

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School [~~Adopted 2018~~].

- (a) Implementation of the provisions of this subchapter begins with the effective date of the provision unless otherwise noted.
- (b) [~~(a)~~] Implementation of the [The] provisions of [~~§113.31 and §§113.41-113.44 of~~] this subchapter adopted in 2018 begins [~~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.

§113.51. Ethnic Studies: African American Studies (One Credit).

- (a) Introduction.
 - (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of multiple perspectives and past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) History. The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:
- (A) identify the major eras, civilizations, and contributions of African American history that are foundational to humanity and predate American slavery;
- (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans such as educational systems, social and political developments, family structures, global trade, and exchange; and
- (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade.
- (2) History. The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
- (A) analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and American colonists;
- (B) assess and discuss the impact of the Middle Passage on the African American slave experience over time;
- (C) analyze the causes for the growth and development of slavery, primarily in the Southern colonies; and
- (D) analyze adaptations in African American slave culture over time such as in religion, food, and classism.
- (3) History. The student understands the justification and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
- (A) identify and evaluate the economic, social, religious, and legal justifications used by Americans to continue and expand slavery after declaring independence from Great Britain;

- (B) describe the issues surrounding the passing and influence of the Three-Fifths Compromise on African Americans in the United States;
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;
 - (D) identify and evaluate various forms of individual and group resistance against the enslavement of African Americans; and
 - (E) analyze the influence of significant individuals prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of Frederick Douglass, Richard Allen, Harriet Tubman, Ellen Craft, and Anthony Burns.
- (4) History. The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War;
 - (B) describe and analyze the successes and failures of Reconstruction;
 - (C) compare divergent paths and challenges faced by African American men and women from post-Reconstruction to the early 20th century, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters;
 - (D) explain the circumstances surrounding increased violence and extremism such as the Colfax Massacre, the Ku Klux Klan (KKK), lynchings, and race riots;
 - (E) analyze how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries;
 - (F) evaluate the impact of the 1896 Plessy v. Ferguson Supreme Court decision;
 - (G) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions; and
 - (H) evaluate the impact of participation in World War I on the African American experience, including the Buffalo Soldiers.
- (5) History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions;
 - (B) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Martin Luther King Jr., Jackie Robinson, and local leaders such as Juanita Craft;
 - (C) assess the impact of racism during World War II;
 - (D) explain the contributions of significant African American individuals and groups during World War II, including the Tuskegee Airmen and Dorie Miller;
 - (E) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of Thurgood Marshall, A. Phillip Randolph, and Mary McLeod Bethune;
 - (F) analyze the successes and failures of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and

- (G) evaluate the extent to which the Civil Rights Movement transformed American politics and society.
- (6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
- (A) identify and explain the issues confronting African Americans in the continuing quest for equality;
- (B) distinguish the major contributions of contemporary African Americans and how their contributions have shaped the American experience such as Barbara Jordan, Shirley Chisholm, Condoleezza Rice, Earl G. Graves, Colin Powell, John H. Johnson, Muhammad Ali, and Barack Obama; and
- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community.
- (7) Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history;
- (B) identify and describe the physical and human geographic factors related to the Atlantic Slave Trade and plantation system, the institution of slavery, and the Industrial Revolution;
- (C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and
- (D) analyze how environmental changes have impacted African American communities such as land use, settlement patterns, and urban development.
- (8) Economics. The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) describe the development of the plantation system and slave labor in the American colonies;
- (B) identify the groups that participated in the transatlantic triangular trade system and explain how the system worked;
- (C) analyze the effects of the Industrial Revolution and the cotton gin on the economies of the American South, the United States, and the world;
- (D) explain how economic policies such as sharecropping, Jim Crow economics, and redlining have impacted the standard of living of African Americans;
- (E) explain how unsatisfactory economic opportunities in the South and increased economic opportunities in cities of the North and West caused the Great Migration;
- (F) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today;
- (G) analyze how various geographic, cultural, social, political, and financial factors have impacted the economic mobility of African Americans such as skin color, wealth, and educational background;
- (H) analyze the effectiveness of various approaches African Americans have used to solve economic issues; and
- (I) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today.

