

State Board of Education

February 2026

Draft Recommendations Texas Essential Knowledge and Skills (TEKS) Social Studies K – 12

Work Group A

This document reflects draft recommendations for the Social Studies Texas Essential Knowledge and Skills (TEKS) K - 12 from the State Board of Education’s TEKS review, Work Group A. The work group noted the amount of content provided in the adopted key topics/subtopics in a **box with yellow highlight** at the beginning of each grade level or course. This determined recommendations given by the group when removing or adding content. Proposed additions are shown in green font with underline. Proposed deletions are shown in ~~red font with strikethroughs~~. Text proposed to be moved from its current location in the grade level or course is shown in ~~purple font with strikethrough~~ and is shown in the proposed new location in purple font with underline. Social studies skills embedded in the content are shown in blue font with underline. Proposed content that was developed by Content Advisors and approved by the State Board of Education and is unchanged remains in black font. Numbering for the knowledge and skills statements and student expectations in the document will be finalized when the proposal is prepared to file with the Texas Register. For Ethnic Studies and Special Topics courses not included in the SBOE adopted key topics/subtopics, newly SBOE adopted social studies strands are embedded at the end of the student expectation as a “tag” representing the following: H for History (World, United States, and Texas), Geo/C for Geography and Culture, G/CIV for Government and Civics, E for Economics, and OSSS for Other Social Studies Skills. Comments in the right-hand column provide work group recommendations and rationale for the proposed changes.

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§XX.XX Social Studies, Kindergarten, Adopted 2026.			
Kindergarten	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	American Indians in Early America. <i>Compare and contrast</i> Stories of the Iroquois, Cherokee, and Comanche <i>to compare and contrast</i>		
(A)	<u>Summarize</u> Origin Stories of the Iroquois (e.g. Wise Owl), Cherokee (e.g. Ye-Ho-Waah), & Comanche (e.g. Clever Coyote)		
(B)	<u>Identify and Describe</u> information as shown in pictures such as Food (The Three Sisters e.g. Squash, Beans, Corn) and Housing		
(C)	<u>Identify and Describe</u> Resources and the Land		
(D)	<u>Describe</u> Relations with other Tribes & Peoples <i>including goods and services (e.g trading and bartering) by identifying different kinds of artifacts and explain how they are used to study the past.</i>		WG added trading and bartering to clarify what is meant by goods and services in this context.
(E)	<i>Goods and Services</i>		
(2)	Early Exploration of America & Texas. <u>Retell</u> Stories of Explorers (e.g. Columbus, Cabeza de Vaca, Coronado) <u>using information shown in pictures and maps.</u>		
(A)	<u>Name</u> Columbus' Ships (e.g. La Niña, La Piñta, Santa Maria)		Add names of ships for teacher clarity

(3)	Early Exploration of America & Texas. <u>Use spatial terms near and far on Globes & Maps to locate</u> (e.g. World, Spain, Texas, Cardinal Directions, Rivers, Oceans) <u>and describe relative locations on a map.</u>	
(4)	The Plymouth Colony. <u>Retell</u> The Story of the <i>Mayflower</i>	
(A)	<u>Explain</u> Who were the Pilgrims? (e.g. Religious Beliefs of the Pilgrims)	
(B)	<u>Explain</u> Religious Beliefs as motivation to seek religious freedom	
(C)	<u>Explain</u> Mayflower Compact to establish rules in the community and <u>identify ways people make decisions together.</u>	
(D)	Identify Plymouth Rock as a symbol	WG questions the significance and accuracy of teaching students about Plymouth Rock as a symbol. The consensus was to remove to make more time for other content. If a symbol is necessary, the group would like to consider other symbols, such as the Mayflower.
(5)	The Plymouth Colony. <u>Retell</u> <i>Story of Thanksgiving</i> (Stories of Squanto and Massasoit)	WG suggests combining these to create cohesiveness of topics.
(6)	<i>The Plymouth Colony: Retell Story of Thanksgiving</i>	
(7) (6)	The Plymouth Colony. <u>Use</u> <u>Map to locate:</u> England, Atlantic Ocean, Massachusetts	
(8) (7)	George Washington: Father of Our Country. <u>Retell</u> Stories of George Washington emphasizing sequencing (<i>as a child (rules of civility), General, and President</i>) <u>by creating a simple timeline.</u>	Streamline content, while keeping the foundation for other grade levels to build upon.
(A)	Washington as a child (e.g. teaching himself (civic) virtue; his rules of civility)	
(B)	Washington as a Youth: Surveyor, War Hero, Businessman	
(C)	Washington as a General: American Revolution	
(D)	Washington as a Statesman at the Constitutional Convention and as President	

(9) (8)	George Washington: Father of Our Country. <u>Use</u> Map: <u>Locate</u> Virginia & Washington, DC	
(10) (9)	We the People: Rules in the Community. <u>Explain</u> The Role of Rules (Story Based) (e.g. Home, School, Community) <u>by applying and practicing classroom rules and procedures for listening attentively and responding respectfully.</u>	
(11) (10)	We the People: Rules in the Community. <u>Identify</u> The Constitution as a Rule Book for Our Country	
(12) (11)	American Citizenship. <u>Identify</u> Expressions of Patriotism (e.g. Betsy Ross, the US Flag)	
(13) (12)	American Citizenship. <u>Recite</u> The Pledge of Allegiance	
(14) (13)	American Citizenship. <u>Identify and explain</u> Other Symbols (Bald Eagle, Liberty Bell, Statue of Liberty, National Anthem), <u>artifacts using historical sources.</u>	
(15) (14)	American Citizenship. <u>Recognize and Demonstrate</u> Honoring Public Service (e.g. Police and Firefighters, Veterans and Military, Elected Officials) <u>by applying inquiry and research methods to create and answer questions.</u>	
(16) (15)	Lone Star Heritage: Stories & Symbols. <u>Retell</u> Story of Faith (e.g. Father Damián Massanet, missionary in Texas)	WG suggests that the examples provided are “such as” examples, so that teachers can also present local figures
(17) (16)	Lone Star Heritage: Stories & Symbols. <u>Retell</u> Story of Fairness (e.g. José Antonio Navarro, Tejano leader who welcomed settlers)	WG suggests that the examples provided are “such as” examples, so that teachers can also present local figures
(18) (17)	Lone Star Heritage: Stories & Symbols. <u>Retell</u> Story of Freedom (e.g. Sam Houston, leader who fought for Texas independence from Mexico)	WG suggests that the examples provided are “such as” examples, so that teachers can also present local figures
(19) (18)	Lone Star Heritage: Stories & Symbols. <u>Identify and Recite</u> Symbols of Texas Pride (e.g. The Texas Pledge of Allegiance, “Texas, Our Texas”)	
(20) (19)	Free Enterprise. <u>Distinguish</u> and <u>practice</u> Key Elements (e.g. Choice & Opportunity Costs (“If I buy this, I can’t buy that.”) , Goods & Services, Trading, Money as a Tool for Getting Wants & Needs, Ownership (Mine and Yours) <u>and how they impact economic decision-making.</u>	WG suggests removing these topics, as they should move to another grade level because wants and needs and goods and services are challenging for Kinder students, so more time may be needed for these topics.

§XX.XX Social Studies, Grade 1, Adopted 2026.			
Grade 1	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Thanksgiving. <u>Summarize</u> The Story of Thanksgiving		
(A)	<u>Explain</u> American Indians and Pilgrims shared a meal, and the Pilgrims gave thanks to God		
(B)	<u>Explain</u> and <u>Model</u> Cooperation and celebration		
(2)	Thanksgiving. <u>Retell</u> The Story of Don Juan de Oñate & the 1598 El Paso Thanksgiving near El Paso		
(A)	<u>Use Maps and spatial terms near and far & Cardinal Directions:</u> <u>to locate</u> El Paso, Rio Grande, & Cardinal Directions		WG Workgroup: Adding clarification by integrating skill
(3)	Life in Early America and the Beginning of Self Government. <u>Explain</u> Story About Pilgrim Families		
(A)	<u>Recognize</u> Mayflower Compact as an agreement between God and Pilgrims to live and work fairly		
(B)	<u>Explain</u> Meeting house was a place to pray and talk about community needs, hold <u>town meetings to vote on community matters, and choose leaders.</u> (and) <u>identify that these were ways people made decisions together in home, school, and the community.</u>		WG combined B and C to simplify expectation for teachers
(C)	<u>Town meetings to vote on community matters and choose leaders</u>		

(D)	Introduction of Free enterprise	WG: This is not age-appropriate in this context; students are not ready to apply this understanding. The introduction to free enterprise is addressed in a subsequent key topic (18) in relation to Texas.
(4)	The American & Texas Declarations of Independence & Symbols of Freedom. Describe American Revolution Fighting for Liberty & Unity (Boston Tea Party, Paul Revere, Thomas Jefferson writing the Declaration of Independence, "Life, Liberty, & the Pursuit of Happiness")	WG: Recommends making this key topic more concise to promote clarity. Suggest something like this: The American Declaration of Independence Including Symbols of Freedom. Moved Texas Declaration of Independence as topic on row (17) to consolidate content. Removed Paul Revere. See rationale in subtopic B.
(A)	<u>Retell</u> Story of the Boston Tea Party	
(B)	Identify Story of Paul Revere	WG suggests moving Paul Revere 5 th grade and include these historical figures in the story of the Midnight Ride: William Dawes Samuel Prescott We are trying to make the connection from the Boston Tea Party to the Declaration of Independence and Paul Revere and the Midnight Ride felt superfluous.
(C)	Story of Crispus Attucks	WG recommends that Crispus Attucks be added to the 5 th grade SS in relation to the Boston Massacre. The Boston Massacre is not taught in first grade, so

		because of age appropriateness and the topic not being covered, we recommend this move.
(B)	<u>Identify</u> Story of Thomas Jefferson as a writer of the Declaration of Independence seeking “life, liberty, and the pursuit of happiness” (e.g. Freedom from being ruled by a king)	
(C)	<u>Use Map: to locate</u> Boston and Philadelphia <u>to illustrate geographic features and relative location.</u>	
(5)	The American & Texas Declarations of Independence & Symbols of Freedom. <u>Identify</u> Phrases, dates, and symbols of American Freedom	WG recommends removing phrases and dates because there are no phrases or dates mentioned in the subtopics for this particular key topic. WG: Recommends making this key topic more concise to promote clarity. Suggest something like this: <u>The American Declaration of Independence Including Symbols of Freedom.</u> Removed Texas as topic is covered in subsequent key topics numbered 14-17.
(A)	<u>Identify and explain</u> Stars and Stripes on the American Flag, <u>Story of America the Beautiful by stating facts based on relevant evidence.</u>	See rationale in row (7)
(B)	<u>Identify</u> Liberty Bell and Independence Hall in Philadelphia <u>by using pictures.</u>	
(6)	The American & Texas Declarations of Independence & Symbols of Freedom. <u>Identify</u> Holidays (e.g. Veterans Day, Memorial Day, Independence Day)	WG: Recommends making this key topic more concise to promote clarity. Suggest something like this: <u>The American Declaration of Independence Including Symbols of Freedom.</u>

		Removed Texas as topic is covered in subsequent key topics numbered 14-17.
(7)	The American & Texas Declarations of Independence & Symbols of Freedom. Story of “America the Beautiful”	WG: Recommend moving the story of “America the Beautiful to 5(A) to consolidate content to maximize instructional time. Moving it within topic 5, eliminates the need for “The American & Texas Declarations of Independence & Symbols of Freedom
(8)	The American & Texas Declarations of Independence & Symbols of Freedom Texas Independence Stories	WG: Because the subtopics are addressed in row 16, the main topic is no longer necessary here, so we removed it.
(A)	<i>Stephen F. Austin as the “Father of Texas”</i>	WG: Removed duplicate. This is addressed in row 16.
(B)	<i>William B. Travis as the Commander of the Alamo</i>	WG: Removed duplicate This is addressed in row 16
(9)	The American & Texas Declarations of Independence & Symbols of Freedom. Identify Phrases, Dates, & Symbols of Texas Freedom (e.g. The Lone Star on the Texas Flag, Texas Independence Day (March 2) celebrated with fireworks, “Deep in the Heart of Texas”	Removed topic here because it is a duplicate of row (17)
(10)(7)	Abraham Lincoln & the Civil War. Retell Story of Abraham Lincoln - President who worked to end slavery and protect liberty in America	
(A)	Sequence Abraham Lincoln’s life including his birth, election as president, and the Gettysburg Address on a timeline by creating a simple timeline.	WG rationale: Embedding skill
(B)	Use Map: to locate The Lincoln Memorial in Washington, D.C. to illustrate relative location.	
(11)(8)	Abraham Lincoln & the Civil War. Explain that Juneteenth is a holiday that celebrates when enslaved people in Texas learned they were free	

(12) (9)	The Civil Rights Movement. <u>Retell</u> The Story of Martin Luther King, Jr. (<i>How he worked peacefully for liberty & equality for all Americans (e.g. “I Have a Dream, MLK, Jr. Day, MLK, Jr. Memorial) using historical sources and artifacts.</i>	
(A)	<i>Worked peacefully for liberty & equality for all Americans (e.g. “I Have a Dream, MLK, Jr. Day, MLK, Jr. Memorial)</i>	WG recommends streamlining the subtopic, so it was moved to the key topic in row (12)
(13) (10)	The Civil Rights Movement. <u>Compare</u> Stories of Equality & Justice <u>of people in the past to people in the present.</u>	
(A)	<u>Identify</u> Claudette Colvin and Rosa Parks	
(B)	<u>Identify</u> Dr. Hector P. Garcia	
(C)	<u>Identify</u> Ruby Bridges	
(14)	The Settlement of Texas & Texas Heroes. The Story of the Comanche	WG: The story of the Comanches is addressed in Kindergarten, 5th, 6th, and 8 th grades. Suggest removing this content to allow more time for other key topics presented in this grade level.
(A)	Use of Horses	
(B)	Migration and sources of food/resources (e.g. Buffalo Herds)	WG: This concept is also addressed in 4 th grade. See additional rationale in row (14)
(C)	Legend of the Bluebonnet	WG: To streamline content, group recommends moving the Legend of the Bluebonnet to Kindergarten Topic 1 for more effective alignment
(15) (11)	The Settlement of Texas & Texas Heroes. <u>Summarize</u> The Story of Antonio de Olivares & the Mission that became the Alamo, resulting in <u>Spanish and Native cultures blend</u>	WG: To streamline content for cohesiveness and time, group recommends moving the blending of Spanish and Native cultures to this key

		topic. Recommend it read: Resulting in the blending of Spanish and Native cultures.
(A)	Spanish missions & presidios	WG: Because missions are addressed 2 nd , 4 th , 5 th , 8 th , group recommends removing from 1 st grade because of the amount of content already present. In addition, presidio is addressed in 5 th grade and departs from the language of the key topic.
(B)	Spanish and Native cultures blend	See rationale in row (15)
(16) (12)	The Settlement of Texas & Texas Heroes. <u>Texas Declaration of Independence. Retell</u> Texas Independence Stories (<u>Stephen F. Austin as the “Father of Texas,” William B. Travis & the Alamo</u>)	WG: Texas Declaration was moved from to consolidate the content into a single topic.
(17) (13)	The Settlement of Texas & Texas Heroes. <u>Identify</u> Phrases, Dates, & Symbols of Texas Freedom (The Lone Star, Texas Flag, Texas Independence Day (March 2), “Deep in the Heart of Texas”)	
(18) (14)	Free Enterprise Shapes Texas. <u>Participate</u> Participation in Free Enterprise (e.g. producers and consumers, supply & demand, trade among peoples and countries , ways to earn and use money, making products & providing services, starting a business or working as an employee) <u>to explain why people have jobs and describe the economic benefits for self and community.</u>	WG: Participation removed because addition of the verb “Participate” makes the statement grammatically accurate. Remove of “countries” because of age appropriateness and understanding of trade between countries.
(19) (15)	Free Enterprise Shapes Texas. <u>Apply inquiry and research methods to create and answer questions about</u> Stories of free enterprise in Texas <u>including how Free Enterprise Shapes Texas, and how Oil in Texas led to new towns, transportation and products to demonstrate understanding of the information gathered.</u>	
(A)	<u>Recognize</u> Patillo Higgins- oil at Spindletop Hill in Beaumont in 1901, The Texas Boom	WG: recommends A-D become “such as” to provide teachers with more flexibility with time and content.

(B)	<u>Recognize</u> Henry O. Flipper- engineer and surveyor with Texas land and oil projects	
(C)	<u>Recognize</u> William P. Hobby- Texas leader and Governor who supported business in the early oil years in Texas	
(D)	<u>Recognize</u> Gail Borden- condensed milk	
(20)	<i>Free Enterprise Shapes Texas. Oil in Texas led to new towns, transportation and products</i>	WG recommends moving this to key topic (19) to promote cohesiveness and clarity around important figures (A-D)
		WG Content Questions: Is there room to add local examples (i.e. school, community, city, etc. To help make the concepts more concrete to students)? Group observed key topics align with Amplify curriculum for K-2.

§XX.XX Social Studies, Grade 2, Adopted 2026.			
Grade 2	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Ancient Civilizations: People and Places That Influenced America & Texas. <u>Use</u> Globes & Maps <u>to label and interpret geographic features and relative locations of</u> 7 Continents & 5 Oceans.		
(2)	Ancient Civilizations: People and Places That Influenced America & Texas. <u>Recognize</u> Stories of Early Civilizations and their characteristics <i>(e.g. Leaders (kings, chiefs, presidents), Natural Resources available for daily life and innovations such as irrigation systems, farming, and aqueducts)</i>		
(A)	<u>Identify</u> Clovis in North America		
(B)	<u>Identify</u> Hebrews in the Middle East		
(C)	<u>Identify</u> Olmec and Ancestral Pueblo in the Americas		
(D)	<u>Identify</u> The Mississippian along the Mississippi River		
(E)	<u>Identify</u> Greek and Roman civilizations in Europe		
(F)	<u>Identify</u> Ancient African civilizations		
(G)	<i>Characteristics (e.g. Leaders (kings, chiefs, presidents), Natural Resources available for daily life and innovations such as irrigation systems, farming, and aqueducts)</i>		WG recommendation: Move (G) to (2) because these are the characteristics that we want students to know about the civilizations

(3)	American Heroes in the War for Independence. <u>Use a Map and cardinal directions to define and describe relative locations and identify</u> The Thirteen Colonies.	
(4)	American Heroes in the War for Independence. <u>Summarize</u> Reasons for the American Revolution	
(A)	<u>Explain</u> Taxation Without Representation	
(5)	American Heroes in the War for Independence. <u>Apply inquiry and research methods to summarize</u> Stories of the American Revolution <u>to demonstrate understanding of information gathered.</u>	
(A)	<u>Describe</u> Patrick Henry- Give Me Liberty or Give Me Death	
(B)	<u>Describe</u> General George Washington and the Battle of Yorktown	
(C)	<u>Describe</u> Oneida People- part of Iroquois Confederacy- scouting, carrying messages and sharing food	
(D)	<u>Describe</u> Martha Washington- helped injured soldiers	
(E)	<u>Describe</u> Marquis de Lafayette- French supported Washington in the War	
(F)	<u>Describe</u> Daniel Boone- explorer, Wilderness Road	
(6)	The Rule of Law. <u>Explain</u> The Story of the Constitutional Convention <u>using historical sources and explain how they could be used to study the past.</u>	
(A)	<u>Recognize</u> <i>The Constitution is the most important law in the US, creating The US is a constitutional republic based on rule of law_ provided by the Constitution to protect liberties and freedoms of Americans</i>	WG recommends moving original language for (A) to (C) in order to streamline language
(B)	<u>Demonstrate how</u> Leaders are chosen by the people <u>by making decisions together in the school and community</u>	WG recommends consideration for local government connections (who is chosen at the local level, how, roles, etc)
(C)	<i>The Constitution is the most important law in the US</i> <u>Recognize how provided by the Constitution to protect liberties and freedoms of Americans</u>	WG recommends moving original language for (C) to (A) in order to streamline language
(7)	The War of 1812. The Story of the War of 1812 <u>Explain</u> The Story of <i>Francis Scott Key and The Star Spangled Banner</i>	WG recommends focusing solely on Francis Scott Key and the Star Spangled Banner within this topic.
(A)	Strengthens American Identity	

(B)	Britain interfered with American trade	
(C)	USS Constitution (e.g. Old Ironsides)	
(D)	Dolly Madison saved George Washington's portrait	
(E)	Francis Scott Key and the Star Spangled Banner	
(F)	Andrew Jackson – war hero defended American independence at the Battle of New Orleans	
(8)	People & Events That Made Texas. <u>Explain how the</u> Spanish were part of the Texas settlement	
(A)	<u>Explain</u> Spanish Missions- farming and ranching	
(9)	People & Events That Made Texas. <u>Summarize the</u> Texas Revolution <u>using pictures, maps, and/or simple charts to create a timeline.</u>	
(A)	<u>Explain</u> The Alamo-symbol of courage and sacrifice	
(B)	<u>Explain</u> The Texas Declaration of Independence	
(C)	<u>Explain</u> James Bowie	WG recommends adding specificity in the form of “explain the role of…”
(D)	<u>Explain</u> David Crockett	WG recommends adding specificity in the form of “explain the role of…”
(E)	<u>Explain</u> Battle of San Jacinto	
(F)	<u>Explain</u> Goliad	WG recommends clarification – is this the battle or the massacre
(10)	People & Events That Made Texas. Thomas Jefferson Rusk	WG recommends removal because of too much content and less significance
(11) (10)	People & Events That Made Texas. <u>Analyze</u> Sam Houston	
(12) (11)	People & Events That Made Texas. <u>Explain</u> Juan Seguin	

(13) (12)	People & Events That Made Texas. <u>Identify</u> The Tonkawa and other tribes in Texas as allies who helped the Texian Army	
(14) (13)	People & Events That Made Texas. <u>Recognize</u> Government of the Republic of Texas	WG recommends clarification to add specificity – this is very broad.
(15)	Texas as a Land of Opportunity. How Immigrants & Settlers came to and shaped Texas	This is a duplicate of 16 (A)-(D), both here AND in the Key Topics and Subtopics document (see 6 (a)(i-iv) and (b)(i-iv))
(A)	Germans and Czechs farming in the Hill Country	
(B)	Chinese helping build railroads	
(C)	Irish farming in Texas	
(D)	Mexican ranching, farming, and community culture	
(16) (14)	Texas as a Land of Opportunity. <u>Describe</u> How Immigrants and settlers came to and shaped Texas, <u>including the economic benefits for self and community.</u>	
(A)	<u>Identify</u> Germans and Czechs farming in the Hill Country	WG recommends resequencing (A)-(G) in chronological order
(B)	<u>Identify</u> Chinese helping build railroads	
(C)	<u>Identify</u> Irish farming in Texas	
(D)	<u>Identify</u> Mexican ranching, farming and community culture	
(E)	<u>Identify</u> Story of Charles Schreiner	
(F)	<u>Identify</u> Story of Henry and Henrietta King – King Ranch	
(G)	<u>Identify</u> Story of Martin de Leon – Tejano rancher in Victoria	
(17) (15)	Texas as a Land of Opportunity. <u>Practicing</u> Good Citizenship by volunteering, reciting the Pledge of Allegiance, and celebrating patriotic holidays	WG recommends using <u>existing verb</u> and existing embedded skill <u>of good citizenship</u>

(18) (16)	People of the Civil War. <u>Describe the</u> Civil War <u>by stating facts based on relevant evidence</u>	
(A)	<u>Identify</u> A War between citizens of the same country	
(B)	<u>Explain</u> Slavery took away people’s freedom and treated Africans as property instead of human beings. The Civil War happened because some states wanted to keep slavery, while others wanted it to end. The war was fought to decide whether slavery would continue in the United States.	
(C)	<u>Explain</u> Abraham Lincoln was the President who worked to end slavery	
(19) (17)	People of the Civil War. <u>Recognize</u> Civil War. <u>Identify</u> The Story of People Who Opposed Slavery (e.g. Frederick Douglass, Harriet Tubman)	
(20) (18)	People of the Civil War. <u>Recognize</u> Civil War. <u>Identify</u> Military Leaders (e.g. Ulysses S. Grant, Robert E. Lee, Jefferson Davis, Robert Smalls)	

§XX.XX Social Studies, Grade 3, Adopted 2026.			
Grade 3	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	River Valley Civilizations and Connections to America and Texas. <u>Understand the River Valley Civilizations and Connections to America and Texas</u> <i>Map: Mediterranean Sea, Fertile Creseent, Mesopotamia, Egypt, Nile River, and Tigris Euphrates River</i>		
(A)	<u>Locate</u> <i>Map: Mediterranean Sea, Fertile Crescent, Mesopotamia, Egypt, Nile River, and Tigris-Euphrates River</i>		
(2) (B)	River Valley Civilizations and Connections to America and Texas. <u>Describe</u> Migration of early people (Africa to Europe, Asia, the Americas, Texas)		
(3) (C)	River Valley Civilizations and Connections to America and Texas. <u>Describe</u> Hunter-gatherer societies		
(4) (D)	River Valley Civilizations and Connections to America and Texas. <u>List</u> Important developments in human civilization from the earliest civilizations:		
(E)	<u>Identify how the</u> Fertile crescent <u>shapes settlement patterns</u> (irrigation systems, Phonetician alphabet and Texas and United States)		We have hieroglyphics as a writing system in the next standard which we think are more developmentally appropriate.

