - (B) explain how authority figures enforce rules.
- (9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) identify the United States flag and the Texas state flag;
  - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
  - (C) use voting as a method for group decision making.
- (10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.
- (11) Culture. The student understands the importance of family traditions. The student is expected to:
- (A) describe and explain the importance of family traditions; and
  - (B) compare traditions among families.
- (12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
- (A) identify examples of technology used in the home and school;
  - (B) describe how technology helps accomplish specific tasks and meet people's needs; and
  - (C) describe how his or her life might be different without modern technology.
- (13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
  - (B) sequence and categorize information.

- (14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - (A) place events in chronological order;
  - (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;
  - (C) express ideas orally based on knowledge and experiences; and
  - (D) create and interpret visuals, including pictures and maps.
- (15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.12. Social Studies, Grade 1, Adopted 2018.**

(a) Introduction.

- (1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material 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 (b) 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. 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.
- (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) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent



learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
    - (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and
    - (B) compare the observance of holidays and celebrations.
  - (2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:
    - (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
    - (B) compare the lives of historical figures who have influenced the state and nation.
  - (3) Geography. The student understands the relative location of places. The student is expected to:
    - (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
    - (B) locate places using the four cardinal directions.
  - (4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
    - (A) create and use simple maps such as maps of the home, classroom, school, and community; and
    - (B) locate and explore the community, Texas, and the United States on maps and globes.
  - (5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
    - (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
    - (B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.
  - (6) Economics. The student understands how families meet basic human needs. The student is expected to:
    - (A) describe ways that families meet basic human needs; and
    - (B) describe similarities and differences in ways families meet basic human needs.
  - (7) Economics. The student understands the concepts of goods and services. The student is expected to:
    - (A) identify examples of goods and services in the home, school, and community;
    - (B) identify ways people exchange goods and services; and
    - (C) identify the role of markets in the exchange of goods and services.
  - (8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

- (A) identify examples of people wanting more than they can have;
  - (B) explain why wanting more than they can have requires that people make choices; and
  - (C) identify examples of choices families make when buying goods and services.
- (9) Economics. The student understands the value of work. The student is expected to:
- (A) describe the tools of various jobs and the characteristics of a job well performed; and
  - (B) describe how various jobs contribute to the production of goods and services.
- (10) Government. The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the purpose for rules and laws in the home, school, and community; and
  - (B) identify rules and laws that establish order, provide security, and manage conflict.
- (11) Government. The student understands the role of authority figures and public officials. The student is expected to:
- (A) identify the responsibilities of authority figures in the home, school, and community; and
  - (B) identify and describe the roles of public officials in the community, state, and nation.
- (12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and
  - (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
- (13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
  - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
  - (C) identify anthems and mottoes of Texas and the United States;
  - (D) explain and practice voting as a way of making choices and decisions; and
  - (E) explain how patriotic customs and celebrations reflect American individualism and freedom.
- (14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:
- (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and
  - (B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.
- (15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:
- (A) describe how technology has affected the ways families live;
  - (B) describe how technology has affected communication, transportation, and recreation; and

- (C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.
- (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
  - (B) sequence and categorize information.
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) use a simple timeline to distinguish among past, present, and future;
  - (B) use a calendar to describe and measure time in days, weeks, months, and years;
  - (C) express ideas orally based on knowledge and experiences;
  - (D) create and interpret visual and written material; and
  - (E) use social studies terminology correctly.
- (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.13. Social Studies, Grade 2, Adopted 2018.**

- (a) Introduction.
- (1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.
  - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, 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 (b) 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. 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.
  - (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) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
  - (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
    - (A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
    - (B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
  - (2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
    - (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and
    - (B) describe how people and events have influenced local community history.
  - (3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:
    - (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and
    - (B) create maps to show places and routes within the home, school, and community.
  - (4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:
    - (A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and
    - (B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.
  - (5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:
    - (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;
    - (B) identify consequences of human modification of the physical environment; and
    - (C) identify ways people can conserve and replenish Earth's resources.
  - (6) Economics. The student understands the value of work. The student is expected to:
    - (A) explain how work provides income to purchase goods and services; and