- (9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare the effects of revolutionary ideologies on political perspectives of African Americans such as life, liberty, and the pursuit of happiness;
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;
 - (C) analyze the impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;
 - (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;
 - (E) analyze the causes and effects of legislative developments from 1960 to the present day, including voting rights, civil rights, fair housing, education, employment, and affirmative action; and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present.
- (10) Government. The student understands the African American pursuit of full citizenship over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights;
 - (B) explain how various philosophies and ideologies have played a role in the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and
 - (C) identify and analyze civic participation of African Americans in terms of leadership and strategic planning at various levels.
- (11) Citizenship. The student understands the importance of different points of view in a constitutional republic. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery;
 - (B) analyze how regional differences have impacted political perspectives of African American communities;
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; and
 - (D) evaluate selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism.
- (12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and
 - (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.
- (13) Culture. The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:

- (A) identify and evaluate the influence of African oral traditions, art, music, and dance on African American culture;
 - (B) describe and evaluate the impact of enslavement on African American culture;
 - (C) identify and evaluate the contributions of early African American writers, including Phillis Wheatley and Jupiter Hammon;
 - (D) explain the origins and characteristics of African American folk art, work songs, spirituals, and gospel music; and
 - (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.
- (14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development of blues, ragtime, and jazz music, including the achievements of composers such as Scott Joplin and James Reese Europe;
 - (B) examine how various African American expressions of dance forms, including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers, including Katherine Dunham and Misty Copeland, have contributed to the shared identity of various groups;
 - (C) explain the lasting impact of the Harlem Renaissance on American culture and society, including the achievements of individuals such as Langston Hughes, Duke Ellington, Louis Armstrong, Paul Robeson, Josephine Baker, James VanDerZee, Augusta Savage, and Sargent Johnson;
 - (D) interpret the reviews of selected works by African American authors such as *The Souls of Black Folk* by W.E.B. Du Bois, *Native Son* by Richard Wright, *Their Eyes Were Watching God* by Zora Neale Hurston, and *Eyes on the Prize* by Henry Hampton;
 - (E) examine storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Maya Angelou, bell hooks, Lorraine Hansberry, Amiri Baraka, August Wilson, Faith Ringgold, Sidney Poitier, Spike Lee, John Singleton, and Oprah Winfrey;
 - (F) explain how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; and
 - (G) analyze the impact of popular culture on African Americans during significant eras.
- (15) Science, technology, and society. The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:
- (A) identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States;
 - (B) identify examples of how industrialization was influenced by African Americans over time; and
 - (C) examine the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, Katherine Johnson, Henrietta Lacks, Mae Jemison, Dorothy Vaughan, George Washington Carver, Neil deGrasse Tyson, Katherine Johnson, and Mary Jackson.
- (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) 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; and
 - (B) use maps, charts, graphs, photographs, geographic data, and available technology tools to draw conclusions and make inferences about African American history.
- (17) Social studies skills. The student applies historical thinking in order to understand the African American experience over time. The student is expected to:
- (A) 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;
 - (B) analyze competing historical narratives and debates among historians;
 - (C) integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past; and
 - (D) analyze how historical context has shaped and continues to shape people's perspectives.
- (18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) apply social studies terminology correctly;
 - (B) apply standard grammar, spelling, sentence structure, and punctuation;
 - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using available computer software as appropriate; and
 - (D) use research to create written, oral, and visual presentations of social studies information, including a presentation on a contemporary African American issue or topic using critical methods of inquiry.

§113.60. Social Studies Advanced Studies (One-Half Credit).

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (b) Introduction. In Social Studies 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.

§113.61. 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.

Subchapter D. Other Social Studies Courses

§113.101. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.

Implementation of the provisions of this subchapter begins with the effective date of the provision unless otherwise noted.

§113.102. Advanced Placement (AP) United States History (One Credit).

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course may be used to meet either the course requirement for U.S. History for state graduation or elective course requirements.
- (b) Content requirements. Content requirements for Advanced Placement (AP) United States History are prescribed in the College Board Publication *Advanced Placement Course in United States History*, published by The College Board and in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Adopted 2018).

§113.103. Advanced Placement (AP) European History (One Credit).

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course may not be used as a substitute for World History Studies.
- (b) Content requirements. Content requirements for Advanced Placement (AP) European History are prescribed in the College Board Publication *Advanced Placement Course in European History*, published by The College Board.

§113.104. Advanced Placement (AP) World History (One Credit).

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course may be used as a substitute for World History Studies.
- (b) Content requirements. Content requirements for Advanced Placement (AP) World History are prescribed in the College Board Publication *Advanced Placement Course Description in World History*, published by The College Board and in §113.42 of this title (relating to World History Studies (One Credit), Adopted 2018).

§113.105. Advanced Placement (AP) Human Geography (One-Half to One Credit).