(B)(F)	<u>Identify</u> Egypt (papyrus, hieroglyphic writing, slavery , pyramids and obelisks prepare them for the afterlife , e.g. Washington Monument and San Jacinto monument, complete rule of the pharaohs, e.g. examples of the kind of unlimited government the American Founders believed America should avoid)	We believe the concept of afterlife is not developmentally appropriate for the classroom.
(G)	<u>Describe</u> complete rule of the pharaohs, e.g. slavery, examples of the kind of unlimited government the American Founders believed America should avoid	
(S)(2)	Mesoamerican and other American Civilizations and Connections to America and Texas. <u>Map: Mesoamerica</u> <u>Understand Mesoamerican and other American Civilizations and Connections to America and Texas</u>	
(A)	<u>Locate</u> <u>Map: Mesoamerica</u>	
(6)(B)	Mesoamerican and other American Civilizations and Connections to America and Texas. <u>Identify and explain how</u> Land bridge- Beringia <u>shapes migration patterns</u>	Recommendation: adding the Ice Free Corridor in order to get migration through ice sheet into the United States.
(7)(C)	Mesoamerican and other American Civilizations and Connections to America and Texas. <u>Describe</u> Important developments in human civilization from the earliest Mesoamerican civilizations	
(A)(D)	<u>how physical geography shapes the</u> Clovis culture	
(B)(E)	Poverty Point complex	
(C)(F)	Olmec culture and Preclassical and classical Maya civilization in the Yucatán and Central America	Redundant and not developmentally appropriate
(G)	<u>Maya civilization</u>	
(S)(3)	Mesoamerican and other American Civilizations and Connections to America and Texas. <u>Understand</u> Traits and contributions of early humans in Texas	
(A)	<u>Use political, physical, and thematic maps to describe and compare</u> Geographic regions of Texas (East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos)	
(B)	<u>Identify and locate</u> Gault Site in Williamson County and <u>use pictures of rock art to answer questions about the past</u>	

(C)	Rock art sites such as those in the lower Pecos River valley included in the White Shaman site	Will be taught in Gault Site
(D)	lithics and worked stone projectile points	Will be taught in Gault Site
(9)(4)	Mesoamerican and other American Civilizations and Connections to America and Texas. Understand How geography, especially the availability of water, shaped the development of civilizations in Texas, including the Caddo, Karankawa, Coahuiltecan, Mansos , and Ancestral Pueblo.	Streamline
(A)	<u>Identify how physical geography shapes</u> settlement in regions such as rivers, plains, deserts, and coasts	
(B)	<u>Identify</u> Sources of food for consumption and trade	
(C)	Practice of slavery through captive-taking	
(D)	<u>Identify</u> how the <u>economic concept of scarcity and distribution of resources</u> How each group solved problems of scarcity in their region <u>through trade</u>	
(10)(E)	Mesoamerican and other American Civilizations and Connections to America and Texas. Identify ways <u>people made decisions together through</u> systems of leadership and political organization in Texas (Caddo chiefs in farming villages , Karankawa family leaders along the coast , Coahuiltecan bands, Ancestral Pueblo councils in specialized buildings like kivas in desert farming communities)	Streamline
(11)(E)	Mesoamerican and other American Civilizations and Connections to America and Texas. <u>Identify</u> the word Tejas, meaning “friend” or “ally”, which oral tradition states came from the Caddo language and gave Texas its name	
(12)(5)	Ancient Israel and Connections to America and Texas. Understand Important historical events and contributions to Western civilization from the ancient Israelites	
(A)	<u>Locate Location on a Map:</u> Ancient Israel, Jerusalem <u>on a map</u>	
(B)	<u>Explain Influential</u> ancient Hebrew narratives found in the Bible (Old Testament) and their influence on America and Texas (American culture, abolition movement, African American spirituals influenced of the story of Moses, Hebrew slavery in Egypt, the Exodus and the Promised Land, Ten Commandments and the laws of the Torah , including their influence on right and wrong , and American ideas about laws, the Hebrew story of being the chosen people by God for the specific purpose with a promised land which would inspired Puritans and other people moving to North America)	We believe using Old Testament is more historically accurate than saying the Bible and better aligns to statute. American culture is not specific enough, specificity follows in the list after that. Remove abolition movement for redundancy.

		<p>Included in later standards</p> <p>The laws of the Torah are too extensive for third grade and not necessary to understand the ten commandments.</p> <p>Reduce the number of examples that are not developmentally appropriate.</p>
(13) (C)	Ancient Israel and Connections to America and Texas. <u>Identify</u> The role of ancient Hebrew leaders and their influence on Texas and American leaders	
(A) (D)	Abraham who founded Israel and is the father of three major religions practiced by many Americans	<p>Abraham predated the founding of Israel; cut for historical accuracy.</p> <p>Recommendation: Reword to say “Abraham was foundational to three major religions...”</p>
(B) (E)	Moses who led the Israelites out of Egyptian slavery and served as inspiration and encouragement for African Americans held in slavery in America and Texas	
(14) (6)	Ancient Greece and Connections to America and Texas. <u>Understand</u> Important historical events and contributions to America and Texas by the ancient Greeks	
(A)	<u>Locate</u> Location on a map: Greece, Greek city-states (Athens and Sparta) <u>on a map</u>	
(B)	<u>Describe</u> Scientific and cultural contributions from the ancient Greeks (Parthenon e.g. Lincoln Memorial, Olympics which Americans and Texans compete in today, Greek alphabet as the source of English alphabet used in America and Texas today , myths, legends, history, pottery, polytheism)	<p>Reduce for brevity</p> <p>Recommendation: clarify that the purpose for pottery is as a record of history.</p> <p>Polytheism is redundant because it forms the basis of mythology.</p>
(C)	<u>Identify and give examples of primary sources such as pottery, and compare with secondary sources</u>	
(E) (D)	<u>Explain</u> Ancient Greek historical events and <u>make connections to</u> their influence on America and Texas (Battle of Thermopylae e.g. Alamo comparison, Alexander the Great and the Library of Alexandria (e.g. public libraries in America and Texas))	Streamline

(D)(E)	<u>Identify ways people make decisions together</u> , including Greek ideas about rules and government and their influence on America and Texas (citizenship, liberty, democracy, responsibilities, and the rule of law, self-government, juries, the separation of powers)	
(15)(7)	Ancient Rome and Connections to America and Texas. <u>Understand</u> Important historical events and contributions to Western civilization, America, and Texas by the Roman Republic.	
(A)	<u>Locate Map</u> : Roman Empire <u>on a map</u>	
(B)	Influential ancient Roman historical events and stories for America and Texas (Romulus and the founding of Rome, Brutus and the founding of the Republic, Cincinnatus, e.g. why George Washington is called the American Cincinnatus, the Roman leader Gaius Marius, e.g. to whom Sam Houston compared himself in his portrait, Julius Caesar' and Augustus' transformation of the Roman Republic into the Republic Empire (e.g. who American months of July and August are named)	Cut to reduce content and redundancy
(16)(B)	Ancient Rome and Connections to America and Texas. <u>Research and answer questions about</u> Roman contributions to civilizations (the architectural features exemplified by the Colosseum and Pantheon and their influence on America and Texas, e.g. US and Texas capitols and Jefferson memorial, Latin words used in English used in America and Texas today, e.g. E Pluribus Unum on the Great Seal of the United States)	
(17)(C)	Ancient Rome and Connections to America and Texas. <u>Identify ways people make decisions together</u> including Roman contributions to government in America and Texas (republicanism)	
(18)	Ancient Rome and Connections to America and Texas. Important historical events and contributions to Western Civilization, America, and Texas by the Roman Empire (influential aspects of Christianity that began under Roman rule and later influenced American and Texas laws and traditions (Jesus of Nazareth e.g. treat others the way you want to be treated and to love your neighbor, Christian ideas, e.g. value of every individual, doing what is right, and showing compassion to others helped shape American beliefs about equality, rights, and treating people with dignity)	Redundant
(19)(D)	Ancient Rome and Connections to America and Texas. <u>Explain</u> Why Western Roman Empire weakened and the lessons it gave to America's founders (the emperors spending more money than they had, economic instability and shrinking trade)	

§XX.XX Social Studies, Grade 4, Adopted 2026.			
Grade 4	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	The Middle Ages in Asia, Africa, and the Middle East and Connections to America and Texas. <u>Understand</u> Important Historical events in Africa and Asia (locations and mapping, Muhammed and the Quran, spread of Islam through trade and conquest, Islamic Golden Age, Muslim conquest of Spain, influence of Spanish civilization e.g. Spanish influence on architecture on missions in California, New Mexico and Texas including the Alamo).		
(A)	<u>Locations and mapping</u>		Recommendation: reword to say “locate on a map” Recommendation: Include on a map: African kingdoms, China, Silk road, and Indian Ocean, Middle East, and Spain
(A)(B)	<u>Identify</u> African Kingdoms (Mansa Musa)		Recommendation: List Mansa Musa as a significant figure of Mali, which is one African kingdom. Recommendation: Include one to two examples of African kingdoms, possibly Ethiopia.
(C)	<u>Identify Muhammed and the Quran, trace the spread of Islam through trade and conquest</u>		

(D)	<u>Identify</u> <i>Islamic Golden Age, Muslim conquest of Spain, influence of Spanish civilization e.g. Spanish influence on architecture on missions in California, New Mexico and Texas including the Alamo).</i>	
(B) (E)	<u>Identify</u> Asia (Marco Polo, Tang and Song Dynasty, <u>and research</u> innovations e.g. gun powder and printing)	Streamline
(C) (F)	<u>Analyze</u> <u>the distribution of resources through</u> Silk road, Trans-Saharan caravans, and Indian Ocean sea routes	Recommend: Adding economic and cultural impact
(2)	The Middle Ages in Europe and Connections to America and Texas. <u>Understand</u> Important historical events and contributions to Western civilization in Early Middle Ages	
(A)	<u>Locate</u> Location on a map (Alps and Pyrenes mountains, Sahara and Arabian Deserts, Baltic and North Seas, Danube River, Germany, Spain, Portugal, United Kingdom, and Israel) <u>on a map</u>	It's in 3 rd grade and does not relate to the story of Middle Ages in Europe.
(B)	<u>Identify</u> the Role of the Catholic Church in the Middle Ages (monasteries e.g. model that Spanish missions would later imitate in Texas, monks preservation of ancient texts by copying them by hand)	
(3)	The Middle Ages in Europe and Connections to America and Texas. <u>Understand</u> Important historical events and contributions from Medieval Europe	
(A)	<u>Identify</u> Important peoples and leaders (Charlemagne, Norse people e.g. influence on English names for days of the week as used in America and Texas, Viking raids across Europe , Leif Erikson e.g. first explored North America, <u>Norse people e.g. influence on English names for days of the week as used in America and Texas</u>)	Streamline
(B)	<u>Explain</u> <u>feudalism e.g. castles and knights, and connect</u> <u>English common law e.g. influenced American and Texas law,</u>	
(C)	<u>Identify when and where the 1215 Magna Carta was created and explain how circumstances shaped what the document shows about the past e.g. influenced the U.S. Constitution's limits of government power and protection of rights,</u>	
(D)	<u>Describe</u> <u>chivalry as a code of honor for knights and e.g. how it influenced Texas cowboy code</u>	
(E)	<u>Identify and research</u> <u>innovations and inventions e.g. watermill, windmills, iron plough, crop rotation that would later be used in America and Texas</u>	
(F)	<u>Describe</u> <u>Gothic style architecture e.g. inspired National Cathedral, America and Texas colleges can be traced back to cathedral schools and universities of the Middle Ages,</u>	

(G)	<u>Identify and compare perspectives during the Christian reconquest called the Reconquista of Southern Iberia, and recognize the implementation of Arabic numbers e.g. used in America and Texas)</u>	Streamline
(4)	The Middle Ages in Europe and Connections to America and Texas. Important events and contributions to Western civilization, America and Texas in the Middle Ages (feudalism e.g. castles and knights, English common law e.g. influenced American and Texas law, 1215 Magna Carta e.g. influenced the U.S. Constitution's limits of government power and protection of rights, chivalry as a code of honor for knights e.g. influenced Texas cowboy code, innovations and inventions e.g. watermill, windmills, iron plough, crop rotation that would later be used in America and Texas, Gothic style architecture e.g. inspired National Cathedral, America and Texas colleges can be traced back to cathedral schools and universities of the Middle Ages, Christian reconquest called the Reconquista of Southern Iberia, Arabic numbers e.g. used in America and Texas)	Streamline above
(S)(4)	People in the Americas and Texas. Understand How civilizations and trade grew and changed in the Americas in the Middle Ages	
(A)	<u>Locate Location on a map of</u> the Americas (Andes, Appalachian, and Rocky Mountains, Great Lakes, Amazon River, Mississippi River, and Rio Grande River, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea <u>on a map</u>)	
(B)	<u>Identify how physical geography shaped settlements and</u> Effects of these landforms on where people settled and traded in America and Texas	Streamline Recommendation: reword to say "in the Americas and Texas" Recommendation: Add adaptations and modifications
(C)	<u>Describe the significance of Mississippian culture (Cahokia and other towns, Mound builder cultures across what would become the eastern United states, extensive trade networks)</u>	
(C)(D)	<u>Describe the significance of</u> Maya in the Yucatan Peninsula (pyramids at Chichén Itzá, the city of Tikal, <u>glyph writing</u> , calendar system, Mayan food on modern Texas culture e.g. corn, beans, chocolate)	
(D)(E)	<u>Describe the significance of</u> Inca Empire (Machu Picchu, mit'a system e.g. as community responsibility, innovations e.g. quipus (knotted string for record keeping) , terrace farming, systems of roads for communication and regional trade)	Streamline
(E)(F)	<u>Describe the significance of</u> Aztec Empire (founding of Tenochtitlán, chinampas (floating gardens), Aztec conquest and slavery toward neighboring tribes)	

(F)(G)	<u>Identify primary sources in the Americas, including glyph writing, and quipus (knotted string for record keeping).</u>	
(F)(H)	Many Texans are descended from the peoples of Mexico and South America and their <u>Describe</u> the <u>influences</u> of <u>Mexican and South American</u> cultural heritage on influences Texas culture today.	Reworded for clarity
(G)	<i>Mississippian culture (Cahokia and other towns, Mound builder cultures across what would become the eastern United States, extensive trade networks)</i>	
(6)(5)	People in the Americas and Texas. <u>Understand</u> Civilizations in Texas in the centuries prior to European exploration and settlement	
(A)	<i>Differences between natural resources in east and west Texas and its effect on American Indian tribes (compare and contrast)</i>	
(B)(A)	<u>Locate and Identify</u> Traits of the Caddo (their origins in Mississippian culture e.g. permanent villages and location in Piney Woods of East Texas, Oklahoma, Arkansas, and Louisiana, Mound complexes including Caddo Mounds State Park in Alto Texas, farming “three sisters” e.g. corn, beans, and squash, systems of crop rotation, extensive trade networks across the region)	
(C)(B)	<u>Locate and Identify</u> Traits of the Jumano (Big Bend and West Texas, traded goods with Pueblo and Caddo specialization, Paint Rock, villages of adobe)	
(D)(C)	<u>Locate and Identify</u> Traits of the Apache in the Plains of Texas as people (moved seasonally to hunt buffalo, tipis and grass huts, buffalo jumps, fought and conquered other tribes to gain access to scarce resources, trade networks from Rio Grande, Alibates flint quarry, sacred springs used by Coahuiltecan people, Loma Sandia near Corpus Christi as an ancient burial ground)	
(D)	<i>Compare and contrast the</i> Differences between natural resources in east and west Texas and its effect on American Indian tribes <i>(compare and contrast)</i>	
(7)(6)	The Renaissance and Connections to America and Texas. <u>Understand</u> Important historical events and contributions to Western civilization in the Renaissance and the exploration of Christopher Columbus	
(A)	<u>Locate</u> Location of Italian states <u>on a map</u>	
(B)	<u>Analyze</u> Main traits of the Renaissance (restoring classical Greek and Roman ideas of liberty and self-government and the classical style of art as modeled by Raphael’s painting The School of Athens, “humanism” and its focus on the dignity, individuality, and importance of human beings (ideas shared by American founding fathers). <u>Leonardo da Vinci “Renaissance man” later modeled by American</u>	Humanism is not developmentally appropriate.

	<i>founders Benjamin Franklin and Thomas Jefferson, great works of painting, sculpture, and architecture by Donatello, Michaelangelo, Leonardo da Vinci, and Raphael reflected in the architecture of the White House; the role of wealthy patrons in advancing art and learning and developing banks and the free enterprise system in America and Texas today e.g. Medici)</i>	
(C)	<u>Explain</u> <i>Leonardo da Vinci “Renaissance man” later modeled by American founders Benjamin Franklin and Thomas Jefferson.</i>	
(D)	<u>Identify</u> <i>great works of painting, sculpture, and architecture by Donatello, Michaelangelo, Leonardo da Vinci, and Raphael reflected in the architecture of the White House</i>	
(E)	<u>Explain</u> <i>the role of wealthy patrons in advancing art and learning and developing banks and the free enterprise system in America and Texas today e.g. Medici</i>	
(8) (7)	Columbus and the Beginning of Exploration. <u>Understand</u> Important historical events and contributions to world history from the Age of Exploration	
(A)	<u>Identify the causes</u> of the Age of Exploration (conquest of Constantinople, scientific innovations of the caravel ship and the compass e.g. cannon)	
(B)	<u>Locate on a map</u> Voyages of Christopher Columbus (<i>Columbus’s claiming of the land for Spain, the spread of Christianity, and his alliances and conflicts with the Indians e.g. Taino and Carib, Columbus Day (October 12), and places and names including the District of Columbia, America Vespucci (America)</i>)	
(C)	<u>Describe the significance of</u> <i>Columbus’s claiming of the land for Spain, the spread of Christianity, and his alliances and conflicts with the Indians e.g. Taino and Carib, Columbus Day (October 12);</i>	Columbus Day does not always fall on October 12. Recommendation: Add Indigenous People’s Day
(D)	<u>Identify</u> <i>places and names including the District of Columbia, America Vespucci (America)</i>	Reword to say Amerigo Vespucci
(E)	<u>Develop and utilize routines for civil discourse about the role of Christopher Columbus, including those with multiple perspectives.</u>	

§XX.XX Social Studies, Grade 5, Adopted 2026.			
Grade 5	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Reformation, Scientific Revolution and the Enlightenment and Connections to America and Texas. <u>Understand</u> Important historical events and effects in the Protestant Reformation and the Scientific Revolution		
(A)	<u>Explain the impact</u> of the Protestant Reformation (encouraged people to question both religious and political authority which American colonists would later do as well, printing press allowed the ideas of the Reformation to spread quickly a tradition continued by the American founders when seeking independence, wide spread distribution of the Bible, disagreements over religious freedom led to migration to America)		Streamline
(B)	The most important discoveries of the Scientific Revolution (Nicolaus Copernicus' sun-centered model of the universe, Galileo, Francis Bacon's description of the scientific method, Isaac Newtons' observations about gravity)		Copernicus appears later. Science covers these topics.
(B)	<u>Research and summarize</u> Technological improvements that promoted economic development during Scientific Revolution (turnpikes, canals, lighthouses, cement, glassware, crop rotation)		
(C)	<u>Explain</u> Enlightenment ideas of liberty that inspired America and Texas (John Locke and natural rights e.g. life liberty and property, Charles Montesquieu e.g. separation of powers and checks and balances, Adam Smith e.g. economic freedom)		

(2)	Exploration and Early Settlements in America. <u>Understand</u> Important historical events and developments in the European settlements of the Americas	
(A)	<u>Analyze maps of European exploration in the Americas</u>	
(A) (B)	<u>Identify</u> Spanish conquistadors (Juan Ponce De Leon and the exploration of Florida, Montezuma and the Aztecs by Hernán Cortés, Incas by Francisco Pizzaro)	
(B) (C)	<u>Explain</u> Rule in the Americas by the Spanish Empire including in present-day Texas (the founding of New Spain and Mexico City, the Spanish encomienda system, the inhumane treatment of American Indians and Friar Bartolomé de Las Casas to protect the American Indians)	
(C) (D)	<u>Explain</u> The Pueblo Revolt in 1680 – successful Native America rebellion that led to new settlements in Texas	Recommendation: Specify settlements in Texas, e.g. Corpus Christi de la Ysleta, El Paso del Norte.
(E)	<u>Create and use a thematic map of the Columbian Exchange</u>	
(D) (F)	<u>Develop and utilize routines for civil discourse and engage in civil discourse including those with multiple perspectives about</u> The Columbian Exchange (cattle, horses, timothy grass, sugar, tomatoes, corn, tobacco, gold, silver, precious metals, diseases to which American Indians had not developed resistance e.g. smallpox and its killing of millions of American Indians, map the Columbian Exchange)	Recommendation: Streamline to say “goods, diseases, technology, and ideas.”
(E) (G)	<u>Explain</u> The practice of slavery in the British, Spanish and Portuguese empires (the role of European traders and African tribal leaders in capturing and selling Africans into slavery e.g. origins of the Middle Passage, the inhumane treatment of African slaves, the experience of new world slaves most of whom were taken to South America and the Caribbean islands, triangle trade and transatlantic slave trade- American colonies smallest participant)	Streamline for developmental and emotional appropriateness.
(F) (H)	<u>Explain</u> French exploration and fur trading - René-Robert Cavelier and Sieur de La Salle	Grammatical error
(3)	Exploration and Settlements in Texas. <u>Understand</u> Important historical events and developments in the Spanish settlement of Texas	
(A)	<u>Locate</u> Major geographic features of Texas (the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park) <u>on a map</u>	
(B)	<u>Explain the impact of</u> Spanish explorers (Alonso Alvarez de Pineda, Cabeza de Vaca, Francisco Coronado, Hernando de Soto and his men led by Luis de Moscoso after de Soto’s death in 1542 as the first Europeans to enter Texas)	Reduce content and de Soto did not travel to Texas.