- (B) explain the choices people can make about earning, spending, and saving money.
- (7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
- (A) distinguish between producing and consuming;
  - (B) identify ways in which people are both producers and consumers; and
  - (C) trace the development of a product from a natural resource to a finished product.
- (8) Government. The student understands the purpose of governments. The student is expected to:
- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and
  - (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.
- (9) Government. The student understands the role of public officials. The student is expected to:
- (A) name current public officials, including mayor, governor, and president;
  - (B) compare the roles of public officials, including mayor, governor, and president;
  - (C) identify ways that public officials are selected, including election and appointment to office; and
  - (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- (10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
  - (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and
  - (C) identify ways to actively practice good citizenship, including involvement in community service.
- (11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
  - (B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";
  - (C) identify symbols such as state and national birds and flowers and Uncle Sam; and
  - (D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- (12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
- (A) identify the significance of various ethnic and/or cultural celebrations; and
  - (B) compare ethnic and/or cultural celebrations.

- (13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
  - (A) describe how science and technology have affected communication, transportation, and recreation; and
  - (B) explain how science and technology have affected the ways in which people meet basic needs.
- (14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.
- (15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
  - (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and
  - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
- (16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - (A) describe the order of events by using designations of time periods such as historical and present times;
  - (B) apply vocabulary related to chronology, including past, present, and future;
  - (C) create and interpret timelines for events in the past and present;
  - (D) use social studies terminology correctly;
  - (E) express ideas orally based on knowledge and experiences; and
  - (F) create written and visual material such as stories, maps, and graphic organizers to express ideas.
- (17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.14. Social Studies, Grade 3, Adopted 2018.**

- (a) Introduction.
  - (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
  - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks 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 (b) 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. 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.
  - (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
    - (A) describe how individuals, events, and ideas have changed communities, past and present;
    - (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and
    - (C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.

- (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
  - (A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and
  - (B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.
- (3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:
  - (A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;
  - (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and
  - (C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.
- (4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
  - (A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;
  - (B) use a scale to determine the distance between places on maps and globes; and
  - (C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
  - (A) identify ways of earning, spending, saving, and donating money; and
  - (B) create a simple budget that allocates money for spending and saving.
- (6) Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
  - (A) explain how supply and demand affect the price of a good or service;
  - (B) define and identify examples of scarcity;
  - (C) explain how the cost of production and selling price affect profits; and
  - (D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.
- (7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
  - (A) describe the basic structure of government in the local community, state, and nation;
  - (B) identify local, state, and national government officials and explain how they are chosen; and
  - (C) identify services commonly provided by local, state, and national governments.
- (8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
  - (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and



- (B) describe the concept of "consent of the governed."
- (9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
  - (B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;
  - (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and
  - (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
  - (B) compare ethnic and/or cultural celebrations in the local community with other communities.
- (11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and
  - (B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.
- (12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.
- (13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and
  - (B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information, including historical and current events and geographic data, about the community using a variety of resources;
  - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and
  - (C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

- (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) create and interpret timelines;
  - (C) apply the terms year, decade, and century to describe historical times;
  - (D) express ideas orally based on knowledge and experiences; and
  - (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.15. Social Studies, Grade 4, Adopted 2018.**

(a) Introduction.

- (1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.
- (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 documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. 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 (b) 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. 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.
- (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:
    - (A) explain the possible origins of American Indian groups in Texas;
    - (B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
    - (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and
    - (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
  - (2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:
    - (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;
    - (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
    - (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;
    - (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and

- (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
- (3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
- (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
  - (B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;
  - (C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
  - (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
  - (E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.
- (4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
- (A) describe the impact of the Civil War and Reconstruction on Texas;
  - (B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
  - (C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and
  - (D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and
  - (B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.
- (6) Geography. The student understands the concept of regions. The student is expected to:
- (A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and
  - (B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).
- (7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and

- (B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
- (8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
  - (B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and
  - (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.
- (9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and
  - (B) explain the economic activities early settlers to Texas used to meet their needs and wants.
- (10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
- (A) describe how the free enterprise system works, including supply and demand;
  - (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and
  - (C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.
- (11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) identify how people in different regions of Texas earn their living, past and present;
  - (B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;
  - (C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and
  - (D) explain how developments in transportation and communication have influenced economic activities in Texas.
- (12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
  - (B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.
- (13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
- (A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;

- (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
  - (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
- (14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
- (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;
  - (B) sing or recite "Texas, Our Texas";
  - (C) recite and explain the meaning of the Pledge to the Texas Flag; and
  - (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
- (15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
  - (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
  - (C) explain the duty of the individual in state and local elections such as being informed and voting;
  - (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals; and
  - (E) explain how to contact elected and appointed leaders in state and local governments.
- (16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
  - (B) identify leadership qualities of state and local leaders, past and present.
- (17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:
- (A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and
  - (B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
- (18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and
  - (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.

- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
  - (D) identify different points of view about an issue, topic, historical event, or current event.
- (20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
  - (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication;
  - (C) express ideas orally based on research and experiences; and
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- (22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.16. Social Studies, Grade 5, Adopted 2018.**

(a) Introduction.

- (1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use

critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

- (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 documents, biographies, novels, speeches, letters, poetry, songs, and artworks 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 (b) 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. 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.
  - (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:



- (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
  - (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
- (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:
- (A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;
  - (B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and
  - (C) summarize the results of the American Revolution, including the establishment of the United States.
- (3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
- (A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;
  - (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
  - (C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
  - (D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - (E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and
  - (F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.
- (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;
  - (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
  - (C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

- (6) Geography. The student understands places and regions in the United States. The student is expected to:
- (A) describe political and economic regions in the United States that result from patterns of human activity;
  - (B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;
  - (C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and
  - (D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.
- (7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) identify and describe the patterns of settlement such as rural, urban, and suburban;
  - (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and
  - (C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.
- (8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and
  - (B) analyze the positive and negative consequences of human modification of the environment in the United States.
- (9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:
- (A) explain the economic patterns of early European colonies; and
  - (B) identify major industries of colonial America such as shipbuilding and growing of cash crops.
- (10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
- (A) identify the development of the free enterprise system in colonial America and the United States;
  - (B) describe how the free enterprise system works in the United States; and
  - (C) give examples of the benefits of the free enterprise system in the United States.
- (11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
  - (B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- (12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) compare how people in different regions of the United States earn a living, past and present;

- (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
  - (C) analyze the effects of immigration and migration on the economic development and growth of the United States; and
  - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- (13) Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) compare the systems of government of early European colonists, including representative government and monarchy; and
  - (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
- (A) explain the purposes, key elements, and the importance of the Declaration of Independence;
  - (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
  - (C) explain the reasons for the creation of the Bill of Rights and its importance.
- (15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
  - (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
  - (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;
  - (B) sing or recite "The Star-Spangled Banner" and explain its history;
  - (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and
  - (D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
- (17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
  - (B) explain how to contact elected and appointed leaders in local, state, and national governments.
- (18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

- (B) identify leadership qualities of national leaders, past and present.
- (19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.
- (20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and
  - (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
- (A) describe customs-and traditions of various racial, ethnic, and religious groups in the United States; and
  - (B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- (22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
- (A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
  - (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and
  - (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- (23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify different points of view about an issue, topic, historical event, or current event; and
  - (E) identify the historical context of an event.
- (24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
  - (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication;
  - (C) express ideas orally based on research and experiences; and
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- (26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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STATUTORY AUTHORITY. The amendments are adopted under the Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; and TEC, §28.002, which identifies the subjects of the required curriculum and requires the SBOE by rule to 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 amendments implement the Texas Education Code, §7.102(c)(4) and §28.002.

<rule>

**§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Adopted 2018.**

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

**§113.18. Social Studies, Grade 6, Adopted 2018.**

(a) Introduction.

- (1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.
- (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, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
- (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 (b) 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. 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.
- (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that historical events influence contemporary events. The student is expected to:
    - (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and
    - (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
  - (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:
    - (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and
    - (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
  - (3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:
    - (A) identify and explain the geographic factors responsible for patterns of population in places and regions;
    - (B) explain ways in which human migration influences the character of places and regions;
    - (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
    - (D) identify the location of major world countries for each of the world regions.
  - (4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:

- (A) explain the geographic factors responsible for the location of economic activities in places and regions; and
  - (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
- (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
  - (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and
  - (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.
- (6) Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
  - (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and
  - (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.
- (7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
  - (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
  - (C) understand the importance of ethics in maintaining a functional free enterprise system.
- (8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and
  - (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.
- (9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
  - (B) identify reasons for limiting the power of government; and
  - (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.
- (10) Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;