- (a) General requirements. Students shall be awarded either one-half credit or one credit for successful completion of this course. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Human Geography are prescribed in the College Board Publication *Advanced Placement Course Description in Human Geography*, published by The College Board and in §113.43 of this title (relating to World Geography Studies (One Credit), Adopted 2018) when taught as a one credit course. Content requirements for AP Human Geography are prescribed in the College Board Publication *Advanced Placement Course Description in Human Geography*, published by The College Board when taught as a one-half credit course.

§113.106. Advanced Placement (AP) U.S. Government and Politics (One-Half Credit).

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation.
- (b) Content requirements. Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication *Advanced Placement Course in U.S. Government and*

Politics, published by The College Board and in §113.44 of this title (relating to United States Government (One-Half Credit), Adopted 2018).

§113.107. Advanced Placement (AP) Comparative Government and Politics (One-Half Credit).

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Comparative Government and Politics are prescribed in the College Board Publication *Advanced Placement Course in Comparative Government and Politics*, published by The College Board.

§113.108. Advanced Placement (AP) Psychology (One-Half Credit).

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Psychology are prescribed in the College Board Publication *Advanced Placement Course in Psychology*, published by The College Board.

§113.109. International Baccalaureate (IB) History Standard Level (SL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB History SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.110. International Baccalaureate (IB) History of Africa and the Middle East Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB History of Africa and the Middle East HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.111. International Baccalaureate (IB) History of the Americas Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. One credit may be used to meet the course requirement in United States history for state graduation; the other credit may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB History of the Americas HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Adopted 2018).

§113.112. International Baccalaureate (IB) History of Asia and Oceania Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB History of Asia and Oceania HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.113. International Baccalaureate (IB) History of Europe Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB History of Europe HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.114. International Baccalaureate (IB) Geography Standard Level (SL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet required course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Geography SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.43 of this title (relating to World Geography Studies (One Credit), Adopted 2018).

§113.115. International Baccalaureate (IB) Geography Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. One credit may be used to meet the course requirement in World Geography Studies for state graduation; the other credit may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Geography HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.43 of this title (relating to World Geography Studies (One Credit), Adopted 2018).

§113.116. International Baccalaureate (IB) Psychology Standard Level (SL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Psychology SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.117. International Baccalaureate (IB) Psychology Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Psychology HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.118. International Baccalaureate (IB) Social and Cultural Anthropology Standard Level (SL) (Two Credits).

- (a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Social and Cultural Anthropology SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.

§113.119. International Baccalaureate (IB) Social and Cultural Anthropology Higher Level (HL) (Two Credits).

- (a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.

- (b) Content requirements. Content requirements for IB Social and Cultural Anthropology HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.

§113.120. International Baccalaureate (IB) World Religions Standard Level (SL) (Two Credits).

- (a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB World Religions SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.

§113.121. International Baccalaureate (IB) Global Politics Standard Level (SL) (Two Credits).

- (a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Global Politics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.

§113.122. International Baccalaureate (IB) Global Politics Higher Level (HL) (Two Credits).

- (a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Global Politics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.

§113.123. 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.

§113.124. 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.

§113.125. 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.

§113.126. 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.

§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.

§113.52. Social Studies Advanced Studies (One-Half Credit).

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (b) Introduction. In Social Studies 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.]~~~~

§113.53. Advanced Placement (AP) United States History (One Credit).]

- ~~(a) — General requirements. Students shall be awarded one credit for successful completion of this course. This course may be used to meet either the course requirement for U.S. History for state graduation or elective course requirements.~~
- ~~(b) — Content requirements. Content requirements for Advanced Placement (AP) United States History are prescribed in the College Board Publication *Advanced Placement Course in United States History*, published by The College Board and in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012).]~~

§113.54. Advanced Placement (AP) European History (One Credit).]

- ~~(a) — General requirements. Students shall be awarded one credit for successful completion of this course. This course may not be used as a substitute for World History Studies.~~
- ~~(b) — Content requirements. Content requirements for Advanced Placement (AP) European History are prescribed in the College Board Publication *Advanced Placement Course in European History*, published by The College Board.]~~

§113.55. Advanced Placement (AP) World History (One Credit).]

- ~~(a) — General requirements. Students shall be awarded one credit for successful completion of this course. This course may be used as a substitute for World History Studies.~~
- ~~(b) — Content requirements. Content requirements for Advanced Placement (AP) World History are prescribed in the College Board Publication *Advanced Placement Course Description in World History*, published by The College Board and in §113.42 of this title (relating to World History Studies (One Credit), Beginning with School Year 2011-2012).]~~

§113.56. Advanced Placement (AP) Human Geography (One-Half to One Credit).]