(C)	<u>Identify The effects of</u> Spanish rule in Texas including prior to 1600 Catholic Spanish missions and presidios in Texas, cultural changes including <i>the religious tradition Las Posadas, in foods of flour tortillas, stews and barbecue that would shape</i> Tex Mex cuisine popular in Texas today , the Apache and <i>Comanches (Numunuu) expert</i> use of horses introduced by the Spanish to expand their buffalo hunting, raiding and travel, <i>and the religious tradition Las Posadas and how Spain influenced Texas legal traditions including the right of women to own property and concept of community property).</i>	Streamline wording
(D)	<u>Identify the role of</u> The effects of Spanish rule in Texas between 1600 and 1800 (Antonio Margil de Jesus, Friar Francisco Hidalgo, the rise of the Comanches (Numunuu) and their expert use of horses and how Spain influenced Texas legal traditions including the right of women to own property and concept of community property)	
(4)	Trade and the Spread of Ideas. <u>Understand</u> Important world exchanges between European powers and world civilizations during and after the Age of Exploration	
(A)	<u>Describe</u> The growth of the Ottoman Empire (The Ottoman Empire’s role in trade, <i>including pirates and privateers</i> Battle of Malta, the Battle of Lepanto, the Siege of Vienna)	Not necessary to understand overall concept. Recommendation: Reword to say: “The growth of the Ottoman Empire and its role in trade.”
(B)	<u>Explain the relationship between the</u> Change among Christians following the Protestant Reformation <u>and the</u> (defeat of the Spanish Armada which determined that England and her future American colonies would be Protestant, Glorious Revolution to inspire American colonies and founders to seek political and religious freedom)	Streamline
(C)	<i>Mercantilism, pirates and privateers</i>	
(D)(C)	<u>Compare and contrast</u> How absolute monarchs (James I) claimed total power by divine right and limited individual freedoms, in contrast to the traditions of self-government and personal liberty later sought in the American colonies)	Streamline Recommendation: Add unlimited government
(5)	The British Colonies in America. <u>Understand</u> The founding of American colonies	
(A)	Locate Location on a map (what would become thirteen colonies, three colonial regions <i>and their traits</i>) <u>on a map</u>	

(B)	<u>Explain</u> <i>their traits</i>	Recommendation: List out political, economic, geographic, and social by region
(B) (C)	<u>Explain</u> Jamestown (Powhatan and the English and cooperation between Pocahontas and John Smith, the starving time)	
(C) (D)	<u>Explain</u> Plymouth and Massachusetts Bay (how the Pilgrims and Puritans both sought religious freedom, Mayflower and surviving the first winter with help of American Indians including the Wampanoag and Squanto, first Thanksgiving)	
(D) (E)	<u>Identify how people made decisions</u> in Ideas at Jamestown and Plymouth that would define America (free enterprise, private property, merit, religious freedom, consent of the people and self-government found in Virginia House of Burgesses and the Mayflower Compact, John Winthrop’s image of “A City Upon a Hill”)	Recommendation: reword to say “origins of free enterprise…” Recommendation: reword merit to say “work ethic or hard working”
(F)	<u>Evaluate the credibility of primary and secondary sources related to</u> Jamestown and Plymouth (<i>Powhatan and the English and cooperation between Pocahontas and John Smith, the starving time</i>)	
(E) (G)	<u>Describe</u> Religious diversity in American colonies (Anglicans, Catholics, Quakers)	
(F) (H)	<u>Describe</u> Life in the colonies (colonists and American Indians cooperated at sometimes and were in conflict , indentured servitude and slavery, origins of the anti-slavery movement e.g. Pilgrims, Quakers, John Woolman)	Recommendation: Include “interactions between” before colonists Streamline with Quakers
(6)	The British Colonies in America. <u>Understand</u> Important ideas and events that influenced self-government in colonial America	
(A)	<u>Define</u> Salutary neglect	
(B)	<u>Explain the impact of</u> Great Awakening and Whitfield <u>and The Enlightenment</u>	Streamline
(C)	<i>The Enlightenment</i>	
(D) (C)	<u>Identify the causes of the growth of self-government</u> , including Colonial government, town government, and militias, English idea of rights	
(7)	The American War for Independence and the Pursuit of Freedom. <u>Understand</u> Important causes, events, and effects of the American Revolution	Recommendation: use parallel language of American Revolution

(A)	<u>Explain Mercantilism</u>	
(A) (B)	<u>Describe the causes of the revolution and key people</u> , including French and Indian War, <u>Stamp Act (Taxation without Representation)</u> , <u>Boston Massacre</u> , <u>The Tea Act</u> , <u>Boston Tea Party</u> , <u>Samuel Adams</u> and <u>the Sons of Liberty</u> , <u>Intolerable Acts</u>	Recommendation: List events in chronological order Recommendation: Add Crispus Attucks and proclamation line of 1763
(C)	<u>Create a timeline of key events leading to the revolution and explain relationships among them</u>	
(B)	<u>Boston Massacre</u>	
(C)	<u>The Tea Act</u> , <u>Boston Tea Party</u> , <u>Samuel Adams</u> and <u>the Sons of Liberty</u>	
(D)	<u>Stamp Act (Taxation without Representation)</u>	
(E)	<u>Intolerable Acts</u>	
(8)	The American War for Independence and the Pursuit of Freedom. Understand Events and people that led to of the American Revolution	Recommendation: use parallel language of American Revolution
(A)	<u>Describe events and people that led to the American Revolution</u> e.g. Continental Congress, <u>Minuteman of Lexington and Concord</u> ,	Recommendation: add 1 st and 2 nd Continental Congress and Committees of Correspondence
(B)	<u>Minuteman of Lexington and Concord</u>	
(C)	<u>Thomas Paine</u>	
(9)	<u>The American War for Independence and the Pursuit of Freedom. Declaration of Independence</u>	
(B)	<u>Explain the significance of the Declaration of Independence (July 4, 1776)</u> , <u>Inalienable rights (“all men are created equal”, “life, liberty and the pursuit of happiness”)</u> , <u>Abigail Adams (“Remember the Ladies”)</u>	Recommendation: Include Thomas Jefferson
(A)	<u>July 4, 1776</u>	
(B)	<u>Inalienable rights (“all men are created equal”, “life, liberty and the pursuit of happiness”)</u>	
(C)	<u>Abigail Adams (“Remember the Ladies”)</u>	

(10)	<i>The American War for Independence and the Pursuit of Freedom. The American War for Independence</i>	
(A)(C)	<u>Explain events of the American Revolution</u> , including <u>Lexington and Concord</u> , Battle of Trenton, and Valley Forge, <u>Battle of Saratoga</u> , <u>Yorktown</u>	Recommendation: Add Treaty of Paris of 1783
(B)(D)	<u>Describe the significance of</u> John Paul Jones, Nathaniel Green , Marquis de Lafayette, Baron von Steuben, James Armistead Lafayette, patriots and loyalists, <u>Thomas Paine</u> , <u>George Washington's leadership at the end of the war</u>	Streamline
(E)	Battle of Saratoga	
(D)	George Washington's leadership at the end of the war, Yorktown and the Newburgh Conspiracy	Streamline
(11)(9)	The United States Constitution and the Age of Washington. <u>Understand</u> The American founders' efforts at self-government as an independent country	
(A)	<u>Analyze strengths and weaknesses of</u> Articles of Confederation including <u>Northwest Ordinance</u>	
(B)	Northwest Ordinance forbade slavery	Streamline
(C)(B)	<u>Identify how people made decisions at the</u> Constitutional Convention (Connecticut Compromise, Electoral College , Three-Fifths Compromise, Slave Trade Compromise)	Streamline
(D)(C)	<u>Explain</u> The important parts of American government under the U.S. Constitution (principles e.g. popular sovereignty, republicanism, federalism, checks and balances, separation of powers, individual rights, limited government, rule of law , and protecting liberty from tyranny, citizenship e.g. civil rights, loyalty, obeying the law, voting, military service , supreme law of the land, Constitution is designed for longevity, federalist, anti-federalist, and the Bill of Rights)	Streamline
(D)	<u>Identify citizenship e.g. civil rights, loyalty, obeying the law, voting, military service</u>	Recommendation: Add "examples" after "Identify"
(D)(E)	<u>Compare different perspectives of the ratification debate, including the federalist, anti-federalist, and how it was resolved with the Bill of Rights</u>	
(E)(F)	<u>Explain</u> Foreign and domestic policies of Washington and <u>identify the central claims of</u> (Washington's Farewell Address)	
(E)(G)	<u>Explain</u> Foreign and domestic policies of Adams (Virginia and Kentucky Resolutions, Quasi War)	

§XX.XX Social Studies, Grade 6, Adopted 2026.			
Grade 6	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Revolutions in Europe and the Americas during the 1800s. <u>Understands</u> The history of Texas from 1800 to 1825		Other content is missing such as causes of revolution, world context, and European antecedents
(A)	<u>describe</u> <i>Causes and effects of the Mexican War for Independence</i>		
(A)(B)	<u>explain</u> Mexican War for Independence (social hierarchy in Mexico, Miguel Hidalgo, the Battle of Medina in present day Texas)		
(2)	The Early Republic and Emergence of an American Culture. <u>Understands</u> The history of America during the Early Republic from 1800 to 1825 <i>(important events from the presidency of Thomas Jefferson e.g. election of 1800, Louisiana Purchase, prohibition of slave imports by Jefferson and Congress in 1808, The War of 1812 e.g. limits on free trade, Andrew Jackson and the Battle of New Orleans, effect of the War of 1812- emergence of an American culture, Monroe Doctrine, how early Texas culture blended Tejano ranching and Spanish traditions)</i>		Regarding deletion: Was originally in the Constitution and Congress must pass a law
(A)	<u>explain</u> <i>(important events from the presidency of Thomas Jefferson e.g. election of 1800, Louisiana Purchase, prohibition of slave imports by Congress in 1808,</i>		
(B)	<u>describe</u> <i>The War of 1812 e.g. limits on free trade, Andrew Jackson and the Battle of New Orleans, and</i> <u>explain</u> <i>effect of the War of 1812- emergence of an American culture,</i>		Consider adding causes of the War of 1812, including impressment, arming of

	<u>interpret economic data and models to describe limits on free trade and the economic effects of the War of 1812</u> <i>describe the War of 1812, Andrew Jackson, and the Battle of New Orleans, and explain the emergence of an American culture</i>	American Indians (add “s” to effect of the War of 1812) <u>ECON SS Skill</u>
(C)	<u>analyze the Monroe Doctrine.</u>	Analyze the importance of the Monroe Doctrine
(D)	<u>trace how early Texas culture blended Tejano ranching and Spanish traditions)</u>	
(3)	Texas Settlement. Understands The history of settling Texas	
(A)	<u>locate Location</u> on a map (Texas landforms e.g. Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, Panhandle, Gulf Coast, Sabine River, Red River)	
(B)	<u>locate</u> Major cities of Texas (Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, Waco)	On a map? Hot spot question.
(C)	<u>determine the relationship</u> Natural Resources (timber, agriculture fossil fuels) <u>interpret maps to identify patterns between natural resources, including timber, agriculture, and fossil fuels, and Texas settlements, and explain the physical and human factors that shape geographic relationships</u>	Natural resources’ influence on settlement <u>Geographic thinking skills</u>
(D)	<i>Causes and effects of the Mexican War for Independence</i>	Moved to 1A
(4)	Texas Settlement. Understands American settlers in Tejas <i>(The Mexican government’s land grants and other incentives for Americans, Panic of 1819, Constitution of 1824)</i>	Settlers are broader than just Americans, to include Mexicans, Europeans, etc.
(A)	<u>explain</u> <i>(The Mexican government’s land grants and other incentives, Panic of 1819, Constitution of 1824)</i>	After incentives, suggest adding “for settlers”
(6)(B)	<u>explain</u> <i>Stephen F. Austin and the Old Three Hundred</i>	Explain the importance of or significance of...

(5) (C)	compare Texas Settlement. <i>Empresarios</i>	Consider adding clarification: Origins and intentions, different clientele, serve different populations
	Texas Settlement. <i>Stephen F. Austin and the Old Three Hundred</i>	
(7) (D)	Texas Settlement. <u>identify and describe</u> Both peaceful and violent interactions between the Comanches and settlers (Cynthia Parker, Matilda Lockhart, and Juana Cavazos)	
(8) (5)	Westward Expansion. <u>Understands</u> Westward Expansion from 1825-1848 in Texas and the United States	Divide westward expansion into early 1825-1835 and later 1835-1848 with Texas Revolution in the middle.
(A)	<u>analyze</u> Causes of Westward Expansion (New inventions, Manifest Destiny) <u>analyze causes of Westward Expansion, including new inventions and Manifest Destiny, and understand that point of view and frame of reference in historical sources influence perspectives</u>	Causes and effects <u>Historical Thinking SS Skill</u>
(B)	<u>determine the relationship</u> Key innovations in the first Industrial Revolution (coal power, steamboats, cotton gin)	Between industrial revolution and westward expansion
(C)	<u>explain</u> Presidency of Andrew Jackson (expanded voting rights for men, Trail of Tears) <u>apply foundational language skills to engage in civil discourse about the presidency of Andrew Jackson, including multiple perspectives</u>	Removed because this topic does not align to Westward territorial expansion. <u>Civics SS Skills</u>
(9) (6)	Texas Revolution. <u>Understands</u> <i>The Texas Revolution</i>	
(A)	<u>explain</u> <i>Declaration of Independence from Mexico (suspension of the Constitution of 1824, Texas Declaration of Independence, the Siege of Bexar, Battle at Goliad, Battle of San Jacinto, Battle of the Alamo, Gonzales,</i>	These items should be in chronological order.
(B)	<u>identify</u> <i>March 2, 1836 Texas Independence Day, “Come and Take it” Flag, and “Remember the Alamo.”</i>	These items should be in chronological order.

(C)	<u>explain</u> <i>Santa Anna, Stephen F. Austin, Samuel Houston, Richard Ellis, Juan Sequin, James Bowie, William B. Travis, David Crockett, Susanna Dickinson</i>	Explain contributions of...
(7)	Westward Expansion. <u>Understands</u> Westward Expansion from 1825-1848 in Texas and the United States	Divide westward expansion into early 1825-1835 and later 1835-1848 with Texas Revolution in the middle.
(A)	<u>explain</u> Mexican-American War (annexation of Texas, James K. Polk, important events and role of Texans, <i>growth in trade through Galveston, Indianola, and other Texas ports</i> , Mexican Cession in the Treaty of Guadalupe-Hidalgo, US and American Indian relations)	Consider adding causes and effects
(B)	<u>describe</u> <i>growth in trade through Galveston, Indianola, and other Texas ports.</i>	Describe reasons for...
(C)	<u>compare</u> Important population shifts in Antebellum America (Mormon Trail, Oregon Trail, European emigration to Texas, new waves of immigrants from Ireland and Germany and the Nativist response, California Gold Rush, migration to California and its statehood in the Compromise of 1850) <u>analyze historical data, maps, charts, graphs, and timelines to compare important population shifts in Antebellum America, including Mormon Trail, Oregon Trail, European emigration to Texas, new waves of immigrants from Ireland and Germany and the Nativist response, California Gold Rush, migration to California and its statehood in the Compromise of 1850</u>	<u>Historical Thinking SS Skill</u>
(9)	<i>Texas Revolution. The Texas Revolution</i>	
(A)	<i>Declaration of Independence from Mexico (suspension of the Constitution of 1824, Santa Anna, Texas Declaration of Independence, March 2, 1836 Texas Independence Day, "Come and Take it" Flag, and "Remember the Alamo", Stephen F. Austin, Samuel Houston, Richard Ellis, Juan Sequin, Gonzales, the Siege of Bexar, Battle at Goliad, Battle of San Jacinto, Battle of the Alamo, James Bowie, William B. Travis, David Crockett, Susanna Dickenson)</i>	
(10) (8)	Texas, The Civil War, and Reconstruction. <u>Understands</u> Life in Antebellum Texas and America	
(A)	<u>trace</u> Sectionalism (slave labor, cotton gin, Missouri Compromise, Nat Turner Rebellion)	Trace the development of...

(B)	<u>analyze</u> <i>Causes of the American Civil War</i>	Causes of American Civil War are not specifically listed, including tariff policy, slavery, states' rights
(C)	<u>identify</u> <i>Causes of the American Civil War</i> (role of important abolitionists prior to the Civil War e.g. Grimké sisters, Frederick Douglass, Sojourner Truth, Harriet Beecher Stowe, John Quincy Adams, William Lloyd Garrison, Second Great Awakening, <u>determine the relationship</u> Harriet Tubman and the Underground Railroad and inspiration from Moses, the Israelites, and the Exodus)	determine the relationship between... Too much content.
(E)(D)	<u>analyze</u> Important events that led to the Civil War (Great Compromise of 1850 including the Fugitive Slave Act and its impact on Texas, popular sovereignty, the Kansas-Nebraska Act, Dred Scott case, Bleeding Kansas, founding of the Republican party, John Brown's raid on Harper's Ferry, the election of Abraham Lincoln, secession of South Carolina, Ft. Sumter) <u>analyze Important events that led to the Civil War, including Great Compromise of 1850 including the Fugitive Slave Act and its impact on Texas, popular sovereignty, the Kansas-Nebraska Act, Dred Scott case, Bleeding Kansas, founding of the Republican party, John Brown's raid on Harper's Ferry, the election of Abraham Lincoln, secession of South Carolina, Ft. Sumter using reasoning skills</u>	<u>Historical Thinking SS Skill</u>
(D)(E)	<u>identify and describe</u> Civil War battles (battlefields in Texas e.g. Galveston, Sabine Pass, and Palmito Ranch, location of Union, Confederate, and border states, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea , Appomattox Courthouse)	Consider adding "and locations" identify and describe the significance of... Too much content.
(E)(F)	<u>identify</u> Role of Texas in the Civil War (Union blockades and the "cotton road", Texas supply of cattle, A.J. Hamilton, E.J. Davis, Governor Sam Houston's refusal to swear loyalty to the Confederacy, Secession of Texas)	
(E)(G)	<u>analyze</u> Abraham Lincoln (The Gettysburg Address, the Emancipation Proclamation, Second Inaugural Address, Lincoln's assassination)	
(G)(H)	<u>define</u> Reconstruction in Texas and America (Juneteenth , 13th amendment that ended slavery, 14th amendment gave citizenship and equal rights, and the 15th amendment, Freedman's Bureau, freedom colonies, presidential and congressional reconstruction disagreements, black codes, sharecropping, lynchings, Ku Klux Klan in Texas and United States, Compromise of 1877 and the loss of African American representation and rights at the end of Reconstruction)	Restructure language to focus on amendments.