- (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
  - (C) identify historical origins of democratic forms of government such as Ancient Greece.
- (11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
  - (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
- (12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:
- (A) identify and explain the duty of civic participation in societies with representative governments; and
  - (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.
- (13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:
- (A) identify and describe common traits that define cultures and culture regions;
  - (B) define a multicultural society;
  - (C) analyze the experiences and contributions of diverse groups to multicultural societies; and
  - (D) identify and explain examples of conflict and cooperation between and among cultures.
- (14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;
  - (B) compare characteristics of institutions in various contemporary societies; and
  - (C) analyze the efforts and activities institutions use to sustain themselves over time.
- (15) Culture. The student understands relationships that exist among world cultures. The student is expected to:
- (A) identify and describe means of cultural diffusion such as trade, travel, and war;
  - (B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;
  - (C) analyze the impact of improved communication technology among cultures; and
  - (D) identify the impact of cultural diffusion on individuals and world societies.
- (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:
- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
  - (B) describe ways in which contemporary issues influence creative expressions; and
  - (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.

- (17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
  - (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
  - (B) explain how resources, economic factors, and political decisions affect the use of technology; and
  - (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;
  - (B) 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;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
  - (D) identify different points of view about an issue or current topic.
- (20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;
  - (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;
  - (C) compare various world regions and countries using data from maps, graphs, and charts; and
  - (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication based on research;
  - (C) express ideas orally based on research and experiences;

- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
  - (E) use effective written communication skills, including proper citations to avoid plagiarism.
- (22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.19. Social Studies, Grade 7, Adopted 2018.**

(a) Introduction.

- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.
- (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, novels, speeches, letters, diaries, poetry, songs, and images 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 (b) 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. 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.
- (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:
    - (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and
    - (B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
  - (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:
    - (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
    - (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;
    - (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;
    - (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;

- (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
  - (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
- (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
- (A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;
  - (B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and
  - (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.
- (4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:
- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;
  - (B) analyze the causes of and events leading to Texas annexation such as security and public debt; and
  - (C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.
- (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:
- (A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;
  - (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and
  - (C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.
- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
- (A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;
  - (B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;
  - (C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and

- (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:
- (A) explain how the oil industry led to the industrialization of Texas;
  - (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
  - (C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;
  - (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
  - (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.
- (8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;
  - (B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and
  - (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:
- (A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and
  - (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.
- (10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:
- (A) identify why immigrant groups came to Texas and where they settled;
  - (B) describe how immigration and migration to Texas have influenced Texas;
  - (C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and
  - (D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.
- (11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
  - (B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;
  - (B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and
  - (C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.
- (13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
  - (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
  - (B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.
- (15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain rights of Texas citizens; and
  - (B) explain civic responsibilities of Texas citizens and the importance of civic participation.
- (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
  - (B) describe the importance of free speech and press in a democratic society.
- (17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
  - (B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;
  - (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
  - (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
  - (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.
- (19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- (A) compare types and uses of technology, past and present;
  - (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
  - (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
  - (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
  - (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify bias and points of view from the historical context surrounding an event that influenced the participants;
  - (E) support a point of view on a social studies issue or event; and
  - (F) evaluate the validity of a source based on corroboration with other sources and information about the author.
- (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and
  - (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.



- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) create written, oral, and visual presentations of social studies information.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

### **§113.20. Social Studies, Grade 8, Adopted 2018.**

#### (a) Introduction.

- (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.
- (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 the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks 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 (b) 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. 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.
- (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
    - (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
    - (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
  - (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
    - (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and
    - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
  - (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
    - (A) explain the reasons for the growth of representative government and institutions during the colonial period;

- (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and
  - (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
  - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;
  - (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
  - (C) explain the origin and development of American political parties;
  - (D) explain the causes, important events, and effects of the War of 1812;
  - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
  - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
  - (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and
  - (C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
  - (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
  - (D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
  - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
  - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and
  - (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
  - (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:
- (A) identify economic differences among different regions of the United States;

- (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
  - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times.
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
- (A) analyze the economic effects of the War of 1812; and
  - (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and
  - (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.
- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
  - (B) summarize the strengths and weaknesses of the Articles of Confederation;
  - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
  - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
  - (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- (16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for amending the U.S. Constitution; and
  - (B) describe the impact of the 13th, 14th, and 15th amendments.
- (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
  - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) identify the origin of judicial review;
  - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and

- (C) evaluate the impact of the landmark Supreme Court decision *Dred Scott v. Sandford* on life in the United States.
- (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights;
  - (B) summarize rights guaranteed in the Bill of Rights; and
  - (C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- (A) evaluate the contributions of the Founding Fathers as models of civic virtue; and
  - (B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical issues;
  - (B) describe the importance of free speech and press in a constitutional republic; and
  - (C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.
- (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
  - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
- (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:
- (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
  - (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;
  - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;
  - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
  - (E) identify the political, social, and economic contributions of women to American society.
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and