- ~~(a) — General requirements. Students shall be awarded either one-half credit or one credit for successful completion of this course. When completed for one credit, this course may be used as a substitute for World Geography Studies. When completed for one-half credit, this course may be used to meet only elective course requirements.~~
- ~~(b) — Content requirements. Content requirements for Advanced Placement (AP) Human Geography are prescribed in the College Board Publication *Advanced Placement Course Description in Human Geography*, published by The College Board and in §113.43 of this title (relating to World Geography Studies (One Credit), Beginning with School Year 2011-2012) when taught as a one-credit course. Content~~

requirements for AP Human Geography are prescribed in the College Board Publication *Advanced Placement Course Description in Human Geography*, published by The College Board when taught as a one-half credit course.]

§113.57. Advanced Placement (AP) U.S. Government and Politics (One Half Credit):

- [(a) — General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet the course requirement in Government for state graduation.]
- [(b) — Content requirements. Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication *Advanced Placement Course in U.S. Government and Politics*, published by The College Board and in §113.44 of this title (relating to United States Government (One Half Credit), Beginning with School Year 2011-2012).]

§113.58. Advanced Placement (AP) Comparative Government and Politics (One Half Credit):

- [(a) — General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.]
- [(b) — Content requirements. Content requirements for Advanced Placement (AP) Comparative Government and Politics are prescribed in the College Board Publication *Advanced Placement Course in Comparative Government and Politics*, published by The College Board.]

§113.59. Advanced Placement (AP) Psychology (One Half Credit):

- [(a) — General requirements. Students shall be awarded one-half credit for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.]
- [(b) — Content requirements. Content requirements for Advanced Placement (AP) Psychology are prescribed in the College Board Publication *Advanced Placement Course in Psychology*, published by The College Board.]

§113.60. International Baccalaureate (IB) History Standard Level (SL) (Two Credits):

- [(a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.]
- [(b) — Content requirements. Content requirements for IB History SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.]

§113.61. International Baccalaureate (IB) History of Africa and the Middle East Higher Level (HL) (Two Credits):

- [(a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.]
- [(b) — Content requirements. Content requirements for IB History of Africa and the Middle East HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.]

§113.62. International Baccalaureate (IB) History of the Americas Higher Level (HL) (Two Credits):

- [(a) — General requirements. Students shall be awarded two credits for successful completion of this course. One credit may be used to meet the course requirement in United States history for state graduation; the other credit may be used to meet only elective course requirements for state graduation.]
- [(b) — Content requirements. Content requirements for IB History of the Americas HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012).]

§113.63. International Baccalaureate (IB) History of Asia and Oceania Higher Level (HL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB History of Asia and Oceania HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.64. International Baccalaureate (IB) History of Europe Higher Level (HL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB History of Europe HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.65. International Baccalaureate (IB) Geography Standard Level (SL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet required course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB Geography SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.43 of this title (relating to World Geography Studies (One Credit), Beginning with School Year 2011-2012).

§113.66. International Baccalaureate (IB) Geography Higher Level (HL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. One credit may be used to meet the course requirement in World Geography Studies for state graduation; the other credit may be used to meet only elective course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB Geography HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America and in §113.43 of this title (relating to World Geography Studies (One Credit), Beginning with School Year 2011-2012).

§113.67. International Baccalaureate (IB) Psychology Standard Level (SL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB Psychology SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.68. International Baccalaureate (IB) Psychology Higher Level (HL) (Two Credits):

- (a) — General requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.
- (b) — Content requirements. Content requirements for IB Psychology HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.71. International Baccalaureate (IB) Social and Cultural Anthropology Standard Level (SL) (Two Credits):

- (a) — General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.

~~(b) Content requirements. Content requirements for IB Social and Cultural Anthropology SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.]~~

§113.72. International Baccalaureate (IB) Social and Cultural Anthropology Higher Level (HL) (Two Credits):

~~(a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.~~

~~(b) Content requirements. Content requirements for IB Social and Cultural Anthropology HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.]~~

§113.73. International Baccalaureate (IB) World Religions Standard Level (SL) (Two Credits):

~~(a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.~~

~~(b) Content requirements. Content requirements for IB World Religions SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.]~~

§113.74. International Baccalaureate (IB) Global Politics Standard Level (SL) (Two Credits):

~~(a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.~~

~~(b) Content requirements. Content requirements for IB Global Politics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.]~~

§113.75. International Baccalaureate (IB) Global Politics Higher Level (HL) (Two Credits):

~~(a) General Requirements. Students shall be awarded two credits for successful completion of this course. This course may be used to meet only elective course requirements for state graduation.~~

~~(b) Content requirements. Content requirements for IB Global Politics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from the International Baccalaureate of North America.]~~

§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.]~~