(I)	<u>identify</u> <i>Juneteenth, Freedman's Bureau, freedom colonies, presidential and congressional reconstruction disagreements, black codes, sharecropping, lynchings, Ku Klux Klan in Texas and United States, Compromise of 1877 and explain the loss of African American representation and rights at the end of Reconstruction)</i>	
(H)(9)	The Gilded Age in America and Texas. <u>Understands</u> Interactions and influences between America and other regions of the world in the late 1800s	Time period may need to include the early 1900s.
(A)	<u>compare</u> New waves of immigration to America and Texas (Statue of Liberty and the role of Ellis Island, Chinese and Japanese immigrants and the Chinese Exclusion Act, The Gentlemen's Agreement e.g. Japanese rice farmers in South Houston) <i>Immigrants in Texas (Galveston and El Paso as entry points for immigrants, immigrant communities e.g. Fredericksburg, New Braunfels, Castroville, Shiner and Laredo, cultural traditions)</i>	Consider using the verbiage "and local examples"
(B)	<i>Immigrants in Texas (Galveston and El Paso as entry points for immigrants, immigrant communities e.g. Fredericksburg, New Braunfels, Castroville, Shiner and Laredo, cultural traditions)</i>	
(E)(B)	<u>explain</u> American overseas expansion (USS Maine, yellow journalism, The Spanish-American war and the role of Texas, Theodore Roosevelt and the service of Texan soldiers in the Rough Riders) <u>corroborate historical accounts by comparing multiple documents to each other and to identify meaningful discrepancies among the sources about the USS Maine and yellow journalism and explain American overseas expansion The Spanish-American war and the role of Texas, Theodore Roosevelt and the service of Texan soldiers in the Rough Riders</u>	<u>Historical Thinking SS Skill</u>
(D)(C)	<u>identify</u> Important changes in Texas and America during the Gilded Age (Jim Crow Laws, Plessy V. Ferguson, <i>W.E.B Du Bois, Marcus Garvey, Booker T. Washington, important innovations and effects of the Second Industrial Revolution e.g. oil, electricity, steel, Transcontinental Railroad, Thomas Edison's light bulb, Alexander Graham Bell's telephone, Bessemer steel process, contributions of important business owners e.g. Andrew Carnegie's U.S. steel, philanthropy, including 32 in Texas, J.P. Morgan, John D. Rockefeller's work in oil, growth of Texas oil industry, rapid expansion of American cities e.g. movement of Americans from farm to cities, and immigrant settlement in cities including in Texas, monopolies or trusts, labor unions, party bosses in urban industrial life, including in Texas, creation of the Populist party among American and Texas farmers, Susan B. Anthony and Women's suffrage, Sherman Anti Trust Act, McKinley tariff, Union leader Samuel Gompers</i>)	Gilded age was a heading. SE was broken apart to clarify. Not sure what "including 32 in Texas" references
(E)(D)	<u>compare</u> <i>W.E.B Du Bois, Booker T. Washington, Marcus Garvey.</i>	<u>Research and Inquiry SS Skills</u>

	<u>apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives to compare W.E.B Du Bois, Booker T. Washington, and Marcus Garvey</u>	
(E)	<u>describe important innovations and effects of the Second Industrial Revolution e.g. oil, electricity, steel, Transcontinental Railroad, Thomas Edison's light bulb, Alexander Graham Bell's telephone, Bessemer steel process,</u>	
(F)	<u>identify contributions of important business owners e.g. Andrew Carnegie's U.S. steel, philanthropy, J.P. Morgan, John D. Rockefeller's work in oil, and trace growth of Texas oil industry,</u>	
(G)	<u>explain rapid expansion of American cities e.g. movement of Americans from farm to cities, and immigrant settlement in cities including in Texas,</u>	
(E) (H)	<u>describe creation of the Populist party among American and Texas farmers, Susan B. Anthony and Women's suffrage, monopolies or trusts, labor unions, party bosses in urban industrial life, including in Texas, Sherman Anti Trust Act, McKinley tariff, Union leader Samuel Gompers)</u>	More appropriate to high school course. Party bosses are typically called political bosses.
(I)	<u>trace Creation and growth of communist ideology (Karl Marx and Friedrich Engels Communist Manifesto, class struggle, violent revolution, dictatorship to enforce equality, propaganda tactics including pamphlets)</u> <u>analyze the author, audience, purpose, and historical context of primary and secondary sources to trace the creation and growth of communist ideology of Karl Marx, Friedrich Engels, the Communist Manifesto, class struggle, violent revolution, dictatorship to enforce equality, and propaganda tactics, including pamphlets.</u>	<u>Media Literacy SS Skills</u>
(12) (10)	The Texas Frontier. Understands Important changes in Texas and American frontier	
(A)	<u>identify</u> Important events in Westward expansion after the Civil War (American Cowboy era, Chisholm Trail, Goodnight-Loving Trail, "Cowtown", vaquero ranching traditions on the King Ranch, farming with irrigation in South Texas, <i>cultural celebrations e.g. Fiestas Patrias, Las Posadas, and Dia de los Muertos</i>)	Should railroad expansion be covered as a cause of the close of the frontier?
(B)	<u>describe</u> Important events in Texas and America in the history of American Indians after the Civil War	Describe the status of American Indians in Texas and the US at the close of the frontier. How many were there? Who was left?

(C)	<u>describe cultural celebrations e.g. <i>Fiestas Patrias, Las Posadas, and Dia de los Muertos</i></u>	Consider using the verbiage "local celebrations"
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WORKING DOCUMENT

§XX.XX Social Studies, Grade 7, Adopted 2026.			
Grade 7	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	The Progressive Era. <u>Understands</u> Important ideas and effects of the Progressive Era in America		For clarity, consider including the progressive amendments, Amendments 16-18
(A)	<u>identify</u> Minnie Fisher Cunningham and <u>summarize</u> the 19th amendment		
(B)	<u>compare</u> Founders' belief in limited government and free enterprise while Progressives wanted to set rules for workers and consumers		
(C)	<u>analyze</u> Theodore Roosevelt (National Park Service, Big Stick Diplomacy, and continuation of the Monroe Doctrine, Panama Canal, Pure Food and Drug Act, Meat Packing Act) <u>determine and explain causes and effects of the events of Theodore Roosevelt's presidency including (events) differentiating between immediate and long term consequences.</u>		For clarity, consider Roosevelt Corollary Historical Thinking SS Skills
(D)	<u>identify</u> Adina Zavala and Clara Driscoll		Identify the significance.
(E)	<u>evaluate</u> Spindletop		Evaluate the impact of Spindletop on society
(F)	<u>identify and explain</u> Henry Ford (assembly line, Model T)		

(2)	World War I: United States and Texas. <u>Understands</u> World War I in America	
(A)	<u>describe</u> Invasion of Mexico from Fort Bliss	For clarity, consider using Pershing Expedition instead of Invasion of Mexico...
(B)	<i>Artillery, machine guns, barbed wire, gas, trench warfare</i>	
(C) (B)	<u>explain</u> Unrestricted submarine warfare and the Zimmerman Telegram <u>analyze the author, audience, purpose, and historical context of unrestricted submarine warfare and the Zimmerman Telegram to evaluate their perspective and reliability</u>	For clarity, consider explaining how this led to US involvement in WWI. Media Literacy SS Skill
(D) (C)	<u>evaluate</u> <i>Artillery, machine guns, barbed wire, gas, trench warfare</i>	The impact of...
(E) (D)	<u>summarize</u> Liberty Bonds, Espionage and Sedition Acts, <u><i>Selective Service Act</i></u>	For clarity, consider explaining the impact on the homefront.
(F) (E)	<u>identify</u> <i>Selective Service Act</i> and major battles in which American Doughboys, 90th Infantry or “Tough ‘Ombres”, 36th Division	
(3)	1920s and 1930s: United States and Texas. <u>Understands</u> Important events in America during the Roaring Twenties and the Great Depression	
(A)	<u>summarize</u> The challenges for America following World War I (renewed labor union and communist activity following Russia’s Bolshevik Revolution, the subsequent Palmer Raids, and <u>describe</u> <i>the Wall Street bombing of 1920</i> , The spread of the Ku Klux Klan and the Tulsa Race Massacre, organized crime during prohibition)	For clarity, consider adding “domestic” in front of “challenges” Too much content.
(B)	<u>analyze</u> American economic and cultural developments during the 1920s (growing prosperity and growth in the stock market, innovations of radio, Hollywood movies, flapper culture, Art Deco architecture and style, professional sports, and the novel <i>The Great Gatsby</i> , Harlem Renaissance, jazz music, blues music including Texas blues musician Blind Lemon Jefferson, Great Migration of African Americans) <u>apply inquiry and research methods to craft evidence- based analysis accounting for multiple perspective of American Cultural developments during the 1920s</u>	Not age appropriate – The Great Gatsby Research and Inquiry SS Skills Separate SE from content knowledge and SS skills

(C)	<u>determine the relationship</u> Life during the Great Depression (bank runs, unemployment, Hoovervilles, and the threat of communist revolution, the role of Franklin Delano Roosevelt, his fireside chats e.g. radio, repatriation, mass deportations)	For clarity, consider including the threat of fascism.
(D)	<u>explain</u> The Dust Bowl <u>explain the impact of geographic patterns and processes during the Dust Bowl on social, economic, and political issues and events over time.</u>	<u>Geographic SS Skill</u> For clarity, consider analyzing cause and effect of...
(4)	1920s and 1930s: United States and Texas. <u>Understands</u> The New Deal in US and Texas	
(A)	<u>summarize</u> How Texans worked with New Deal programs such as the Soil Conservation Service (SCS), and the Civilian Conservation Corps (CCC)	
(B)	<u>identify</u> The Hoover Dam and public works programs	
(C)	<u>describe</u> The end of the gold standard and increase in government regulation <u>Interpret economic data and models to describe the end of the gold standard and increase in government regulation</u>	<u>Economic SS Skill</u>
(D)	<u>describe</u> Social Security Act and direct welfare payments	For clarity, consider describing the impact of SSA and direct welfare payments on Texans.
(E)	<u>identify</u> Workers' rights and Frances Perkins (first female secretary of labor)	
(5)	Communism and Other Totalitarian Regimes. <u>Understands</u> Important world events during the 1920s and 1930s	
(A)	<u>explain</u> Communist (Bolshevik) Revolution	
(B)	<u>compare</u> Russian Civil War (the Reds and the Whites)	For clarity, consider comparing factions in...
(C)	<u>define</u> One-Party dictatorship, the Red Terror and Mass Murder	

(D)	<u>describe</u> Joseph Stalin (oppression and suffering, violent land seizures, anti-religious persecution, show trials, concentration camps, forced labor, poverty, general economic deterioration, the political purge known as the Great Terror, the gulag archipelago, and the Holodomor or Ukrainian famine)	
(E)	<u>evaluate</u> Methods communist use to spread their ideology, including propaganda, public shaming tactics, censorship, and forced conformity) <u>explain how interpretations may be limited by available sources and access to varied perspectives to evaluate methods communist used to spread their ideology, including propaganda, public shaming tactics, censorship and forced conformity.</u>	<u>Historical Thinking SS Skills</u>
(F)	<u>trace</u> Communist attempts to seize power in China in the 1920s and in Spain in the 1930s and their effects	
(G)	<u>explain</u> Adolf Hitler and the Nazi Party of Germany (Treaty of Versailles) and <u>Reichstag Fire, Fears of communist revolution, antisemitism,</u>	For clarity, consider explaining the conditions that led to the rise of ...
(H)	<u>describe</u> Fears of communist revolution and antisemitism, Nuremburg Laws, and Kristallnacht	
(A)	<u>Reichstag Fire</u>	
(6)	Communism and Other Totalitarian Regimes. <u>Understands</u> The immediate events that led to and started World War II	
(A)	<u>identify</u> German rearmament, the militarization of Rhineland, and the seizure of Austria and Czechoslovakia	
(B)	<u>define</u> Molotov-Ribbentrop Pact	
(C)	<u>explain</u> British and French guarantees of Polish sovereignty and the German invasion of Poland	
(7)	World War II: United States and Texas. <u>Understands</u> Important events and roles of America and Texas in World War II	
(A)	<u>describe</u> Japanese invasion of China, <u>German and Soviet invasions of Poland, Invasion of France and the Miracle of Dunkirk, Winston Churchill, the Battle of Britain, and the Blitz</u>	
(B)	<u>German and Soviet invasions of Poland</u>	

(C)	<i>Invasion of France and the Miracle of Dunkirk</i>	
(D)	<i>Winston Churchill, the Battle of Britain, and the Blitz</i>	
(E) (B)	<u>analyze</u> Pearl Harbor and the Day of Infamy Speech <u>analyze Pearl Harbor and the author, audience, purpose, and historical context of the Day of Infamy Speech to evaluate the perspective and reliability.</u>	<u>Media Literacy SS Skill</u>
(F) (C)	<u>identify</u> Navajo and the Lakota <i>code talkers</i> , industrialization of the south and west, and the Bracero program	For clarity, consider focusing on the military facilities/industry
(G) (D)	<u>analyze</u> Internment of Japanese American citizens	
(H) (E)	<u>identify</u> Innovations in computer and weaponry <i>Navajo code talkers.</i>	For clarity, consider the use of the Comanche code talkers as a second example as they are from Texas, better resources, and type one code talkers. Lakota were type two code talkers. Moved here because it relates to technology and innovation as it evolved from WWI.
(I) (F)	<u>describe</u> Volunteerism and sacrifices	
(J) (G)	<u>identify</u> Hitler's invasion of the Soviet Union, <i>Stalingrad, D-Day, the Battle of the Bulge, the Coral Sea,</i> the Battles of Midway, <i>the Coral Sea and Guadalcanal, D-Day, the Battle of the Bulge,</i> island-hopping, Iwo Jima, Okinawa, <i>Stalingrad</i>	For clarity, rearranged in theater and chronological order.
(K) (H)	<u>summarize</u> Conferences at Yalta and Potsdam	
(L) (I)	<u>analyze</u> Manhattan project <u>apply foundational language skills to engage in civil discourse to analyze the Manhattan Project, including multiple perspectives</u>	Causes and effects <u>Civics SS Skill</u>
(M)	<i>War crime trial in both theaters</i>	

(A)	<i>Holocaust</i>	
(J)	<u>explain Holocaust and describe</u> The Nazi regime’s attempt to exterminate the Jewish people completely through systematic mass murder by execution and in concentration camps	For clarity, consider other groups targeted by the Nazi regime Consider connections to related SEs
(I) (K)	<u>analyze War crime trials in both theaters</u>	For clarity, consider naming Nuremburg and Tokyo trials as they set precedence of crimes against humanity.
(8)	World War II: United States and Texas. <u>Understands</u> Texas’s contributions in World War II	
(A)	<u>identify</u> Audie Murphy <u>and</u> <i>Chester Nimitz</i>	
(B)	<i>Chester Nimitz</i>	
(E) (B)	<u>identify</u> American Arsenal of Democracy e.g. through shipbuilding in Houston and the Houston ship channel, aircraft manufacturing at Fort Worth, oil refining in Port Arthur and Corpus Christi, the Permian Basin, and the new pipelines the Big Inch and Little Big Inch	
(D) (C)	<u>identify</u> POW military bases	For clarity, consider “camps” versus “military bases” as many were under civilian authority.
(9)	Post War America and Early Cold War: Western Liberty and Communist Tyranny. <u>Understands</u> The Truman through the Kennedy Administration	
(A)	<u>summarize</u> Cold War, <i>Nuclear Weapons, Iron Curtain</i>	For clarity, consider impact of...
(B)	<i>Nuclear Weapons</i>	
(E)	<i>Iron Curtain</i>	
(D) (B)	<u>analyze</u> The Marshall Plan, Truman Doctrine	<u>Historical Thinking SS Skills</u>

	<u>analyze the Marshall Plan and Truman Doctrine within the early Cold War to understand how the creator’s purpose, audience, and circumstances shape what the sources show and how it can be used to understand the era.</u>	
(E) (C)	<u>trace</u> Modern Israel’s survival in the wars of 1948, 1967, and 1973 and its peace treaties with Egypt and Jordan	
(E) (D)	<u>analyze</u> Dwight Eisenhower (<i>Brown v. Board of Education</i> , interstate system, power of the military-industrial complex, Soviet Sputnik, NASA)	
(G) (E)	<u>analyze</u> John F. Kennedy (Bay of Pigs, Cuban Missile Crisis, Houston in America’s Space program, assassination in Dallas, Texas in 1963)	
(10)	Civil Rights Movement. <u>Understands</u> The Civil Rights movement	For clarity, consider Asian Americans
(A)	<u>describe</u> Bus boycott, Rosa Parks, sit-ins, freedom rides, general civil disobedience	For clarity, consider describe the impact of... Consider using the verbiage “and local examples”
(B)	Participation of Texans in the Civil Rights movement	This is addressed in grade 8.
(C) (B)	<u>describe</u> Barbara Jordan	For clarity, consider describe the contribution of...
(D) (C)	<u>analyze</u> Dr. Martin Luther King Jr. “I have a Dream” speech <u>analyze Dr. Martin Luther King Jr. “I Have a Dream Speech” within the Civil Rights movement to understand how Dr. King’s purpose, audience, and circumstances shape what the speech shows and how it can be used to understand the era.</u>	<u>Historical Thinking SS Skill</u>
(E) (D)	<u>explain</u> Civil Rights Act of 1964	For clarity, consider explain the impact of...
(F) (E)	<u>describe</u> Assassination of Dr. Martin Luther King Jr.	For clarity, consider describe the impact of... turning point
(G) (F)	<u>explain</u> Civil rights for Mexican Americans	

(H) (G)	<u>identify</u> <i>César Chávez, Dolores Huerta, Hector P. Garcia, and describe the American G.I. forum and LULAC in Texas</i>	
(H) (H)	<u>describe</u> Use of marches, boycotts, and <u>analyze</u> legal cases <i>Brown v. Board of Education</i>	Consider using the verbiage “and local examples of each”
(H) (I)	<u>describe</u> American Indian Movement and the Wounded Knee Occupation	
(H)	<i>César Chávez, Dolores Huerta, Hector P. Garcia, and the American G.I. forum</i>	
(H)	<i>LULAC in Texas</i>	
(11)	Civil Rights Movement. <u>Understands</u> Lyndon B. Johnson	For clarity, consider different title heading. Civil Rights Movement does not seem to be a good fit for LBJ-Post Civil Rights Movement. Civil Rights Era. Similar to terminology in grade 8.
(A)	Congressman and Senator	
(B) (A)	<u>identify</u> First Lady Ladybird Johnson (wildflowers and bluebonnets conservation)	
(E) (B)	<u>explain</u> Great Society programs, mass media, television, and the cultural revolution of the 1960s and early 1970s	For clarity, consider explain the impact of...
(D) (C)	<u>trace</u> Internal migration, changes in American cities, the expansion of the suburbs, urban race riots, Baby Boom	
(12)	Civil Rights Movement. <u>Understands</u> Vietnam War	
(A)	<u>analyze</u> Pentagon Papers, Domino Theory and Containment Policy	
(B)	<u>explain</u> Tonkin Gulf Resolution, Tet Offensive	For clarity, consider connection to presidential power
(C)	<u>describe</u> Draft and the anti-war movement	For clarity, consider describe the effects of...
(13)	Civil Rights Movement. <u>Understands</u> Richard Nixon’s presidency	

(A)	<u>identify</u> Election victory, and <u>explain</u> “silent majority”	
(B)	<u>describe</u> Watergate scandal	For clarity, consider describe the effects of...
(14)	Civil Rights Movement. <u>Understands</u> Important conflicts and resolutions in which America was involved	
(A)	<u>explain</u> Communist victory in Vietnam, Cambodian genocide under Pol Pot and the Khmer Rouge	Not age appropriate
(B)	Six Day War and Yom Kippur War	Already in grade 8 content. Too much content.
(C) (B)	<u>summarize</u> Camp David Accords, Iran Hostage Crisis	
(15)	Contemporary America and Texas. <u>Understands</u> End of the Cold War	
(A)	<u>analyze</u> Ronald Reagan	For clarity, consider analyze the presidency of...
(B)	<u>identify</u> Margaret Thatcher, Pope John Paul II, <i>Mikhail Gorbachev, Lech Walesa and solidarity</i>	
(C)	<i>Mikhail Gorbachev</i>	
(D)	<i>Lech Walesa and solidarity</i>	
(16)	Contemporary America and Texas. <u>Understands</u> Major events and their effects during the 1990s	
(A)	<u>analyze</u> George H.W. Bush	For clarity, consider analyze the presidency of...
(B)	<u>identify</u> Post Cold-War efforts (North America Free Trade Agreement (NAFTA))	For clarity, consider including end of the Cold War-dissolution of Soviet Union
(C)	<u>summarize</u> The Gulf War, <u>and identify</u> Saddam Hussein	For clarity, consider summarize the impact of the Gulf War
(17)	Contemporary America and Texas. <u>Understands</u> George W. Bush and Barack Obama presidencies	

(A)	analyze George W. Bush (September 11th World Trade Center, War on Terror, Osama Bin Laden, Al Qaeda, Iraq War)	
(B)	summarize 2008 economic crisis and Obama's election	
(18)	Contemporary America and Texas. Understands Important innovations and their effects during the computer and technological revolution of the 2000s and 2010s	This might be combined with KS17.
(A)	<p>describe Internet, smartphone and app use, social media and big tech companies</p> <p>analyze patterns of continuity and change over time with internet, smartphone and app use, social media and big tech companies and explain their significance</p>	<p>For clarity, consider describe the impact of...</p> <p>Historical Thinking SS Skill</p>

§XX.XX Social Studies, Grade 8, Adopted 2026.			
Grade 8	Too Much Content	Just Right	Too Little Content
	TEKS with edits		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	The Days Before Contact. <u>Understands</u> Geography of Texas		What is the content for the SE?
(2)	The Days Before Contact. <u>Understands</u> Prehistoric past of Texas and how environmental change shaped early human cultures		Where people live impacts how people live.
(A)	<u>compare and explain</u> Early people of Texas including Paleo-Indian and Archaic cultures		Compare different characteristics/distinctions. Cultural regimes, patterns of finding food, different organizations, social structures, different kinds of tools. Specific sites that exemplify – Pecos River, cave paintings, woven sandals, richness of Archaic site vs. Paleo-Indian sites.
(3)	The Age of Contact. <u>Understands the Age of Contact</u> <i>Spanish exploration and imperial competition in Texas including de Pineda, Cabeza de Vaca, Coronado</i>		Need KSs.
(A)	<u>explain</u> <i>Spanish exploration and imperial competition in Texas including de Pineda, Cabeza de Vaca, Coronado</i>		Cause and effect

(4)	Spanish Colonial Period. Understands How European imperial competition, global trade, and colonization shaped early Texas	
(5) (A)	identify Spanish Colonial Period. René-Robert Cavelier, Sieur de La Salle, <u>and explain</u> imperial rivalry	
(6) (B)	describe Spanish Colonial Period. Spanish mission system	
(7) (C)	describe Spanish Colonial Period. Hapsburgs to the Bourbons and the reorganization of the New Spain and its role in the American Revolution	Complexity and too much content
(8) (5)	Mexican National Period. Understands How Mexico's independence affected Mexican Texas	
(9) (A)	explain Mexican National Period. Mexican independence, Enlightenment ideas, Grito de Dolores, the Mexican war for independence in Texas, Panic of 1819, Mexican Constitution of 1824, <u>colonization laws, empresario system led by Moses Austin, Stephen F. Austin, Martín de León, and Green Dewitt</u>	Rationale: Too much content and will be covered with Mexican Independence. Rationale: Too much content and SFA discussion will include Moses Austin.
(B)	<u>compare empresario system led by Stephen F. Austin, Martín de León, and Green Dewitt</u>	
(10) (6)	Texas Revolution and the Republic. Understands The political, economic, and military causes, course, and consequences of the Texas War for Independence	
(A)	<u>summarize</u> Formation of the Republic of Mexico, colonization laws, empresario system, growing tensions between Federalists and Centralists (Mier y Terán report), and Law of April 6, 1830	
(B)	<u>determine the relationship</u> Fredonian Rebellion, Turtle Bayou Resolutions, the Conventions of 1832 and 1833, Stephen F. Austin's mission to Mexico City, and the rise of Antonio López de Santa Anna <u>analyze patterns of change throughout the Fredonian Rebellion, Turtle Bayou Resolutions, the Conventions of 1832 and 1833, Stephen F. Austin's mission to Mexico City, and the rise of Antonio López de Santa Anna that led to the Texas Revolution.</u>	Cause and effect <u>Historical Thinking SS Skill</u>
(C)	<u>describe</u> Texas revolution (Gonzales, Siege of Béxar, the Alamo, the Convention of 1836, the Declaration of Independence, Coletto Creek, Goliad Massacre, Runaway Scrape, Battle of San Jacinto, Treaties of Velasco)	<u>Historical Thinking SS Skill</u>

	<u>analyze the Travis Letter within the Battle of the Alamo setting to understand how Travis' purpose, audience, and circumstances shape what the letter shows and how it can be used to understand the battle and subsequent battles.</u>	
(D)	<u>identify</u> Sam Houston, Lorenzo de Zavala, Juan Seguín, José Francisco Ruiz, Jim Bowie, José Antonio Navarro, David Crockett, William B. Travis and the role of the Texas Navy	
(E)	<u>analyze</u> The Texas Declaration of Independence, and the Constitution of the Republic of Texas	Consider analyze principles of the...
(H) (7)	Texas Revolution and the Republic. <u>Understands</u> The challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas	
(A)	<u>identify</u> International diplomacy of the Republic of Texas	
(B)	<u>trace</u> Internal and external conflicts faced by the Republic, including Fort Parker, the Córdova Rebellion, The Battle of Neches, Council House Fight, Plum Creek , Santa Fe Expedition, Mexican invasions, Ranger campaigns, and the Second Texas Navy	Plum Creek is usually taught in conjunction with Council House Fight.
(C)	<u>identify</u> Chief Bowles, Mirabeau B. Lamar, John "Jack" Hays, Anson Jones, and Thomas J. Rusk	
(D)	<u>analyze</u> Annexation debates, slavery, admission to the United States in 1845	
(I) (8)	Texas Early Statehood. <u>Understands</u> Slavery, secession	
(A)	<u>summarize</u> Consequences of annexation, U.S.-Mexican War and <u>explain</u> the Treaty of Guadalupe-Hidalgo	Explain the significance of...
(B)	Struggle between the US and Texas over New Mexico	This is already included below C.
(C) (B)	<u>explain</u> U.S. Army in Texas and the shift in American Indian Policy	
(D) (C)	<u>summarize</u> Compromise of 1850 and the shape of Texas	For clarity, consider replacing "shape" with "boundaries"
(E) (D)	<u>describe</u> Decline of the Comanche (Numunuu)	Pluralize American Indian names throughout the documents. Also use correct type of "u" for the name. Reference page 26 in Key Topics doc.