- (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States;
  - (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
  - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature; and
  - (B) analyze the relationship between the arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
  - (B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and
  - (C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
  - (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify bias and points of view created by the historical context surrounding an event;
  - (E) support a point of view on a social studies issue or event;

- (F) evaluate the validity of a source based on corroboration with other sources and information about the author;
  - (G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and
  - (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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STATUTORY AUTHORITY. The new sections and amendments are adopted under the 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, which identifies the subjects of the required curriculum and requires the SBOE by rule to 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; and TEC, §28.025, which requires the SBOE by rule to determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

CROSS REFERENCE TO STATUTE. The new sections and amendments implement the Texas Education Code, §§7.102(c)(4), 28.002, and 28.025.

<rule>

**§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Adopted 2018.**

- (a) The provisions of §113.31 and §§113.41-113.44 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.
- (b) The provisions of §§113.45-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

**§113.31. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted 2018.**

- (a) General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.
- (b) Introduction.
  - (1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
  - (2) 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.
  - (3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content 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).
  - (4) 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.
  - (5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial

matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

- (6) 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 from the Declaration of Independence: "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."
  - (7) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:
    - (A) explain why scarcity and choice are basic economic problems faced by every society;
    - (B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;
    - (C) describe the economic factors of production: land, labor, capital, and entrepreneurship; and
    - (D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.
  - (2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:
    - (A) understand the effect of changes in price on the quantity demanded and quantity supplied;
    - (B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and
    - (C) interpret a supply-and-demand graph using supply-and-demand schedules.
  - (3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

- (A) apply the concepts of absolute and comparative advantages;
  - (B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and
  - (C) analyze the effects of changes in exchange rates on imports and exports.
- (4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:
- (A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;
  - (B) contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems; and
  - (C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.
- (5) Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system. The student is expected to:
- (A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; and
  - (B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.
- (6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:
- (A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and
  - (B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.
- (7) Economics. The student understands the circular-flow model of the economy. The student is expected to:
- (A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and
  - (B) explain how government actions affect the circular-flow model.
- (8) Economics. The student understands types of market structures. The student is expected to:
- (A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and
  - (B) identify regulations that apply to the establishment and operation of various types of market structures.
- (9) Economics. The student understands key economic measurements. The student is expected to:
- (A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and
  - (B) analyze business cycles using key economic indicators.
- (10) Economics. The student understands key components of economic growth. The student is expected to:
- (A) analyze how productivity relates to growth;

- (B) analyze how technology relates to growth; and
  - (C) analyze how trade relates to growth.
- (11) Economics. The student understands the role of money in an economy. The student is expected to:
- (A) describe the functions of money;
  - (B) describe the characteristics of money, including commodity money, fiat money, and representative money; and
  - (C) analyze the positive and negative aspects of barter, currency, and debit cards.
- (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:
- (A) explain the structure of the Federal Reserve System;
  - (B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;
  - (C) explain how the actions of the Federal Reserve System affect the nation's money supply; and
  - (D) describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.
- (13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:
- (A) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
  - (B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.
- (14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:
- (A) identify types of taxes at the local, state, and national levels and the economic importance of each;
  - (B) explain the categories of revenues and expenditures in the U.S. federal budget; and
  - (C) analyze the impact of fiscal policy decisions on the economy.
- (15) Personal financial literacy. The student understands types of business ownership. The student is expected to:
- (A) explain the characteristics of sole proprietorships, partnerships, and corporations; and
  - (B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- (16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:
- (A) explain the functions of financial institutions and how they affect households and businesses;
  - (B) explain how the amount of savings in an economy is the basis of capital formation;
  - (C) analyze the role of interest and risk in allocating savings to its most productive use; and
  - (D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.