(F)(E)	<u>explain</u> Gone to Texas (GTT)	Explain the significance of...
(G)(F)	<u>analyze</u> Institution of slavery in Texas and its political consequences	
(H)(G)	<u>analyze</u> Texas Ordinance of Secession, <u>and explain</u> Sam Houston's resistance, Texas Unionists such as James W. Throckmorton and German Free Thinkers , the surrender of the U.S. Army's Department of Texas, and the popular vote for secession. <u>analyze the author, purpose, and historical context of the Texas Ordinance of secession to evaluate the perspectives on secession and explain Sam Houston's resistance, Texas Unionists the surrender of the U.S. Army's Department of Texas, and the popular vote for secession.</u>	Consider using local Texas Unionists examples <u>Media Literacy SS Skill</u>
(13)(9)	Civil War and Reconstruction. <u>Understands</u> How Civil War, and Reconstruction reshaped Texas society, government and the frontier	
(A)	<u>trace</u> New Mexico campaign, capture of New Orleans, Union blockade, Battles of the Nueces, Galveston, Sabine Pass, Palmito Ranch , Vicksburg and Port Hudson; <u>Union occupation of coastal South Texas</u> ; The Red River campaign; frontier violence including Elm Creek and Dove Creek; the Great Hanging at Gainesville; Union occupation of coastal South Texas; Palmito Ranch, the surrender of the Trans-Mississippi Department ; and Juneteenth	Rationale: Too much content and redundant as this is addressed by Palmito Ranch and Juneteenth.
(B)	<u>explain</u> frontier violence including Elm Creek and Dove Creek; the Great Hanging at Gainesville;	
(B)(C)	<u>identify</u> Hood's Texas Brigade, Terry's Texas Rangers, Granbury's Brigade, Green's Brigade, E.J. Davis and the 1st Texas cavalry (U.S.) and A.J. Hamilton	
(C)(D)	<u>describe</u> Reconstruction in Texas, <u>Resistance to Reconstruction and postwar frontier policy, End of Reconstruction</u>	
(D)(E)	<u>identify</u> African American leaders and institutions during Reconstruction, George T. Ruby, Norris Wright Cuney, Walter Moses Burton, Matthew Gaines, other Black office holders, freedom colonies, Freedman's Bureau	
(E)	<u>Resistance to Reconstruction and postwar frontier policy</u>	

(F)	<u>summarize</u> The return of the U.S. army to Texas, the Treaty of Medicine Lodge Creek, changes in U.S. American Indian policy, the Third Line of Forts, figures such as <u>and identify</u> William Tecumseh Sherman and Ranald Mackenzie, buffalo hunters, and Buffalo Soldiers, Britt Johnson, the Salt Creek Prairie Massacre, Leander McNelly, Cynthia Ann Parker and Quanah Parker, and the Red River War	Line of Forts covered in return of US Army. Additionally, too much content and covered in other areas.
(G)	<i>End of Reconstruction</i>	
(H) (G)	<u>analyze</u> Texas Constitution of 1876	Analyze the principles of... Excluding amendments.
(14) (10)	Texas Immigration, Expansion and Agriculture. <u>Understands</u> How industrialization transformed Texas's economy, labor systems, politics, and society	
(A)	<u>describe</u> Resource-based industrial growth, cotton and sharecropping; buffalo slaughter associated with J. Wright Mooar and Fort Griffin	Consider clarifying resources – natural resources.
(B)	<u>determine the relationship</u> Cattle drives, <u>Ranching operations the Espuela, King, and XIT, Investment ranching and land syndicates, Barbed wire and the widespread use of windmills</u> <u>apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives on cattle drives, including the Espuela, King, and XIT ranching operations; investment ranching and land syndicates; barbed wire; and the widespread use of windmills.</u>	<u>Research and Inquiry SS Skill</u> Consider use of local examples.
(C)	<i>Ranching operations</i> such as the Espuela, King, Matador, and XIT	Examples provided are sufficient
(D) (C)	<u>describe</u> Industrial revolution in Texas; <u>Railroad expansion, Communication and transportation improvements</u>	Suggest replacing “industrial revolution in Texas” with “industrialization.”
(E)	<i>Railroad expansion</i>	Moved to C
(F)	<i>Communication and transportation improvements</i>	Moved to C
(G)	<i>Investment ranching and land syndicates</i>	Moved to B
(H)	<i>Barbed wire and the widespread use of windmills</i>	Moved to B

(D)	<u>explain</u> Political reform and regulation in response to industrialization, including Jim Hogg, the Farmers' Alliance, conflicts with railroads, creation of the Texas Railroad Commission, the temperance movement, women's suffrage movement	
(E)	<u>summarize</u> Organized labor and labor conflict, including fears of socialism , the Knights of Labor, the Great Southwest Railroad Strike (1884-1886), the Thurber Strike (1903), the Galveston longshoremen's strike (1885)	Rationale: This is a key element of the Thurber Strike.
(F)	<u>analyze</u> The status of African Americans during the industrial age, including Plessy V. Ferguson and the rise of Jim Crow segregation	
(G)	<u>explain</u> Immigration patterns and demographic change, including Mexican, German, and Czech immigration and comparisons between Texas and National immigration trends	
(15) (11)	The Age of Oil. <u>Understands</u> How petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-twentieth century	
(A)	<u>describe</u> Early oil discoveries and how they launched the oil age	
(B)	<u>identify</u> Oil boom, new fields, technological advances and the economic effects <u>identify new oil fields, technological advancement in the economic effects, and interpret the economic effect of the oil boom on Texas using sources of economic information.</u>	<u>ECON SS Skill</u>
(C)	<u>explain</u> Texas's integration into global trade and the significance of the Houston Ship Channel (1914) after the Galveston Hurricane of 1900	
(D)	Cultural responses to modernization	Rationale: Too vague. Needs clarification.
(E) (D)	<u>summarize</u> Mexican Revolution of 1910, the Porfiriato; Francisco Madero; Francisco "Pancho" Villa; Venustiano Carranza; the Pershing Expedition; and border violence such as the Plan de San Diego, the Brite Ranch Raid, and the Porvenir Massacre	The highlights the major demographic shift that emerges from this event.
(E) (E)	<u>explain</u> Texas's role in World War I (Zimmerman Telegram; Edward M. House and Woodrow Wilson; service of the 36th and 90th Divisions; the growth of training bases; and the role of Texas oil in the Allied victory	

(16) (12)	Texas in the Great Depression and World War II. <u>Understands</u> Life in Texas during the Great Depression and the contribution of Texans to American victory in World War II	
(A)	<u>describe</u> Political and social change from the 1920s through the Great Depression (Ku Klux Klan; opposition by Dan Moody and Joseph Martin Dawson ; the Ferguson political machine; drought and the Dust Bowl; women’s suffrage and leaders Jane Yelvington McCallum and Annie Webb Blanton; expanded government role; the Texas Centennial Exposition	Rationale: Too much content.
(B)	<u>describe</u> Texas in World War II, including base expansion, home front mobilization ; contributions of Chester Nimitz, Earl Rudder, Samuel Dealey, units such as the 36th and 90th Divisions, the WASPs, and the Lost Battalion, POW camps; the Bracero Program; the Big Inch and Little Inch pipelines; and postwar population change	For clarity, consider these individuals: Doris Miller, Audie Murphy and Oveta Culp Hobby
(C)	<u>describe</u> base expansion, home-front mobilization; the Bracero Program; the Big Inch and Little Inch pipelines; and postwar population change	
(D)	<u>locate and analyze</u> POW camps <u>locate POW camps and analyze the impact of POW camps on the social, economic, and political landscape of Texas.</u>	<u>GEO SS Skills</u>
(17) (13)	Texas in the 1950s and Civil Rights Era. <u>Understands</u> How postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas	
(A)	<u>explain</u> Movement toward full equality, Emma Tenayuca and the pecan shellers strike; the NAACP; LULAC; G.I. Forum; the Felix Longoria episode; and <u>analyze</u> court cases (Sweatt v. Painter, Delgado v. Bastrop ISD, Hernandez v. Texas)	
(B)	<u>identify</u> Civil rights leaders (Hector P. Garcia, James L. Farmer, Lulu Belle Madison White, and Antonio Maceo Smith)	Consider using the verbiage “and local examples”
(C)	<u>summarize</u> Civil Rights milestones and resistance (Brown v. Board of Education, desegregation efforts, and the Mansfield Texas incident e.g. Edgewood v. Kirby)	For clarity, consider clarifying desegregation efforts with examples. Rationale: Not in the correct time period.
(D)	<u>trace</u> Modernization, including petroleum expansion, industrial growth, urbanization, and population increases driven in part by the Farm Labor Supply Program	

(E)	<u>summarize</u> National attention and criticism of Texas, including Edna Ferber, <u>and identify</u> external views of Dallas and Houston, John Bainbridge's <i>The Super Americans</i> , and Neiman Marcus's influence on fashion and taste; <i>Popular culture and leisure, including Disney's interest in Texas, tourism growth, John Wayne's The Alamo</i>	
(F)	<u>analyze</u> Physical and environmental change, including reservoirs, highways, airports, military expansion, and drought	
(G)	<i>Popular culture and leisure, including Disney's interest in Texas, the Davy Crockett craze, tourism growth, John Wayne's The Alamo</i>	
(13) (14)	Texas in the 1950s and Civil Rights Era. <u>Understands</u> How Texas leaders and national events of the 1960s reshaped government, civil rights, culture, and politics in Texas	
(A)	<u>analyze</u> The political career and presidency of Lyndon Baines Johnson, including succession after John F. Kennedy's assassination, the Cold War, the Space Race, and Vietnam War	For clarity, analyze the impact of the political career and presidency of... Rationale: Vietnam War is addressed in the Cold War
(B)	<u>evaluate</u> The Great Society goals and legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, social welfare initiatives, environmental legislation) <u>apply foundational language skills to engage in civil discourse to evaluate Great Society legislation, including the Civil Rights Act of 1964, Voting Rights Act of 1965, social welfare initiatives, environmental legislation.</u>	Evaluate effectiveness <u>Civic Thinking SS Skills</u>
(C)	<u>describe</u> The life, career, and significance of Barbara Jordan	
(D)	<u>identify</u> Social and cultural change in the 1960s, new landmarks (Astrodome, Tower of the Americas), professional sports (Dallas Cowboys, Houston Oilers), the Austin music scene, suburbanization and white flight, oil decline and OPEC competition, Republican resurgence, the moon landing, Vietnam-era impacts including Vietnamese immigration and Texas military service	
(E)	<u>describe Social and cultural change in the 1960s</u> suburbanization and white flight, oil decline and OPEC competition, Republican resurgence, the moon landing, Vietnam-era impacts including Vietnamese immigration and Texas military service	The green in a copy from above SE to provide context.

(E) (F)	<u>identify</u> Other civil rights and identity movements (Women’s movement, La Raza Unida, Chicano Movement)	Texas passed the ERA
(19) (15)	Contemporary Texas. <u>Understands</u> How energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends	
(A)	<u>describe</u> Global politics and oil conservation, Arab-Israeli conflicts such as the Yom Kippur War, Oil Embargo, revitalization of the Texas oil industry, and conservation associated with Dolph Briscoe	Rationale: Redundant.
(B)	<u>identify</u> The creation and projection of the Texas image through media and literature (Dallas, Lonesome Dove, Friday Night Lights)	Rationale: Not age appropriate.
(C)	<u>analyze</u> Modern political change, rise and presidencies of George H.W. Bush and George W. Bush; shifting Democratic and Republican control; leadership Anne Richards and Bill Clements; <u>and explain</u> debates over “Blue Texas” and “Red Texas”; <i>Edgewood v. Kirby</i>	
(D)	<u>trace</u> Demographic change and migration, including internal migration from other U.S. states and international migration; <i>Populations (The Texas Triangle)</i>	
(E)	<i>Populations (The Texas Triangle)</i>	
(20) (16)	The Influence of American Founding Documents and Principles. <u>Understands</u> How American founding documents and political principles influenced the development of Texas government, law, and civic culture	
(A)	<u>analyze</u> How these ideas shaped Texas political thought and language in the Texas Declaration of Independence, the Constitution of 1836, and other revolutionary-era documents and speeches	
(B)	<u>analyze</u> How principles from the U.S. Constitution and Bill of Rights influenced the structure of Texas Constitutions (including 1845 and 1876), especially in the areas of separation of powers, individual rights, local control, and limits on executive authority <u>analyze the democratic processes and legislative procedures of the US Constitution, and analyze how principles from the U.S. Constitution and Bill of Rights influenced the structure of Texas Constitutions (including 1845 and 1876), especially in the areas of separation of powers, individual rights, local control, and limits on executive authority</u>	<u>Civics SS Skill</u>
(C)	<u>analyze</u> How Texans have invoked American founding principles over time (debates about slavery and secession, Reconstruction, civil rights, and modern conflicts over federalism and state sovereignty) to justify, challenge or reform political and legal institutions in Texas	

N§XX.XX Social Studies, World Geography Studies (One Credit), Adopted 2026.			
World Geography Studies	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(4) (1)	Major Themes in World Geography. History of geography and tools of cartography <u>The Student applies geographic thinking skills to Think Like a Geographer</u>		Theme name changed because it encompasses the skills and tools needed to be successful in the course
(A)	<u>Explain the <i>History of Geography Tools</i> including how reference and thematic maps reflect choices, limitations and biases (e.g. Mercator and other projections).</u>		Tools added to help know what history to trace Media literacy thinking skill marked
(B)	tools of cartography <u>Use Geography Tools to analyze geographic relationships (e.g. <i>Cartography, Geographic Information Systems (GIS), Global Positioning Systems (GPS), Data Visualizations (maps, charts, graphs), Aerial Photography, Geo-Archaeology</i></u>		Changing tools of cartography to geography tools to encompass geographic tools beyond maps Changed archeology to geo-archaeology to clarify context
(C)	<u>Examine the processes that have led to current spatial organization (The why of where)</u>		A foundational geographic thinking tool/skill for this major theme
(D)	<u>Develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales</u>		Moving away from rote memorization, learners internalize spatial logic to

		make meaning and connections to support CCRS
(E)	<u>Explain the purposes of regionalization including types of regions</u>	Added because it is the primary way geography information is organized
(F)	<u>Apply Scales of Analysis (e.g. local, national, global) to interpret geographic data</u>	Added because scale is a critical skill of map analysis
(H)(2)	Major Themes in World Geography. <u>Understand</u> Physical Geography <u>Processes</u>	Emphasizes higher-order thinking and more aligned to the skills, the study of geography is a study of processes
(A)	a. Major Themes in World Geography. Determine how Earth–Sun relationships impact climates and weather conditions	Moved to be a sub-topic under Physical Geography Processes Added weather conditions because students confuse climate and weather, and weather includes natural hazards where climate does not
(B)	b. Identify major types and patterns of landforms, ecosystems, biomes, natural resources	Moved to be a sub-topic of Physical Geography Processes Pattern identification is a geographic skill
(C)	c. Explain the spatial distribution of landforms, ecosystems, biomes, natural resources	Moved to the major theme it connects with Spatial distribution identification is a geographic skill
(2)	Major Themes in World Geography. Earth–Sun relationships	Moved to be a sub-topic under 2. Physical Geography Processes
(3)	Major Themes in World Geography. Major types and patterns of landforms, climates, ecosystems, biomes, natural resources	Moved to be a sub-topic under 2. Physical Geography Processes
(5)	Major Themes in World Geography. Archaeology	Moved to 2b Physical Geography Processes

(3)	Major Themes in World Geography. Understand Human Settlement Patterns	Human Settlement Patterns reorganizes former major theme 10
(A)	<u>Describe human and physical features that influence the size and distribution of settlements</u>	Taken from current WG 6A
(B)	<u>Trace the effects of innovation and technology on patterns of human settlement (e.g. Metallurgy, Agricultural tools, Navigational improvements, weapons)</u>	The e.g. items for former major theme 10 are listed here and explained
(C)	<u>Apply geographic tools to analyze Urbanization and spatial patterns of land use (e.g. rural, suburban, urban)</u>	Moved here because it fits the human settlement patterns theme
(D)	Major Themes in World Geography. <u>Compare how physical geography affects the routes and flows of human Migration Patterns</u>	Moved migration patterns to be a sub-topic under 4. Population Geography. Deleted patterns as it is redundant of flows Added statement adapted from current WG 7B
(E)	<u>Compare how and push and pull forces, including political, economic, social, and environmental conditions, affect human Migration Patterns</u>	Moved migration patterns here into its own sub-topic
(F)	<u>Analyze the effects of voluntary and forced migration on countries of origin, transit, and destination at various scales</u>	Added because it encourages analysis of complex causes and effects
(7)(4)	Major Themes in World Geography. Demography (Birth and death rates, Fertility, Life expectancy, Population density patterns, Demographic Transition Model e.g. Population Pyramids and Dependency ratios) Understand Population Geography	Renamed the major theme and moved the demography topics to be sub-topics
(A)	<u>Interpret Demographic data Demography (Birth and death rates, Fertility, Life expectancy, Population density patterns,) to understand population characteristics</u>	Moved because it fits as sub-topic of 4. Population Geography Demography changed to demographic data
(B)	<u>Use the Demographic Transition Model, (e.g. Population Pyramids, and Dependency ratios) to predict future population trends of different societies</u>	Moved because it fits as sub-topic of 4. Population Geography
(C)	<u>Explain how a place uses census data to recognize population trends, allocate resources, and determine infrastructure needs</u>	Added because it is important to know how governments handle apportionment and resource allocation

(6) (5)	Major Themes in World Geography. How different civilizations have sought to improve the well-being of their people by modifying or adapting to their environments <u>Understand Human-Environment Interaction</u>	Renamed the major theme to align with an existing geography term
(A)	<u>Compare how people depend on, adapt to, and modify their environment using geography tools</u>	Moved adapt and modify from content advisor language under F because they are aspects of human-environment interaction. Added depend because it is the foundation basis of all human-environment interaction
(B)	<u>Evaluate the benefits and consequences of human-environment interactions (such as agriculture, mining, urban development)</u>	Added because the students can consider the interaction of humans with the environment and make informed decisions
(C)	<u>Research how places plan for, mitigate, and respond to natural hazards at various scales</u>	Added to explain how plans are made to improve the well-being of people Research inserts a research and inquiry skill
(D)	<u>Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</u>	Adapted from current WG 8C
(9) (6)	Major Themes in World Geography. How geography affects economic developments (Agriculture, Domesticated animals, Industrialization) <u>Understand Economic Geography</u>	Renamed the major theme to align with the SBOE adopted strand Economics
(A)	<u>Categorize economic activities primary (e.g. subsistence and commercial Agriculture, Domesticated animals) secondary (e. g. cottage and commercial Industryrialization), tertiary (e.g. sales and services), and quaternary (e. g. data driven decisions)</u>	the economic activity levels were added because they describe fundamental economic activities and impact levels of development
(B)	Trading goods (e.g. foodstuffs, salt, timber, metals, pottery). <u>World Trade Patterns compare world trade patterns over time and analyze the implications of globalization, including outsourcing, free trade zones, and supply chains</u>	Adapted from current WG 10C Trading goods deleted because it is implied in world trade patterns
(C)	<u>assess how changes in climate, resources, infrastructure, and factors of production affect the location and patterns of economic activities.</u>	Added because it explains how geography affects economic development