- (17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:
- (A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;
  - (B) explain how to begin a savings program;
  - (C) demonstrate how to maintain a checking account, including reconciling a bank statement;
  - (D) identify the types of loans available to consumers;
  - (E) explain the responsibilities and obligations of borrowing money; and
  - (F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
- (18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:
- (A) examine ways to avoid and eliminate credit card debt;
  - (B) evaluate the costs and benefits of declaring personal bankruptcy;
  - (C) evaluate the costs and benefits of buying insurance; and
  - (D) evaluate the costs and benefits of charitable giving.
- (19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:
- (A) evaluate the costs and benefits of renting a home versus buying a home; and
  - (B) assess the financial aspects of making the transition from renting to home ownership.
- (20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:
- (A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;
  - (B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;
  - (C) analyze and compare student grant options;
  - (D) analyze and compare student loan options, including private and federal loans; and
  - (E) research and evaluate various work-study program opportunities.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze economic 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;
  - (B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;
  - (C) explain a point of view on an economic issue;
  - (D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
  - (E) evaluate economic data using charts, tables, graphs, and maps.

- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - (A) use social studies terminology correctly; and
  - (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018.**

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
  - (1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.
  - (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 artworks 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. 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.
  - (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
    - (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
    - (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and
    - (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
  - (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:
    - (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and
    - (B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
  - (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:
    - (A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

- (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and
  - (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization.
- (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:
- (A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;
  - (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
  - (C) identify the causes of World War I and reasons for U.S. entry;
  - (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;
  - (E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; and
  - (F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
  - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
  - (C) analyze the impact of third parties, including the Populist and Progressive parties.
- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - (B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;
  - (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies;
  - (C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;
  - (D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific



Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;

- (E) describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz;
  - (F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and
  - (G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.
- (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:
- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
  - (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
  - (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
  - (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
  - (E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; and
  - (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- (9) History. The student understands the impact of the American civil rights movement. The student is expected to:
- (A) trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
  - (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
  - (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
  - (D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
  - (E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
  - (F) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
  - (G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
  - (H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;

- (I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
  - (J) describe how *Sweatt v. Painter* and *Brown v. Board of Education* played a role in protecting the rights of the minority during the civil rights movement.
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:
- (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of *détente*;
  - (B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and *Peace Through Strength*;
  - (C) describe U.S. involvement in the Middle East such as support for Israel, the *Camp David Accords*, the *Iran Hostage Crisis*, *Marines in Lebanon*, and the *Iran-Contra Affair*;
  - (D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the *Heritage Foundation* and the *Moral Majority*; and
  - (E) describe significant societal issues of this time period such as the *War on Drugs* and the *AIDS epidemic*.
- (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:
- (A) describe U.S. involvement in world affairs, including the end of the *Cold War*, the *Persian Gulf War*, the events surrounding *September 11, 2001*, and the *global War on Terror*;
  - (B) identify significant social and political issues such as *health care*, *immigration*, and *education* from different viewpoints across the political spectrum;
  - (C) analyze the impact of third parties on the *1992* and *2000* presidential elections; and
  - (D) identify the impact of international events, multinational corporations, government policies, and individuals on the *21st century* economy.
- (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the *Klondike Gold Rush*, the *Panama Canal*, the *Dust Bowl*, and the *levee failure in New Orleans after Hurricane Katrina*.
- (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:
- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including *western expansion*, *rural to urban*, the *Great Migration*, and the *Rust Belt to the Sun Belt*; and
  - (B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment; and
  - (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the *National Park System*, the *Environmental Protection Agency (EPA)*, and the *Endangered Species Act*.

- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;
  - (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;
  - (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
  - (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.
- (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
  - (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
  - (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;
  - (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
  - (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
- (17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:
- (A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
  - (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
  - (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
  - (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and
  - (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- (18) Government. The student understands changes over time in the role of government. The student is expected to:
- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

- (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001;
  - (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
  - (D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.
- (19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:
- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
  - (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.
- (20) Government. The student understands the impact of constitutional issues on American society. The student is expected to:
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Hernandez v. Texas*, *Tinker v. Des Moines*, and *Wisconsin v. Yoder*; and
  - (B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
- (21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:
- (A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
  - (B) describe how American values are different and unique from those of other nations.
- (22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
  - (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
  - (C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
  - (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
- (23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and

- (B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.
- (24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - (B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and
  - (C) identify and analyze the global diffusion of American culture through various media.
- (25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
- (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - (B) describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
  - (D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
- (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
  - (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - (C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
- (27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:
- (A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and
  - (B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- (28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
  - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
  - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
  - (E) identify bias and support with historical evidence a point of view on a social studies issue or event.
- (29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
  - (B) use social studies terminology correctly.
- (30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts; and
  - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.42. World History Studies (One Credit), Adopted 2018.**

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
  - (1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
  - (2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era);

600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.

- (3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
  - (4) 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.
  - (5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. 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.
  - (6) 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.
  - (7) 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).
  - (8) 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.
  - (9) 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 from the Declaration of Independence: "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."
  - (10) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (c) Knowledge and skills.

- (1) History. The student understands traditional historical points of reference in world history. The student is expected to:
  - (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;
  - (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;
  - (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;
  - (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;
  - (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and
  - (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
- (2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:
  - (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
  - (B) identify the characteristics of civilization; and
  - (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
  - (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;
  - (B) explain the impact of the fall of Rome on Western Europe; and
  - (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
  - (A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;
  - (B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;
  - (C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;



- (D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
  - (E) describe the interactions between Muslim and Hindu societies in South Asia;
  - (F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;
  - (G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
  - (H) explain the evolution and expansion of the slave trade;
  - (I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
  - (J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.
- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
  - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
  - (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
  - (B) explain the impact of the Columbian Exchange;
  - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
  - (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
  - (E) explain Ming China's impact on global trade; and
  - (F) explain new economic factors and principles of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- (A) explain how the Industrial Revolution led to political, economic, and social changes;
  - (B) identify the major political, economic, and social motivations that influenced European imperialism;
  - (C) explain the major characteristics and impact of European imperialism; and
  - (D) explain the effects of free enterprise in the Industrial Revolution.
- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:

- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;
  - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
  - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and
  - (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
  - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
  - (C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
  - (D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
  - (B) explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
  - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
  - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
  - (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;
  - (C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
  - (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;

- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
  - (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.
- (14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:
- (A) explain the impact of geopolitical influences on the development of radical Islamic terrorism;
  - (B) explain the impact of radical Islamic terrorism on global events; and
  - (C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.
- (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
  - (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
  - (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution;
  - (B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and
  - (C) describe the economic impact of globalization.
- (17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;
  - (B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;
  - (C) identify the historical origins and characteristics of socialism;
  - (D) identify the historical origins and characteristics of fascism; and
  - (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.
- (18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
  - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

- (A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;
  - (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
  - (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and
  - (D) explain the significance of the League of Nations and the United Nations.
- (20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
  - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
  - (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
  - (B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;
  - (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;
  - (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
  - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
  - (F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
  - (B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and
  - (C) identify examples of religious influence on various events referenced in the major eras of world history.
- (23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history; and

- (B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.
- (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
  - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
  - (C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and
  - (D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.
- (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
  - (B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;
  - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
  - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
  - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
  - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;
  - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
  - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
  - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and

- (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
  - (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;
  - (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
  - (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;
  - (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
  - (F) construct a thesis on a social studies issue or event supported by evidence.
- (29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
  - (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) interpret and create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.43. World Geography Studies (One Credit), Adopted 2018.**

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
  - (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and

movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

- (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 contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.
  - (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. 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.
  - (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (c) Knowledge and skills.

- (1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
  - (A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and
  - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
- (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:
  - (A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and
  - (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.
- (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:
  - (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;
  - (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and
  - (C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.
- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
  - (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
  - (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and
  - (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
  - (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
  - (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:
  - (A) locate and describe human and physical features that influence the size and distribution of settlements; and
  - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.



- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
  - (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration;
  - (C) describe trends in world population growth and distribution; and
  - (D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
  - (B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and
  - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
  - (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
  - (B) classify countries along the economic spectrum between free enterprise and communism;
  - (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and
  - (D) compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.
- (11) Economics. The student understands how geography influences economic activities. The student is expected to:
- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);
  - (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
  - (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:

- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
  - (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
- (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
  - (B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.
- (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
- (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
  - (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
  - (C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).
- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and
  - (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
  - (B) describe elements of culture, including language, religion, beliefs, institutions, and technologies; and
  - (C) describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.
- (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
  - (B) describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;
  - (C) compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and
  - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.

- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
  - (B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;
  - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
  - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.
- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
  - (B) analyze ways technological innovations such as air conditioning and desalination have allowed humans to adapt to places; and
  - (C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
  - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
  - (B) identify places of contemporary geopolitical significance on a map;
  - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;
  - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and
  - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
  - (B) generate summaries, generalizations, and thesis statements supported by evidence;
  - (C) use social studies terminology correctly; and

- (D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
  - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
  - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.44. United States Government (One-Half Credit), Adopted 2018.**

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.
- (b) Introduction.
  - (1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on 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 and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual 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. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.
  - (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 the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.
  - (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. 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.
  - (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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:
    - (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;
    - (B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;
    - (C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;
    - (D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;
    - (E) analyze debates and compromises that impacted the creation of the founding documents; and

- (F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.
- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:
- (A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
  - (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- (3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:
- (A) explain how population shifts affect voting patterns;
  - (B) examine political boundaries to make inferences regarding the distribution of political power; and
  - (C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*.
- (4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;
  - (B) compare the role of government in the U.S. free enterprise system and other economic systems; and
  - (C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.
- (5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) analyze how economic and natural resources influence U.S. foreign policy; and
  - (B) describe the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:
- (A) explain the importance of a written constitution;
  - (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
  - (C) analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
  - (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
  - (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
  - (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.

- (7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:
- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
  - (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
  - (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
  - (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);
  - (E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
  - (F) analyze selected issues raised by judicial activism and judicial restraint;
  - (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
  - (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.
- (8) Government. The student understands the concept of federalism. The student is expected to:
- (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
  - (B) categorize government powers as national, state, or shared;
  - (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
  - (D) explain how the U.S. Constitution limits the power of national and state governments.
- (9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:
- (A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
  - (B) explain the process of electing the president of the United States and analyze the Electoral College; and
  - (C) analyze the impact of the passage of the 17th Amendment.
- (10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:
- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
  - (B) explain the two-party system and evaluate the role of third parties in the United States.
- (11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

- (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
  - (B) analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:
- (A) explain the roles of limited government and the rule of law in the protection of individual rights;
  - (B) identify and define the unalienable rights;
  - (C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;
  - (D) analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;
  - (E) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. United States*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*;
  - (F) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
  - (G) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.
- (13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:
- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
  - (B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
  - (C) describe the voter registration process and the criteria for voting in elections.
- (14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:
- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
  - (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
  - (C) describe the factors that influence an individual's political attitudes and actions.
- (15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and



- (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
- (16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:
- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and
  - (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
- (17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:
- (A) explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and
  - (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.
- (18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:
- (A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and
  - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) 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;
  - (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
  - (C) analyze and defend a point of view on a current political issue;
  - (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
  - (E) evaluate government data using charts, tables, graphs, and maps.
- (20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
  - (B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.
- (21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider

advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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STATUTORY AUTHORITY. The repeal is adopted under the 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, which identifies the subjects of the required curriculum and requires the SBOE by rule to 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; and TEC, §28.025, which requires the SBOE by rule to determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

CROSS REFERENCE TO STATUTE. The repeal implements the Texas Education Code, §§7.102(c)(4), 28.002, and 28.025.

<rule>

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

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STATUTORY AUTHORITY. The amendment and new sections are adopted under the 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, which identifies the subjects of the required curriculum and requires the SBOE by rule to 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; and TEC, §28.025, which requires the SBOE by rule to determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

CROSS REFERENCE TO STATUTE. The amendment and new sections implement the Texas Education Code, §§7.102(c)(4), 28.002, and 28.025.

<rule>

**§113.51. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.**

- (a) The provisions of §§113.52-113.75 of this subchapter shall be implemented by school districts beginning September 1, 1998.
- (b) The provisions of §§113.76-113.80 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

**§113.76. Economics Advanced Studies (One-Half Credit).**

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
  - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
    - (A) analyze the relationship between his or her interests and career/discipline;
    - (B) review literature from varied sources from the selected career or discipline;
    - (C) identify a problem, issue, or concern;
    - (D) survey and/or interview professionals to determine the appropriateness of a project; and
    - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.
  - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
    - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;
    - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and
    - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.

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

**§113.77. Advanced Placement (AP) Microeconomics (One-Half Credit).**

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Microeconomics is used to meet the required course requirement for state graduation, Macroeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication *Advanced Placement Course in Microeconomics* published by The College Board.

**§113.78. Advanced Placement (AP) Macroeconomics (One-Half Credit).**

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Macroeconomics is used to meet the required course requirement for state graduation, Microeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication *Advanced Placement Course in Macroeconomics* published by The College Board.

**§113.79. International Baccalaureate (IB) Economics Standard Level (SL) (Two Credits).**

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

**§113.80. International Baccalaureate (IB) Economics Higher Level (HL) (Two Credits).**

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.