		Adapted from current WG 11C
(D)	<u>evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources</u>	Adapted from current WG 12B
(E)(B)	<u>Use data from the Human Development Index (HDI) and (e.g., Gross Domestic Product (GDP), (e.g., GDP per capita, Literacy rates) <u>to compare the level of development and standard of living in places</u></u>	Added for clarity and inserts an economic thinking skill
(C)	<i>Urbanization (e.g. rural, suburban, urban)</i>	Moved to 3c
(10)	Major Themes in World Geography. How geography affects technological innovations (e.g. Metallurgy, Agricultural tools, Navigational improvements, weapons)	Moved to 3B as part of human settlement patterns because it helps explain the theme of settlement patterns
(7)	<u>Major Themes in World Geography. Understand Cultural Geography</u>	Added because it falls under one of the SBOE adopted strands.
(A)	<u>Define culture (e.g. identity, language, systems of belief, shared practices, material goods)</u>	Added because culture is essential vocabulary for understanding and SBOE adopted strand – Geography and Culture
(B)	<u>Compare patterns of culture (e.g. language, religion, land use, education, and customs that make specific regions of the world distinctive)</u>	Adapted from current WG 17A
(C)	<u>Analyze the human and physical characteristics of place</u>	Added because place (the physical and human characteristics that define a location) because it is an important characteristic of culture. Place is a geography vocabulary word.
(D)	<u>analyze cultural convergence and divergence caused by migration, war, trade, innovations, and diffusion;</u>	Adapted from current WG 18 A and D because it clarifies how culture changes in its components
(E)	<u>describe central ideas and spatial distribution of <i>religions and philosophies</i>, (e.g. Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, Confucianism, and Daoism)</u>	Adapted from current WG 17B because it clarifies a central part of culture. Added Confucianism and Daoism

		because they are examples of philosophies.
(F)	<u>Analyze visual sources to identify components of cultural landscape (e.g. architecture, land use, signage, public art, monuments, place names)</u>	Added because visual analysis is a key skill for understanding place
(G)	<u>Evaluate the impact of time-space compression on cultural changes including the affects of communication and transportation technologies and globalization</u>	time-space compression is a fundamental tool for understanding the impact of technology on the world
(8) (11)	Major Themes in World Geography. How geography affects warfare <i>(e.g. Barriers Strategic locations, Environmental factors, Natural resources as a means of war, Natural resources as an end of war)</i> <u>Understand Political Geography</u>	Renamed because the sub-topics build context
(A)	a. <u>Explain the spatial organization of nations and states including international and internal boundaries (e.g. control of territory and resources)</u>	Added because knowing how borders are determined is important
(B)	b. <u>Assess advantages and disadvantages of the participatory relationship between sovereign states and international organizations, treaties, and obligations</u>	Added because it is a foundational understanding of political relationships Using the verb Assess allows for civil discourse as students justify a position
(C)	c. <u>Critique the role of physical and human geography in territorial conflicts (e.g Corridors straits, mountain passes, fords, Barriers, Strategic locations, Environmental factors, Natural resources as a means of war, Natural resources as an end of war)</u>	as a means of war, Natural resources as an end of war deleted to reduce redundancy and add clarity territorial conflicts used to broaden the scope of conflicts
(D)	d. <u>assess causes and effects of conflicts between groups of people, including modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge</u>	Adapted from current WG 18B Cambodian genocide connects to SB 24 TEC Section 28.0022
(E)	e. <u>Evaluate how political power is spatially organized and distributed at various scales</u>	Added because it explains government systems at various levels

(F)	f. <u>Classify and compare government systems along the political spectrum between limited and unlimited systems (e.g. democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian)</u>	Adapted from current WG 14B and G6 9A because it gives students perspective and background knowledge on political systems and their effects Classify and compare applies foundational language skills
(A)	<i>Corridors (e.g. straits, mountain passes, fords)</i>	Moved to 8c because it is part of the physical geography in conflict
(9)	<i>Major Themes in World Geography. How geography affects transportation, communication, military operations, and the spread of civilizations, religions and philosophies, and technologies</i>	Military operations is included in 8 Political geography Transportation, communication are in 7e Cultural Geography for streamlining Spread of civilizations is included in 3a Human Settlement Patterns
(10)(9)	Regions of Study. North America including Texas <u>United States and Canada including Texas</u>	Regions based on cultural similarities
(11)(10)	Regions of Study. South and Central America <u>Latin America</u>	Name based on the languages spoken there
(12)(11)	Regions of Study. Sub-Saharan Africa	
(13)(12)	Regions of Study. Southwest Asia and North Africa	
(14)(13)	Regions of Study. Central and South Asia	Central moved to be with Russia and renamed Republics
(15)(14)	Regions of Study. Southeast Asia and Oceania	
(16)(15)	Regions of Study. North and East Asia	

<u>(16)</u>	<u>Regions of Study: Russia and the Republics</u>	North Asia renamed to Russia for clarification and the Republics replaces Central Asia
(18) <u>(17)</u>	Regions of Study. Europe	
	*Regions in this section (13-20) will include all geography themes listed above.	<p>It is the work group’s intent that all student expectations are addressed in the course overall, using a cross-regional comparative lens when possible.</p> <p>We are concerned about the feasibility of addressing every student expectation in the context of every region because not all student expectations can be applied to each region. Inclusion of each student expectation in every region would create too much content for WG. It should be a local decision to determine which student expectations to address in each region.</p>

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WORKING DOCUMENT

§XX.XX Social Studies, World History Studies (One Credit), Adopted 2026.			
World History Studies	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Origins and River Valley Civilizations. <u>Understand</u> Origins of humanity and the history of ancient Southwest Asian and Northwest African civilizations (Origins of human beings in Africa through the Neolithic Age, Major characteristics of civilizations, ancient Mesopotamia, ancient Egypt, ancient Levant)— <u>using historical resources and geographic tools</u>		<ul style="list-style-type: none"> To be more inclusive of other civilizations Give teachers greater flexibility
(A)	<u>Identify</u> <i>Origins of human beings in Africa</i>		<ul style="list-style-type: none"> Concision
(B)	<u>Explain</u> <i>Neolithic Age</i>		<ul style="list-style-type: none"> Concision
(C)	<u>Compare</u> <i>Major characteristics of civilizations</i>		<ul style="list-style-type: none"> Concision
(2)	Classical World and Foundational Ideas. <u>Understand</u> Roots of Western Civilization in ancient Israel (ancient Israelites, Judaism, Decalogue, History of Kingdoms of Israel, Changes in Judaism from 500 BC to 200 p)		<ul style="list-style-type: none"> Excessive detail to non-essential knowledge
(A)	<u>Describe</u> <i>Ancient Israel (Ancient Israelites, Judaism, Decalogue)</i>		<ul style="list-style-type: none"> Clarity and consistency
(3)	Classical World and Foundational Ideas. <u>Understand</u> Roots of Western Civilization in ancient Greece (Greece's foundational role in Western political ideals and institutions e.g. Athens and		<ul style="list-style-type: none"> Emphasize origins of Western Civilization

	<i>Sparta, Important achievements of Greek Civilizations</i>) by analyzing patterns of continuity and change over time to explain historical transformation	
(A)	Examine <i>Greece's foundational role in Western political ideals and institutions e.g. Athens and Sparta</i> by analyzing models of democratic processes	<ul style="list-style-type: none"> Clarity and readability
(A) (B)	Evaluate Causes, course, and consequences of political and military events e.g. Persian Wars, Peloponnesian Wars, Hellenistic empires and the spread of Greek culture	<ul style="list-style-type: none"> Clarity and readability
(C)	Assess <i>Important achievements of Greek Civilizations</i>	<ul style="list-style-type: none"> Clarity and readability
(4)	Classical World and Foundational Ideas. Understand Roots of Western Civilization in ancient Rome (<i>The Roman Republic, Roman Republic's contribution to the development of republican self-government, growth and long life of the Roman Empire, Fall of the Roman Empire, Contributions of Roman civilization</i>) by analyzing patterns of continuity and change over time to explain historical transformation	<ul style="list-style-type: none"> Historically ambiguous
(A)	Examine <i>The Roman Republic, Roman Republic's contribution to the development of republican self-government</i> by analyzing models of democratic processes	<ul style="list-style-type: none"> Concision
(B)	Explain <i>growth and long life of the Roman Empire</i>	<ul style="list-style-type: none"> Concision
(C)	Assess <i>Contributions of Roman civilization</i>	<ul style="list-style-type: none"> Concision
(5)	Classical World and Foundational Ideas. Understand Roots of Western Civilization in Christianity.	
(A)	Describe Christianity (e.g. Belief in Old and New Testaments, Early expansion of Christianity)	<ul style="list-style-type: none"> Technical edit Rec: use "growth" instead of "expansion"
(B)	Examine <i>Legalization of Christianity in the Roman empire (e.g. Constantine) (e.g. Legalization of Christianity in the Roman empire, First Council of Nicaea, Origins, meanings, and effects in history of the Nicene Creed)</i>	<ul style="list-style-type: none"> Rec: capitalize "Empire" in Roman Empire Readability; clarity, concision
(6)	Classical World and Foundational Ideas. Understand Ancient Indian <i>Civilization</i> . and <i>Chinese Civilizations</i>	<ul style="list-style-type: none"> Consistency and clarity

(A)	<u>Describe</u> Significant <i>beliefs</i> aspects of Indian and Chinese beliefs (e.g. Hinduism, Buddhism, Confucianism)	<ul style="list-style-type: none"> Rec: the following texts to be added in parenthesis: (e.g. Vedas, Upanishads, Shastras)
(B)	<u>Describe</u> Significant <i>beliefs of Buddhism</i>	<ul style="list-style-type: none"> Rec: the following teachings to be added in parenthesis: (e.g. The Four Noble Truths and Eightfold Path)
(B) (C)	<u>Analyze</u> Important political, economic, and cultural aspects of Indian history (e.g. Monsoon agriculture, Maurya and Gupta empires, Indian mathematics) <u>by assessing the impact of historical transformations on societies, economies, and political systems</u>	<ul style="list-style-type: none"> Conforming
(C)	<i>Important political, economic, and cultural aspects of the Qin, Han, and Tang dynasties (e.g. Conquest of Southern China, Buddhism) and Technological inventions (e.g. compass, gunpowder, printing)</i>	<ul style="list-style-type: none"> Moved to 7B
(7)	<u>Classical World and Foundational Ideas. Understand Ancient Chinese Civilization.</u>	<ul style="list-style-type: none"> Moved from (6)
(A)	<u>Describe</u> Significant <i>beliefs of Confucianism</i>	<ul style="list-style-type: none"> Moved from (6) (A) Rec: the following texts to be added in parenthesis: (e.g. Analects)
(B)	<u>Analyze</u> Important political, economic, and cultural aspects of the Qin, Han, and Tang dynasties (e.g. Conquest of Southern China, Buddhism) and Technological inventions (e.g. compass, gunpowder, printing) <u>by assessing the impact of historical transformations on societies, economies, and political systems</u>	<ul style="list-style-type: none"> Moved from (6) (C)
(7) (8)	Faith, Empires, and Medieval Transformations. Understand Early Middle Ages in Europe (476-1000) <u>by analyzing available historical sources</u>	<ul style="list-style-type: none"> Conforming Rec: Feudalism is noticeably missing
(A)	<u>Explore</u> Byzantine history (e.g. Code of Justinian)	
(B)	Survival of Roman civilization	<ul style="list-style-type: none"> Rec: too ambiguous; greater clarity needed
(C) (B)	<u>Describe</u> Growth and influence of Catholic Christianity in medieval society (e.g. Monasteries)	<ul style="list-style-type: none"> Conforming

		<ul style="list-style-type: none"> Anachronism
(D)	<i>Islam's founding and central features (e.g. Qur'an, Islamic Golden Age)</i>	<ul style="list-style-type: none"> Conforming
(E)(C)	<u>Explore</u> Latin West to Viking Era (e.g. Charles Martel , Charlemagne, Holy Roman Empire)	<ul style="list-style-type: none"> Conforming Chronological consistency
(9)	Faith, Empires, and Medieval Transformations <u>Describe</u> <i>Islam's founding and central features (e.g. Qur'an, Islamic Golden Age)</i>	<ul style="list-style-type: none"> Moved from 8(C) Provide greater clarity and consistency with other world religions Rec: add explanation of the expansion of Islam
(8)(10)	Faith, Empires, and Medieval Transformations . <u>Understand</u> High Middle Ages in Europe from 1000-1300 <u>corroborate historical accounts by comparing multiple documents</u>	<ul style="list-style-type: none"> Conforming
(A)	Schism between Orthodoxy and Catholicism (1054)	<ul style="list-style-type: none"> Partially moved to 10(B)
(B)(A)	<u>Analyze</u> Political Developments (e.g. Norman Conquest, Spain and Reconquista, Crusades)	<ul style="list-style-type: none"> Conforming
(C)(B)	<u>Analyze</u> Religious, and Intellectual <u>and Culture</u> developments (e.g. <i>Schism (1054), Roman and canon law, Architecture - Romanesque, Gothic</i>) (Roman and canon law)	<ul style="list-style-type: none"> Rec: Add "Great" before Schism Rec: clarify between eastern and western Christians/Church Clarity and concision
(D)(C)	<u>Describe and Evaluate</u> Technological, military, and economic developments (e.g. Windmills and watermills, Armored knights and crossbows) <u>Analyzing sources of economic information</u>	<ul style="list-style-type: none"> Conforming
(E)	Medieval European culture (e.g. Architecture - Romanesque, Gothic)	<ul style="list-style-type: none"> Moved to 10(B)
(9)(11)	Faith, Empires, and Medieval Transformations . <u>Understand</u> Indian and Chinese civilizations from 1000-1700 <u>Utilize reasoning skills such as sequencing, evaluating evidence, and contextualization</u>	<ul style="list-style-type: none"> Rec: add key aspects of Japanese history
(A)	<u>Describe</u> Key aspects of Indian history (e.g. Mughal empire, Indo-Persian culture)	<ul style="list-style-type: none"> Ambiguous terminology Rec: Focus on degrees of religious toleration

(B)	<u>Describe</u> Key aspects of Chinese history <u>and Mongol Conquest</u> (Scientific inventions, Mongol conquest)	<ul style="list-style-type: none"> Mongol conquest is not a subset of Chinese history, but parallel to it
(10) (12)	Faith, Empires, and Medieval Transformations. <u>Understand</u> Late Middle Ages from 1300-1450 <u>Analyze historical documents by examining their purpose audience and circumstance.</u>	<ul style="list-style-type: none"> Rec: Add Feudalism
(A)	<u>Analyze</u> Developments in medieval English legal and constitutional history (Common law, Parliament, Habeas corpus, Private property rights)	
(B)	<u>Describe and Evaluate</u> Political, religious, military, technological, social, and economic developments (Great Schism, Black Death, 100 Years War, Gunpowder, cannon, disciplined infantry)	<ul style="list-style-type: none"> Rec: Change “Great Schism” to “Babylonian Captivity” (see earlier ref to Great Schism of 1054)
(C)	<u>Explain</u> Decline of Byzantium in the 14th and 15th centuries (Rise of the Ottoman Empire, Capture of Constantinople in 1453, <u>Islamic Slave trade</u>)	<ul style="list-style-type: none"> Rec: Relocate Islamic Slave trade from 17(B)
(11) (13)	Renaissance to Global Interaction. <u>Understand</u> Renaissance and the Reformation <u>by applying inquiry and research methods to craft evidence-based analysis by locating and researching a variety of relevant sources</u>	<ul style="list-style-type: none"> Conforming
(A)	<u>Identify and evaluate</u> Origins and development of the Renaissance (e.g. Johannes Gutenberg and the printing press)	<ul style="list-style-type: none"> Focus on the arts and expansion of knowledge “the printing press” moved to 13(B)
(B)	<u>Identify and evaluate</u> Origins and effects of the Protestant Reformation and <u>the Catholic Counter Reformation</u> (e.g. Martin Luther the printing press)	<ul style="list-style-type: none"> “Catholic Counter Reformation” moved from 13(C) to 13(B) to facilitate cause and effect “Martin Luther” implied by Protestant Reformation
(C)	Purposes and policies of the Catholic Counter Reformation (e.g. Missionary evangelization)	<ul style="list-style-type: none"> “Catholic Counter Reformation” moved to 13(B) to facilitate cause and effect “Missionary evangelism” is historically ambiguous
(D) (C)	<u>Identify and evaluate</u> Politics and religion in the wars among European nations in the 16th and 17th centuries (e.g. Spanish Armada)	<ul style="list-style-type: none"> Teachers’ discretion

(12) (14)	Renaissance to Global Interaction. Understand Scientific Revolution and Enlightenment <u>apply foundational language skills to engage meaningful and respectful discourse</u>	
(A)	<u>Examine</u> Scientific Revolution and the scientific method (e.g. Francis Bacon, Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Isaac Newton)	
(B)	Technological improvements that helped economic development (e.g. Crop rotation, Transport improvements (turnpikes, lighthouses, canals, Materials innovations, cement, porcelain, glassware)	<ul style="list-style-type: none"> • Topic is covered elsewhere
(C) (B)	<u>Explore</u> Key ideas of the Enlightenment (e.g. Natural rights)	
(D)	Key aspects of European religion in the eighteenth century	<ul style="list-style-type: none"> • Topic is covered elsewhere
(13) (15)	Renaissance to Global Interaction. Understand Political developments in Europe from 1500-1800 (Consolidation of political power in nation-states ruled by monarchs, Rise of Russian Empire, England's intensifying fiscal and commercial innovation)	
(A)	<u>Organize and evaluate</u> Causes, key events, and consequences of the rise of English liberty (e.g. English Civil War, Glorious Revolution, English Bill of Rights) <u>analyze how point of view and frame of reference in historical sources influence the perspectives they present</u>	
(14) (16)	American Civilizations and European Conflicts. Understand Pre-Columbian civilizations <u>and empires</u> in the Americas (Geography, of major pre-Columbian civilizations and empires in the Americas ; Politics, society, and culture. of major pre-Columbian civilizations and empires in the Americas)	<ul style="list-style-type: none"> • Clarity
(A)	<u>Identify and compare</u> Key political, economic, and cultural aspects of Mesoamerica 1300-1520 (e.g. Aztec arrival in Mexico's central valley, Aztec wars and dominance of the region) <u>Analyze the impact of geography on society, analyze historical resources</u>	<ul style="list-style-type: none"> • Allow for flexibility and inclusion of other civilizations
(15) (17)	American Civilizations and European Conflicts. Understand European Expansion from 1500 to 1800.	
(A)	<u>Explain</u> Why and how Europe sent explorers westward (e.g. Columbus and others)	<ul style="list-style-type: none"> • Historically inaccurate
(B)	<u>Examine</u> New World slavery and <u>Forced-labor Regimes</u> other slave regimes: Forced labor regimes (e.g. Islamic, African, and American Indian slavery; Russian serfdom)	<ul style="list-style-type: none"> • Provides greater clarity for forced labor regimes in the New World

	Atlantic slave trade <u>Analyze patterns of continuity and change over time to explain causes, evaluate significance, and assess the impact of historical transformations on societies, economies, and political systems; Analyze economic data to explain economic concepts and their consequences</u>	<ul style="list-style-type: none"> • Russian serfdom addressed elsewhere • Rec: moved Islamic slave trade to 12(C)
(C)	<u>Identify, Describe and compare</u> European expansion of empires (e.g. Spain in the Americas) <u>Analyze the impact of geography on society</u>	<ul style="list-style-type: none"> • Provides flexibility for teachers
(16) (18)	Revolution, Industry, Empire, and the Rise of Liberty. <u>Understand</u> Causes, events, and effects of the the French Revolution <u>Analyze author, audience, purpose, point of view, and historical context of primary sources to evaluate their perspectives</u>	<ul style="list-style-type: none"> • Concision
(A)	<u>Identify, describe, and evaluate</u> <i>Causes, events, and effects of the</i> French Revolution (e.g. Enlightenment political thought, <i>Bastille, Execution of Louis XVI</i>)	<ul style="list-style-type: none"> • Concision
(B)	Key events of the French Revolution (e.g. Bastille, Execution of Louis XVI)	<ul style="list-style-type: none"> • Consolidation; see 18(A)
(C)	Key effects of the French Revolution	<ul style="list-style-type: none"> • Consolidation; see 18(A)
(D) (B)	<u>Examine</u> Revolutionary and Napoleonic Wars	<ul style="list-style-type: none"> • Conforming • Rec: examine the impact of Napoleonic Wars
(17) (19)	Revolution, Industry, Empire, and the Rise of Liberty. <u>Understand</u> Industrial Revolution and social and political change from 1800–1914 <u>Analyze economic data and models to explain economic concepts, issues, or policies to assess the impact of historical transformations on societies and political systems</u>	
(A)	<u>Explore</u> Industrial Revolution (e.g. Factories, New energy sources, coal)	
(B)	<u>Evaluate</u> Intellectual, legal, and cultural causes of the Industrial Revolution (e.g. Adam Smith)	
(C)	<u>Assess</u> Industrial Revolution’s social and economic <i>costs and</i> benefits	<ul style="list-style-type: none"> • Consolidation; moved from 19(D)
(D)	Industrial Revolutions social and economic costs	<ul style="list-style-type: none"> • Conforming; see 19(C)

(18) (20)	Revolution, Industry, Empire, and the Rise of Liberty. Understand Political characteristics of nineteenth-century <i>England (Suffrage reform, The birth of the Labour Party)</i>	<ul style="list-style-type: none"> Concision; moved from 20) to 20(A)
(A)	<u>Describe and analyze</u> <i>England (Suffrage reform, The birth of the Labour Party)</i> <u>Analyze models of democratic processes such as voting</u>	<ul style="list-style-type: none"> Concision: see 20) Rec: Industrial reform movements in England; move towards broader industrial reform
(A) (B)	<u>Describe and analyze</u> Nineteenth-century France (e.g. Cycles between empire and republics)	
(B) (C)	<u>Trace and assess</u> Causes, course, and consequences of the unifications of Italy and Germany	
(C) (D)	<u>Trace and assess</u> Causes, course, and consequences of Russia’s partially successful nineteenth-century reforms (e.g. Serf emancipation (1861), Revolutionary movements)	
(E)	<u>Explore and assess</u> European culture and religion in the 19th century (e.g. Nationalism and Romanticism)	Rec: e.g. for religion part or strike such as Secularism, Catholic response to Liberalism
(19) (21)	Revolution, Industry, Empire, and the Rise of Liberty. Understand Imperial Expansion (<i>Nineteenth-century Latin America e.g. Napoleonic invasion of Spain and Independence of the Latin American republics; Apogee of the British Raj; Nineteenth-century East Asia; Nineteenth-century Africa</i>) <u>Analyze how point of view and frame of reference in historical sources influence the perspectives they present and explain how these perspectives shape understanding of past events</u>	<ul style="list-style-type: none"> Concision
(A)	<u>Describe and evaluate</u> <i>Nineteenth-century Latin America (Napoleonic invasion of Spain and Independence of the Latin American republics)</i>	<ul style="list-style-type: none"> Concision
(B)	<u>Describe and evaluate</u> Apogee of British Raj	<ul style="list-style-type: none"> Concision Rec: Rather than “Apogee of British Raj”, substitute w/ “Height of British Imperialism” as it more broadly includes other parts of the world; the term “Raj” only applies to India
(C)	<u>Describe and evaluate</u> <i>Imperial Expansion: Nineteenth-century East Asia</i>	<ul style="list-style-type: none"> Concision Rec: include southeast Asia, Oceania

(D)	<u>Describe and evaluate</u> <i>Imperial Expansion: Nineteenth-century Africa</i>	<ul style="list-style-type: none"> • Concision
(20) (22)	World Wars and Global Crisis. <u>Understand</u> World War I (Imperial competition, Alliance, nationalism, militarism, Assassination of Franze Ferdinand) <u>Analyze the author, audience, purpose, and historical context of primary sources to evaluate their perspective, reliability, and utility for answering historical questions</u>	<ul style="list-style-type: none"> • Clarification; moved from (22) to (A)
(A)	<u>Describe and evaluate</u> <i>Imperial competition, alliances, nationalism, militarism, assassination of Franz Ferdinand</i>	<ul style="list-style-type: none"> • Rec: insert “Causes:” before “Imperial” • Technical edit(s): add “s” to “alliances”; lowercase – “alliances”, “assassination”; and remove “e” from “Franz”
(A) (B)	<u>Identify and examine</u> Events of World I	
(B) (C)	<u>Evaluate</u> Results of World War I (Treaty of Versailles)	
(C) (D)	<u>Identify and examine</u> Russian Revolution (Bolshevik Revolution)	
(21) (23)	World Wars and Global Crisis. <u>Understand</u> Interwar Global Crisis (interwar Western Europe; global depression of the 1930’s) <u>Analyze historical documents by examining the authors, purpose, audience, and circumstances and how these factors shape the information the source provides.</u>	<ul style="list-style-type: none"> • Clarification; provides context for the rise of Fascism
(A)	<u>Examine and explain</u> <i>Global depression of the 1930’s</i> <u>Analyze economic data and models to explain economic concepts, issues, or policies.</u>	<ul style="list-style-type: none"> • For emphasis
(A) (B)	<u>Compare and evaluate</u> Rise and Fall of Fascism and Nazism in Italy and Germany	<ul style="list-style-type: none"> • Covered in WWII
(B) (C)	<u>Explore and analyze</u> Soviet Communism to 1945 (e.g. Holodomor Ukrainian Genocide and Stalin’s Great Terror)	
(22) (24)	World Wars and Global Crisis. <u>Understand</u> India and China 1918 to 1945 (Mohandas Gandhi) <u>Utilize reasoning skills such as sequencing and contextualization</u>	<ul style="list-style-type: none"> • Emphasis • Corrected spelling error: “Ghandi”; changed to “Gandhi” • Rec: change to 1911-1949 • Rationale: 1911 Chinese Nationalist come to power, 1949 Mao’s long march

(A)	Explore <i>India</i>	<ul style="list-style-type: none"> Rec: new (A) – “Indian Nationalism” Rec: Verb will change to “Describe and analyze” if Indian Nationalism becomes (A)
(A)(B)	Describe and analyze Republic of China (Chinese Communist Party)	<ul style="list-style-type: none"> Rec: clarify with struggles between nationalists and communists
(23)(25)	World Wars and Global Crisis. Understand World War II (Causes and Key Events e.g. Pearl Harbor, D-Day, and the Atomic Bomb) . <u>Analyze the author, audience, purpose, and historical context of primary sources to evaluate their perspective, reliability, and utility for answering historical questions; Analyze the impact of geographic patterns and processes on issues and events.</u>	<ul style="list-style-type: none"> Concision
(A)	Describe and evaluate <i>Causes and Key Events (e.g. Pearl Harbor, D-Day, and the Atomic Bomb)</i>	<ul style="list-style-type: none"> Concision
(A)(B)	Analyze Causes and Course of the Holocaust (Nazi Genocide of the Jews)	<ul style="list-style-type: none"> Rec: substitute “Course” with “Consequences”
(24)(26)	The Cold War, Decolonization, and Global Institutions. Understand Europe from 1945-1991 <u>by utilizing reasoning skills such as sequencing and contextualization; Analyze patterns of continuity changes over time to assess the impact of historical transformation on societies.</u>	
(A)	Identify and evaluate Key events of the Cold War	
(B)	Analyze Western Europe’s postwar history (e.g. Marshall Plan, American-led free trade system, European Union)	<ul style="list-style-type: none"> Rec: “The impact of Marshall Plan, American-led free trade system, European Union”
(C)	Identify and assess Key causes of the USSR’s decay (e.g. Lech Walesa)	<ul style="list-style-type: none"> <u>Oddly specific</u>
(D)	Explain Final collapse of the Soviet empire (e.g. Fall of the Berlin Wall)	
(E)	Continuing European contributions to culture, science, and technology	<ul style="list-style-type: none"> Too broad
(F)	Key aspects of European religion	<ul style="list-style-type: none"> Ambiguous

(25) (27)	The Cold War, Decolonization, and Global Institutions. <u>Understand</u> World events and developments from 1945-1991	
(A)	<u>Explain and analyze</u> History of China (e.g. the Communist Revolution (1949), Great Leap Forward (mass famine), Cultural Revolution (Jiang Qing, Red Guards, labor camps))	
(2628) (B)	The Cold War, Decolonization, and Global Institutions. <u>Explain and analyze</u> History of postwar Japan (e.g. Diplomatic and military alliance with the United States, Explosive technological and economic growth)	<ul style="list-style-type: none"> • Clarity and Flexibility for teachers
(2729) (C)	The Cold War, Decolonization, and Global Institutions. <u>Explain and analyze</u> History of India and Pakistan (e.g. British Raj's end, Partition of India)	<ul style="list-style-type: none"> • Clarity
(2830) (D)	The Cold War, Decolonization, and Global Institutions. <u>Explain and analyze</u> Major events of the European retreat from empire, (e.g. Fall of apartheid in South Africa, Nelson Mandela)	<ul style="list-style-type: none"> • Clarity • Factual clarification
(2931) (28)	Terrorism and Globalization. <u>Understand</u> World history since the fall of the Soviet Union to 2016 <u>by applying inquiry and research methods to craft evidence-based analysis by locating and researching a variety of relevant sources</u>	
(A)	<u>Outline</u> Europe's history since 1991 (e.g. European Union and NATO)	
(B)	<u>Examine</u> China's history since Mao's death (e.g. Tiananmen Square Massacre, Rise to great power rivalry with the USA)	
(C)	<u>Explain</u> Rise of Islamic fundamentalism (e.g. Iranian Revolution, Terrorism (Al Qaeda))	<ul style="list-style-type: none"> • Rec: change to "Rise of radical Islam" • Rec: add "9/11"
(D)	<u>Explain and analyze</u> America's response to the 9-11 terrorist attack (e.g. Iraq and Afghanistan wars)	
(E)	<u>Explore</u> Contemporary Global Trends	

Social Studies Disciplinary Thinking Skills Resource Document
Color Key
Secondary Skills

CATEGORY	COLOR	#
Geographic Thinking Skills		3
Economic Thinking Skills		3
Civic Thinking Skills		4
Historical Thinking Skills		11
Research and Inquiry Skills		2
Media Literacy Skills		2

§XX.XX Social Studies, Economics with Emphasis on the Free Enterprise System and Its Benefits (One Credit), Adopted 2026.		
Too Much Content	Just Right	Too Little Content
		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.	
(b)	Introduction.	
(1)		
(2)		
(c)	Knowledge and Skills.	
(1)	History of Economic Thought. <u>Explain the</u> Relationship of virtue, character, and individual economic endeavor in historical philosophies	
(2)	History of Economic Thought. <u>Compare</u> Mercantilism/economic nationalism <u>by using primary and secondary sources</u>	
(3)	History of Economic Thought. <u>Describe</u> Classical economics	
(A)	<u>Summarize the economic theories of Adam Smith and Alexis de Tocqueville by using primary and secondary sources</u>	Clarification
(4)	History of Economic Thought. <u>Describe and Compare</u> Socialism/communism	
(A)	<u>Summarize the economic theories of Karl Marx and Friedrich Engels by using primary and secondary sources</u>	Clarification
(5)	<i>History of Economic Thought. Describe John Stuart Mill's conception of marginal analysis</i>	Clarification to align with content
(6) (5)	History of Economic Thought. <u>Describe</u> Neoclassical economics	
(A)	<u>Summarize the economic theories of Friedrich Hayek, Milton Friedman, and Thomas Sowell by using primary and secondary sources</u>	Clarification

(7)	<i>History of Economic Thought. Describe Keynesian economics</i>	Clarification to align with content
(8)	<i>History of Economic Thought. Describe Chicago school of economics (Monetarism)</i>	Clarification to align with content
(9)	<i>History of Economic Thought. Describe Austrian economics</i>	Clarification to align with content
(6)	History of Economic Thought. <u>Compare the theories of leading Classical, Socialist, Communist, and Neoclassical economists by using primary and secondary sources</u>	
(10) (7)	History of Economic Thought. <u>Analyze the</u> Relationship between economic and political freedom <u>through the use of primary and secondary sources</u>	
(11) (8)	Scarcity and Opportunity Cost (Micro). <u>Understand the</u> Types of capital and why they are necessary for the production of goods and services	
(A)	<u>Explain the four factors of production: Land, Labor, Capital, and Entrepreneurs</u>	Clarification
(B)	<u>Explain physical capital and human capital</u>	Clarification
(C)	<u>Explain types of goods: durable and non-durable, consumer and capital</u>	Clarification
(D)	<u>Explain services</u>	Clarification
(12) (9)	Scarcity and Opportunity Cost (Micro). <u>Understand the</u> Definition of opportunity	
(A)	<u>Explain Opportunity Cost</u>	Clarification of potential missing word "cost" under (12)
(13) (10)	Scarcity and Opportunity Cost (Micro). <u>Analyze the</u> Choices made by producers and consumers when they confront the condition of scarcity. <u>Using maps and graphs, analyze how geographic relationships lead to these choices.</u>	
(A)	<u>Analyze the ways in which producers and consumers answer the fundamental economic questions of: what to produce; <i>how to produce; and for whom to produce</i></u>	Clarification
(B)	<i>How to produce</i>	
(C)	<i>For whom to produce</i>	
(D) (A)	<u>Determine and model the choices that which involve opportunity cost and tradeoffs</u>	

(B)	<i>History of Economic Thought.</i> <u>Describe John Stuart Mill's conception of marginal analysis</u>	Clarification to align with content
(14) (11)	Scarcity and Opportunity Cost (Micro). <u>Evaluate the effect of Interest rates on Opportunity Cost</u>	Clarification
(15) (12)	Scarcity and Opportunity Cost (Micro). <u>Understand the Production possibilities curve</u>	
(A)	<u>Explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions</u>	Clarification
(B)	<u>Explain the shifters of the production possibilities curve</u>	Clarification
(C)	<u>Create a production possibilities curve to analyze the condition of scarcity and opportunity costs</u>	Clarification
(16) (13)	Supply, Demand and Markets (Micro). <u>Understand the principles of Supply and Demand</u>	
(A)	<u>Define the laws of supply and demand</u>	Clarification
(B)	<u>Identify the determinants of supply and demand</u>	Clarification
(C)	<u>Graph supply and demand, including movement along the curve, to analyze economic data</u>	Clarification
(D)	<u>Graph supply and demand, including shifts of the curve, to analyze economic data</u>	Clarification
(17) (14)	Supply, Demand and Markets (Micro). <u>Define Say's Law (Jean-Baptiste Say)</u>	
(18) (15)	Supply, Demand and Markets (Micro). <u>Explain and Assess Buyers and Sellers determining roles</u>	
(A)	<u>Determine and Graph Equilibrium price on the supply and demand model to analyze economic data</u>	Clarification
(B)	<u>Explain the circular flow model</u>	Clarification
(19) (16)	Supply, Demand and Markets (Micro). <u>Categorize and Analyze Prices</u>	
(A)	<u>Determine the relationship of Relative scarcity to prices</u>	Clarification
(B)	<u>Interpret price floors and ceilings through the analysis of the supply and demand graph</u>	Clarification
(C)	<u>Interpret surplus and shortage through the analysis of the supply and demand graph</u>	Clarification

(20) (17)	Supply, Demand and Markets (Micro). <u>Explain</u> Price elasticity	
(21) (18)	Supply, Demand and Markets (Micro). <u>Define</u> Profit in the market economy	
(22) (19)	Supply, Demand and Markets (Micro). <u>Understand</u> Business structure <u>by applying inquiry and research methods to craft evidence-based analyses synthesizing information from a variety of sources</u>	
(A)	<u>Compare and Contrast</u> Economic institutions in market economies	
(B)	<u>Describe</u> Monopoly	
(C)	<u>Describe</u> Oligopoly	
(D)	<u>Describe</u> Pure competition	
(E)	<u>Describe</u> Market process	
(F)	<u>Describe</u> Competition	
(23) (20)	Decision and Game Theory (Micro). <u>Understand the fundamentals of</u> The theory of the firm	
(A)	<u>Define and apply the</u> Law of diminishing returns	
(24) (21)	Decision and Game Theory (Micro). <u>Understand the fundamentals of</u> Game Theory	
(A)	<u>Describe</u> Short-run one-off game	
(B)	<u>Describe</u> Prisoner’s Dilemma game	
(C)	<u>Describe</u> Long-run games	
(D)	<u>Apply the concepts of one or more of: Short-run one-off game, Prisoner’s Dilemma game, and/or Long-run games through the use of simulation and civic discourse</u>	Clarification
(25) (22)	Microeconomics of Public Policy (Micro). <u>Identify</u> Public goods and services	
(A)	<u>Evaluate how and why choices are made regarding public goods and services</u>	Clarification

(26) (23)	Microeconomics of Public Policy (Micro). <u>Evaluate the impact of</u> Laws and regulations adopted in the United States to promote competition among firms <u>using primary and secondary sources to analyze patterns of continuity and change over time</u>	
(27) (24)	Microeconomics of Public Policy (Micro). <u>Evaluate the impact of</u> Government wages and price controls	
(28) (25)	Microeconomics of Public Policy (Micro). <u>Explain the</u> Moral hazard problem	
(29) (26)	Microeconomics of Public Policy (Micro). <u>Understand</u> “Natural” monopolies <u>by using maps and graphs to analyze how geographic relationships lead to “Natural” monopolies</u>	
(30) (27)	Microeconomics of Public Policy (Micro). <u>Understand</u> Taxation types	
(A)	<u>Explain examples of sales tax</u>	Clarification
(B)	<u>Explain examples of income taxes</u>	Clarification
(C)	<u>Explain examples of property tax</u>	Clarification
(D)	<u>Explain examples of excise tax</u>	Clarification
(E)	<u>Evaluate the economic impact of taxation types on consumers and firms</u>	Clarification
(31) (28)	Microeconomics of Public Policy (Micro). <u>Describe the characteristics of</u> Subsidiary	
(32) (29)	Money and Monetary Policy (Macro). <u>Describe the</u> Basic functions of money	
(33) (30)	Money and Monetary Policy (Macro). <u>Describe the</u> Attributes of money	
(A)	<u>Compare and Contrast commodity money, representative money, and fiat money</u>	Clarification
(B)	<u>Determine the relationship between the types of money and opportunity cost</u>	Clarification
(34) (31)	Money and Monetary Policy (Macro). <u>Understand the</u> Federal Reserve System	
(A)	<u>Describe the structure of the Federal Reserve System</u>	Clarification
(B)	<u>Analyze the role of the Federal Reserve in influencing interest rates</u>	Clarification

(35) (32)	Money and Monetary Policy (Macro). <u>Understand</u> Price stability	
(A)	<u>Explain the role of the Federal Reserve in maintaining price stability</u>	Clarification
(36) (33)	Money and Monetary Policy (Macro). <u>Define</u> Full employment	
(A)	<u>Explain the role of the Federal Reserve in maintaining full employment</u>	Clarification
(37) (34)	Money and Monetary Policy (Macro). <u>Describe</u> Monetary tools <u>used by the Federal Reserve</u>	
(A)	<u>Interpret</u> Discount rate	Clarification
(B)	<u>Interpret</u> Reserve requirements	Clarification
(C)	<u>Explain fractional reserve banking</u>	Clarification
(D)	<u>Explain the role of the Federal Reserve as the lender of last resort</u>	Clarification
(E) (E)	<u>Define</u> Money supply	Clarification
(F)	<u>By evaluating a variety of resources, analyze the effect of increases and decreases in the money supply on the economy</u>	Clarification
(38) (35)	Money and Monetary Policy (Macro). <u>Understand</u> Consumer services available from financial institutions	
(A)	<u>Describe</u> Credit	
(B)	<u>Describe</u> Savings	
(C)	<u>Describe</u> Investment	
(39) (36)	Money and Monetary Policy (Macro). <u>Understand</u> Differing modern approaches to monetary policy	
(A)	History of Economic Thought. <u>Examine the Chicago school of economics (Monetarism) by analyzing primary and secondary sources</u>	Clarification to align with content
(B)	History of Economic Thought. <u>Examine Austrian economics by analyzing primary and secondary sources</u>	Clarification to align with content
(C)	<u>Define and compare limited and ample reserves</u>	Clarification

(D)	<u>Evaluate the conditions under which limited and ample reserves are used</u>	Clarification
(40)	<i>Fiscal Policy (Macro). Explain Major revenue and expenditures categories</i>	Clarification to align with content
(41)	<i>Fiscal Policy (Macro). Effects of changes in federal spending and taxation</i>	Clarification to align with content
(A)	<i>Budget deficits and surpluses</i>	Clarification to align with content
(B)	<i>National debt</i>	Clarification to align with content
(42) (37)	Fiscal Policy (Macro). Understand Government policy	
(A)	<i>Fiscal Policy (Macro). Explain Major revenue and expenditures categories</i>	Clarification to align with content
(A) (B)	<u>Explain the government's role in</u> Taxation	
(38)	<i>Fiscal Policy (Macro). Evaluate the Effects of changes in federal spending and taxation</i>	Clarification to align with content
(A)	<u>Determine the effect of</u> <i>Budget deficits and surpluses</i>	Clarification to align with content
(B)	<u>Analyze the impact of the</u> <i>National debt</i> <u>by engaging in civil discourse utilizing multiple perspectives</u>	Clarification to align with content
(C)	<u>Compare and Contrast</u> deficit and debt	Clarification
(43) (39)	Fiscal Policy (Macro). Analyze Differing modern approaches to fiscal policy	
(A)	<i>History of Economic Thought. Examine Keynesian economics</i> <u>by analyzing primary and secondary sources</u>	Clarification to align with content
(B)	<u>Describe</u> Supply Side Economics	Clarification
(44) (40)	National Statistics and Economic Measurement (Macro). Understand what Measures <u>are used to evaluate the economy</u>	
(A)	<i>Aggregate supply and aggregate demand</i>	Clarified order of concepts
(B) (A)	<u>Examine the components of</u> Gross Domestic Product (GDP)	
(B)	<u>Identify the determinants of</u> <i>Aggregate supply and aggregate demand</i>	Clarified order of concepts

(C)	<u>Interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph</u>	Clarification
(C) (D)	<u>Determine the relationship of Economic Growth to aggregate supply and aggregate demand</u>	Clarification
(D) (E)	<u>Describe the types of unemployment: structural, frictional, cyclical</u>	Clarification
(F)	<u>Determine the relationship of Unemployment to aggregate supply and aggregate demand</u>	Clarification
(E) (G)	<u>Determine the relationship of Underemployment to aggregate supply and aggregate demand</u>	Clarification
(F) (H)	<u>Determine the relationship of Inflation and its causes to aggregate supply and aggregate demand</u>	Clarification
(G) (I)	<u>Identify the Means of calculation</u> <input type="checkbox"/> Gross Domestic Product (GDP) <input type="checkbox"/> Purchasing Power Parity (PPP) <input type="checkbox"/> Economic growth <input type="checkbox"/> Unemployment <input type="checkbox"/> Underemployment <input type="checkbox"/> Inflation <input type="checkbox"/> Imprecision in economic measurement	
(45) (41)	National Statistics and Economic Measurement (Macro). <u>Explain the</u> Factors in country's overall level of income, employment, and prices	
(46) (42)	Business Cycle (Macro). <u>Explain</u> Entrepreneurship, entrepreneurial ventures and their effects	
(47) (43)	Business Cycle (Macro). <u>Determine the relationship of</u> Calculated risk <u>on the economy</u>	
(48) (44)	Business Cycle (Macro). <u>Determine the relationship of</u> Creative destruction <u>on the economy</u>	
(49) (45)	Business Cycle (Macro). <u>Determine the relationship of</u> Comparison with centralized capital spending <u>on the economy</u>	
(50) (46)	Business Cycle (Macro). <u>Determine the relationship of</u> Productivity <u>on the economy</u>	
(A)	<u>Label the business cycle model to illustrate economic conditions</u>	Clarification

(A)(B)	<u>Understand the</u> Factors in productivity increases	
(B)(C)	<u>Understand the</u> Factors in worker earnings	
(C)(D)	<u>Understand</u> Technology advances	
(51)(47)	Public Choice Theory (Macro). <u>Define</u> Public choice theory	
(52)(48)	Public Choice Theory (Macro). Application of <u>Apply</u> economic principles to analyze government decision-making	
(53)(49)	Public Choice Theory (Macro). <u>Describe how</u> Government officials <u>act</u> as rationale actors	
(54)(50)	International Economics and the United States (Macro). <u>Compare</u> Advantages of trade and <u>Explain</u> the concept of comparative advantage	
(55)(51)	International Economics and the United States (Macro). <u>Explain the</u> Consequences of trade	
(56)(52)	International Economics and the United States (Macro). <u>Determine the effect of</u> Trade barriers <u>on trade</u>	
(57)(53)	International Economics and the United States (Macro). <u>Define the</u> Balance of trade	
(58)(54)	International Economics and the United States (Macro). <u>Evaluate</u> Labor productivity trends <u>on trade</u>	
(59)(55)	International Economics and the United States (Macro). <u>Evaluate the role of</u> Exchange rates <u>on trade using economic data</u>	
(60)(56)	Benefits of the Free Enterprise System. <u>Define and Evaluate the role of</u> Voluntary exchange	
(A)	<u>Compare</u> Comparing economic systems (traditional, market, command, mixed) to economic questions the way in which economic questions are answered by different economic systems (traditional, market, command, mixed)	Clarification
(61)(57)	Benefits of the Free Enterprise System. <u>Understand the Benefits of the Free Enterprise System</u>	
(A)	Definition of <u>Define</u> <i>free enterprise</i>	Clarified order of concepts; clarified verb
(A)(B)	<u>Assess the effects of</u> Intellectual property protections	

(B)(C)	<u>Define and assess the effect of</u> Consumer sovereignty	
(C)(D)	<u>Break down the</u> Competitive nature of free enterprise	
(D)	<i>Definition of free enterprise</i>	Clarified order of concepts
(E)	<u>Evaluate the</u> Costs of government policies	
(F)	<u>Define and Compare</u> Central planning <u>to the free enterprise system</u>	
(G)	<u>Compare and Contrast</u> Historical experiences of the economic development <u>of the</u> (USA, USSR, China, Japan, <u>and India</u>) <u>with a focus on free enterprise versus command economies by analyzing patterns of continuity and change to assess the impact of historical transformations on economies.</u>	Clarification
(H)	<u>Evaluate</u> Examples of decisions to override free markets (anti-trust policies, utility regulation, historical preservation, other examples of public and non-excludable goods)	

§XX.XX Social Studies, United States History Studies Since 1877 (One Credit), Adopted 2026.			
United States History Studies Since 1877			
	Too Much Content	Just Right	Too Little Content
	SE stands for Student Expectation throughout this document.		Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
<u>(1)</u>	Exploration. <u>Understand Exploration</u>		
(1)	Exploration. The pre-Columbian peoples of North America (Earliest migrations, Technologies available to American Indians)		Rationale: This topic is addressed below.
(B-)	Heterogeneous American Indian tribes (e.g. Social and political organizations, spirituality, culture)		Rationale: See above.
(2) (A)	Exploration. <u>Describe</u> Exploration (French, Spanish, Dutch, and Swedish) <u>SS Skill: (Geography- patterns and processes)</u>		Rationale: This should be a student expectation not a knowledge and skills statement. Suggested change to: <u>The students should understand reasons for exploration and colonization in America.</u> Rationale: The strikethroughs allow a broader approach to exploration without too much specificity. To clarify: Add

		<u>European</u> exploration which is inclusive of all of these countries.
(B)	<u>Identify</u> European adaptations to American Indian culture	Rationale: The word “adaptations” is unclear. Europeans did not adapt to culture; they had relationships with American Indians. Suggested change for clarification to <u>“interactions with”</u> in place of adaptations and culture should be plural i.e. <u>“cultures”</u> . Rationale: Changing “culture” to plural allows for comparison as referenced above.
(3) (2)	Colonial Life and Government. <u>Understand</u> English <u>English</u> colonies in North America	Rationale: Repetitive.
(A)	<u>Compare</u> English Colonies in North America	
(A) (B)	<u>Compare</u> Virginia settlement and <u>Plymouth Colony settlement</u> (e.g. Jamestown colony, <u>House of Burgesses</u> , and Indentured servitude and slavery)	Rationale: Streamlining colonies into one SE allows for comparison.
(B)	<u>Plymouth Colony</u> (e.g. <u>Mayflower Compact</u>)	
(C)	<u>Explain the significance of</u> English colonies’ self-rule (<u>House of Burgesses, Mayflower Compact</u>)	Rationale: The movement of House of Burgesses and Mayflower Compact was to separate from colonial settlement and establish the concept of self-rule.
(D)	<u>Trace</u> English religious inheritance	Rationale: The phrase “religious inheritance” is vague. Suggested change to religious <u>“roots”</u> to facilitate vertical alignment to US Government.
(E)	English political inheritance (e.g. common law, juries, and militia service)	Rationale: English political inheritance is founded in the principles of self-rule.

(F)	English colonies' wars (e.g. American Indian wars, French wars, American Indian displacements after defeat in war)	Rationale: Colonial wars are addressed in causes of the American Revolution below.
(G)	Society and culture in colonial America (e.g. Scots Irish and German immigration)	Rationale: The topic of Scots Irish and German lacks connection points in context of this course.
(H)	Colonial Colleges	Rationale: Too much detail for this course.
(I)	<i>First Great Awakening</i>	Rationale: This is a cause and intellectual influence of the American Revolution.
(4) (3)	American Revolution. <u>Understand the American Revolution.</u>	
(A)	American Revolution. <u>Analyze</u> Political and economic factors that contributed to the American Revolution (<i>French and Indian War</i> and the role of George Washington, <u>Overhaul of British Imperial policy from 1763 to 1775</u>, <u>Widespread ownership of property that fostered local self-government</u>)	Rationale: Political and economic factors that contributed to the American Revolution should be broad. The stricken items are addressed below.
(A)(B)	<u>Explain</u> Historical and intellectual influences on the American Revolution and the new American government (e.g. Bible, Greek and Roman thought, Protestant political theory , English common law, <i>First Great Awakening</i> , Enlightenment philosophy)	Rationale: Striking these items makes the topic manageable and teachable. Struck content can be woven into remaining influences. Rationale: The Bible can be woven into other topics such as both Great Awakenings.
(B)	<i>Influence and ideas of key Americans (e.g. Thomas Jefferson, John Adams, Samuel Adams)</i>	Rationale: Moved to the topic "The role of individual patriots during the Revolutionary Era".
(C)	<u>Trace</u> Origins, meanings, and effects in history of the Declaration of Independence <u>SS Skills: Civic Thinking- multiple perspectives and civil discourse.</u>	Rationale: Striking the words "in history" allows focus on short term effects to fit with time constraints of course.

(D)	<u>Explain</u> British policies (<i>French and Indian War</i>) and American resistance before 1775	Rationale: “British policies” is vague. Suggested clarification of “British policies” to: <u>“economic policies following the “</u> . The French and Indian War was moved to this SE because it causes the economic policies that led to American resistance including mercantilism.
(E)	<u>Describe</u> The Revolutionary War and the <u>explain</u> reasons for the American victory and the British defeat.	
(F)	<u>Identify</u> The role of individual patriots during the Revolutionary Era Influence and ideas of key Americans (<i>e.g. Thomas Jefferson, John Adams, Samuel Adams</i>)	Rationale: The role of individual patriots fit when combining from above. These individuals are key figures in the Revolution that represent pivotal moments and ideas in the American Revolution, guiding Americans to Independence. It is a recommendation that no names are added in order allow the student to develop mastery during this course. Other important individuals are referenced in previous grade levels.
(5) (4)	American Revolution. <u>Understand</u> American Revolution . Adoption of the Constitution (<i>e.g. Articles of Confederation (1781), Shay’s Rebellion 1786-1787</i>)	Rationale: Suggested split of American Revolution into two knowledge and skills statements (First, “American Revolution” and second, “Adoption of Constitution”) for clarity on key topic.
(A)	<u>Explain the impact of</u> (e.g. Articles of Confederation (1781), Shay’s Rebellion 1786-1787), Northwest Ordinance (1787) (e.g. Prohibiting slavery in territories north of Ohio River).	Rationale: Moved “Articles of Confederation”, “Shay’s Rebellion” from key topic above to this SE to show effects of the challenges of a new nation and keep chronology.

(A) (B)	<u>Describe the impact of Northwest Ordinance (1787)</u> (e.g. Prohibiting slavery in territories north of Ohio River).	Rationale: For clarity, the strikethrough to allow teachers to discuss full impact of the Northwest Ordinance, not just slavery. Northwest Ordinance was separated from above to keep chronology.
(B) (C)	<u>Analyze</u> Constitutional Convention (e.g. James Madison, Connecticut Compromise or The Great Compromise, Rights of individuals and states, Slavery)	Rationale: The term “slavery” does not reflect the issue accurately. Recommend change of “slavery” to <u>“Issues Related to Slavery”</u> for clarity. SB 3 in 87 th Legislature states that students understand Fugitive Slave Act 1793 and must be included by statute. The Fugitive Slave Act is addressed in Article 4 Section 2 of the Constitution. Fugitive Slave Act of 1793 fits best with the topic “Key Developments Leading to the Civil War.”
(C) (D)	<u>Explain</u> Debate over the ratification <u>Arguments of key Federalists, Arguments of key Anti-Federalists, Federalist Papers</u> (including 10, 39, 51, 68, 70, 78) <u>SS Skill: Civic Thinking- democratic processes</u>	Rationale: Combining federalist components streamlines the document. Recommend keeping the reading of Federalist Papers to high school US Government course. The Texas Education Code requires founding documents to be read.
(D)	<i>Arguments of key Federalists</i>	
(E)	<i>Arguments of key Anti Federalists</i>	
(F)	<i>Federalist Papers (including 10, 39, 51, 68, 70, 78)</i>	
(G) (E)	<u>Identify and explain</u> Bill of Rights.	

	<u>SS Skill: Civic Thinking- due process</u>	
(6) (5)	New Nation. <u>Understand the New Nation.</u>	
(A)	Presidencies of George Washington, John Adams, and Thomas Jefferson <u>Explain</u> (e.g. Alien and Sedition Acts, Barbary War , Jefferson Embargo, Washington’s Farewell Address, Louisiana Purchase of 1803, <u>Marbury v. Madison (1803), judicial review</u>) <u>SS Skills: Civic Thinking- multiple perspectives and civil discourse.</u>	Rationale: The strikethroughs allow contextualization of this period. Rationale: This should be about evaluating key events of the early presidencies. Recommended change: <u>“Explain key events of the new nation.”</u>
(7)	Supreme Court Chief Justice John Marshall (e.g. Explain <u>Marbury v. Madison (1803), judicial review</u>)	Rationale: The name “Chief Justice John Marshall” was stricken for time constraints and he is implied in Marbury v Madison which was moved above because it is part of key events.
(8)	Political developments which weakened or strengthened slavery during the founding generation	Rationale: The SE is vague without context or specific examples and is stricken through because slavery is mentioned above in Constitutional Convention. Note: Missouri Compromise is not explicitly named anywhere and is essential to understand expansion of slavery.
(9) (B)	<u>Analyze the impact of</u> War of 1812	
(10)	Trace Emergence of a national American culture (Era of Good Feelings, Monroe Doctrine)	Rationale: Stricken due to time constraints. Era of Good Feelings, Emergence of National Culture is addressed in grade 6. Monroe Doctrine is addressed in 6 th and 7 th grade.

(11) (6)	National Expansion and Reform. <u>Understand National Expansion and Reform.</u>	Rationale: The reforms are not mentioned in the following sub-topics.
(A)	National Expansion and Reform (<i>Era of Good Feelings, Monroe Doctrine, <u>Describe Andrew Jackson's presidency and explain</u> Rising levels of political participation and the expansion of suffrage in antebellum America.</i>)	Rationale: National Expansion is struck because of redundancy. Note: The Indian Removal Act which is part of SB 3 and Trail of Tears is missing and is recommended to be included.
(A) (B)	Trace Westward expansion (e.g. Texas Revolution, Idea of Manifest Destiny, Texas Revolution, Mexican American War, Treaty of Guadalupe Hidalgo, California Gold Rush) <u>Explain Contribution of America's expansion to the Civil War</u> <u>SS Skill: Geography- patterns and processes</u>	Rationale: Removed list of topics to streamline. With verb and skill, these items will be covered.
(B)	Explain Contribution of America's expansion to the Civil War	Rationale: This SE was moved to "Trace Westward Expansion" in order to illustrate cause and effect.
(12) (7)	National Expansion and Reform. <u>Understand</u> Antebellum Economy, Society, and Culture (<i>Transportation Revolution, Industrial Growth, Major scientific discoveries and technological innovations</i>)	Rationale: The topic "Antebellum Economy, Society, and Culture" should be its own knowledge and skills statement for clarity because it is not related to expansion and reform.
(A)	<u>Explain</u> (<i>Transportation Revolution, Industrial Growth, Major scientific discoveries and technological innovations</i>)	Rationale: "Transportation Revolution, industrial growth, and technological innovations" should be its own SE for clarity because it is not related to expansion and reform. "Major scientific discoveries" stricken in order to streamline for time.
(A) (B)	<u>Describe</u> Southern slavery (e.g. <i>Cotton gin and its effect on the economies of slavery, Domestic slave trade and westward expansion of slavery</i> ; Slave life on plantations and farms across the South) <u>and explain</u> <i>Cotton gin and its effect on the economies of slavery, Domestic slave trade and westward expansion of slavery.</i>	Rationale: The order of the words were changed for clarity of verb intent.

(B)	American education	Rationale: This was stricken due to time constraints of the course.
(C)	<u>Explain</u> Religious trends (e.g. Second Great Awakening)	Rationale: The word “trends” seems inaccurate. Suggested change to <u>Movement</u> adds cohesion for societal change like women’s suffrage below.
(D)	<u>Describe</u> Antebellum women’s suffrage movement (e.g. 1848 Seneca Falls convention, Susan B Anthony, Elizabeth Cady Stanton)	
(E)	National American culture (e.g. Literature, Art, and Music)	Rationale: In this course, there are time constraints that would not allow for student mastery of these topics. Note: These topics can be addressed in other content areas.
(E)	<u>Trace Abolitionist movement</u>	Rationale: “Abolitionist movement” is a cultural reform movement that aligns with “women’s suffrage” and antebellum culture rather than “sectionalism.”
(13) (8)	Sectionalism, Civil War, and Reconstruction. <u>Understand Sectionalism, Civil War, and Reconstruction</u>	
(A)	<u>Trace Abolitionist movement</u>	
(14) (A)	Sectionalism, Civil War, and Reconstruction. <u>Compare</u> North and South’s different economies and cultures (e.g. Role of slavery as the main cause of the divisions and eventual war)	Rationale: Economics and slavery were both main causes and interdependent which led to Civil War. The “role of slavery as the main cause the Civil War” could be clarified by using the language of the current student expectation: <u>“Explain the central role of the expansion of slavery in causing sectionalism, disagreements over states’ rights, and the Civil</u>

		<u>War.” is the current rule text and in chronological order (Grade 8.8.b)</u>
(15) (B)	<p>Sectionalism, Civil War, and Reconstruction. Identify Key developments leading to the Civil War (e.g. Fugitive Slave Act 1850, Lincoln-Douglas Debates 1858)</p> <p><u>SS Skill: Economics- analyzing economic concepts</u></p>	<p>Rationale: Lincoln Douglass Debates are covered in the high school US Government course.</p> <p>Note: A notable absence is tariffs and Nullification Crisis. These are current TEKS in Grade 8.7.A “Analyze the impact of tariff policies on sections of the United States before the Civil War.” Grade 8.17.B “Explain the Constitutional issues arising over the issue of states’ rights including the Nullification Crisis and the Civil War.”</p>
(16)	Sectionalism, Civil War, and Reconstruction. Geography of Civil War	Rationale: The “Geography of the Civil War” is tied closely to economics. This topic alone lacks context.
(17)	Sectionalism, Civil War, and Reconstruction. Abraham Lincoln (e.g. Emancipation Proclamation 1863)	<p>Rationale: The “Emancipation Proclamation of 1863” aligns with “Key Civil War Events” subtopic.</p> <p>Rationale : Strikethrough because Lincoln is part of Emancipation Proclamation.</p>
(18)	Sectionalism, Civil War, and Reconstruction. Identify Roles and policies of Civil War leaders (e.g. Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee)	<p>Rationale: These individuals have been removed because their involvement is implied in pivotal moments and ideas during this era. They are also taught in other grade levels.</p> <p>Note: It is a recommendation that if names are kept, no additional names are added in order allow the student to develop mastery during this course.</p>

		Other important individuals are referenced in previous grade levels.
(19) (C)	Sectionalism, Civil War, and Reconstruction. <u>Identify and explain</u> Key Civil War battles and events <u>(Emancipation Proclamation 1863)</u> <u>SS Skills: Historical Thinking- analyze documents as products of their time</u>	Rationale: “Key Civil War events” allow teachers the opportunity to explore a broad range of battles and events. Note: Emancipation Proclamation is part of SB 3.
(20) (D)	Sectionalism, Civil War, and Reconstruction. <u>Explain</u> Advantages that led to Union Victory <u>Geography of Civil War</u> <u>SS Skills: Geography- tools (map)</u>	
(21) (E)	Sectionalism, Civil War, and Reconstruction. <u>Analyze</u> Major effects of the Civil War <u>Presidential and Radical Reconstruction, Jim Crow laws (Black Codes)</u>	Note: SB 3 requires 13 th , 14 th , 15 th amendments.
(22)	Sectionalism, Civil War, and Reconstruction. <u>Presidential and Radical Reconstruction,</u>	Rationale: “Presidential and Radical Reconstruction” is an effect of Civil War and was moved above.
(23)	Sectionalism, Civil War, and Reconstruction. <u>Jim Crow laws (Black Codes)</u>	Rationale: “Black Codes” are an effect of Civil War and are moved above. “Jim Crow laws” were moved to “Post Civil War Struggles of African Americans.”
(24) (9)	Rise of Industrial America. <u>Understand the Rise of Industrial America</u> and the <u>Progressive Era and Rise of Industrial America (Economy, religion, and culture)</u>	Rationale: “The Rise of Industrial America” is the Gilded Age. Gilded Age problems lead to Progressive Era reforms and stays conceptually on domestic issues.
(A)	<u>Explain Economy, religion, and culture</u>	Rationale: “The Rise of Industrial America” is the Gilded Age. The focus of this unit should be economics. The

		<p>next unit references “Gilded Age Reforms and Progressive Policies.”, however, problems of Gilded Age are not identified. Without proper context, Progressive Era reforms will not lead to student mastery of content.</p> <p>Rationale: “Religion” is struck through because the romanettes below are primarily political issues not religious.</p>
(A) (B)	<u>Describe</u> Late 19th and early 20th century Immigration	
(B) (C)	<u>Describe</u> Westward migration after the Civil War and its effect on the American Indians	
(C) (D)	<u>Explain</u> Formation and goals of trade unions and third political parties during the Industrial era	Note: The formation of third political parties like the Grange and the Farmers’ reform creates background knowledge for the Great Depression and shows civic participation.
(D) (E)	<u>Explain</u> <i>Origins of Progressivism and important proponents and opponents of Progressive reforms</i>	Rationale: B, C, and D were moved to this era because they naturally fit in “Industrial America” of the Gilded Age. These Progressive reforms are the solution to the Gilded Age. They are domestic and lend to cause/ effect.
(25)	Rise of Industrial America. Panama Canal	
(F) (F)	Progressive Era and World War I. Analyze Gilded Age Reforms and Progressive policies	
(G) (G)	Progressive Era and World War I. Trace Post-Civil War struggles of African Americans and women to retain and gain basic civil rights Jim Crow laws	<p>Rationale: “Post Civil War struggles” was moved because it is historically accurate. Jim Crow fits in this time period, not Reconstruction.</p> <p>Note: The history of white supremacy is also in SB 3.</p>

(E)	<i>America's growing role in world affairs from the Civil War to 1914 (e.g. Purchase of Alaska from Russia, America's growing influence in Hawaii leading to annexation, the Spanish American War</i>	Rationale: "America's growing role in world affairs" does not fit under the topic of "Industrial America" with economics, religion, and culture.
(26) (10)	Progressive Era and World War I. Progressive Era and Understand World War I. <i>Origins of Progressivism and important proponents and opponents of Progressive reforms</i>	Rationale: Suggested change to "Age of Expansion and WW1" to capture SEs listed below. Domestic topics have been moved to "Industrial America"/ "Gilded Age". In this topic, there is a focus on contributions of imperialism and World War I to America becoming a world power.
(27)	Progressive Era and World War I. Gilded Age Reforms and Progressive policies	
(28)	Progressive Era and World War I. Post Civil War struggles of African Americans and women to retain and gain basic civil rights	
(A)	<u>Describe</u> <i>America's growing role in world affairs from the Civil War to 1914 (e.g. Purchase of Alaska from Russia, America's growing influence in Hawaii leading to annexation, the Spanish-American War Panama Canal</i>	
(29)(B)	Progressive Era and World War I. <u>Explain</u> American foreign policy during and after World War I	Rationale: Moving this SE shows the growing role of America in world affairs. Whereas "Industrial America" is domestic, these are foreign events that occur in the time period. The organization of this SE is what is conceptually understandable to the students with this division. Note: Open Door Policy is part of Spanish American War in reaching out in the wider world. Open Door Policy is in Current TEKS 11.15.c

(30) (C)	Progressive Era and World War I. Describe America's economic and military contribution to Allied victory in World War I	Note: Treaty of Versailles is intended to be included as a part of foreign policy. Note: Also, noticeably missing is domestic policies during this time which show American patriotism.
(31) (11)	Interwar Period. Understand Interwar Period Domestic Issues in 1918—1929 (Post War radical unrest and the birth of the American Communist Party, Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots, Scopes Trial, Prohibition, Immigration and national immigration debates)	
(A)	Describe Domestic Issues in 1918 – 1929 (Post War radical unrest and the birth of the American Communist Party, Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots, Scopes Trial, Prohibition, Immigration and national immigration debates) <u>SS Skill: Media Literacy- author, audience, purpose, historic context</u>	
(B) (B)	Describe <u>American culture and religion between 1914 and 1939 (e.g. Harlem Renaissance) Scopes Trial</u>	Note: Many of these events are tangential to SB 24 including but not limited to history of and tactics used by communist movements in the United States, modern threats by communist ideologies, propaganda, and censorship. Note: SB 3 includes 19 th amendment, and eugenics. Note: It is a recommendation to change immigration and national immigration debates to “ <u>Red Scare</u> ” in order to clarify intent of the SE. Note: Media Literacy Skill requires analysis of multiple documents and propaganda would be a good application.

(A)(C)	<u>Analyze</u> Causes and consequences of the global depression of the 1930s.	Rationale: “Scopes Trial” aligns to “American culture and religion” rather than domestic issues.
	Describe American culture and religion between 1914 and 1939 (e.g. Harlem Renaissance) Scopes Trial,	Rationale: The New Deal is not a consequence, but rather a response to the Great Depression. Recommended change to <u>“and responses to”</u> .
(32)(12)	World War II. <u>Understand</u> World War II World War II geography	
	World War II geography	
(33)(A)	World War II. <u>Explain</u> Contributions of Axis aggression to the start of World War II (Fascism in Germany and Italy, German and Japanese aggression)	
(34)(B)	World War II. <u>Describe</u> Major battles and events <u>World War II geography</u>	
(35)(C)	World War II. <u>Explain</u> Military contribution of important individuals and military units	Rationale: Geography is moved to this topic to give context to events. Rationale: Events give teachers opportunity to explore a broad range of battles and events. Note: Atomic Bomb is missing
(36)(D)	World War II. <u>Explain</u> Key domestic events (Women and minorities in workforce, Bracero Program)	
(37)(E)	World War II. <u>Describe</u> America’s <i>patriotic</i> wartime culture and <u>patriotism</u>	Note: Executive Order 9066 needs consideration.
(38)(13)	Post war United States– <u>Understand Post war United States</u> Factors that contributed to the Cold War	Rationale: Not all culture was patriotic. Patriotism is part of informed

		patriotism objective 5 in the public education mission and goals.
(A)	<u>Analyze</u> Factors that contributed to the Cold War <u>Historic Thinking Skill: continuity and change over time to explain causes evaluate...</u>	
(39)(B)	Post war United States. <u>Explain</u> Diplomatic and military policies of Presidents Truman Eisenhower (<i>Korean War</i>), Kennedy (<i>Cuban Missile Crisis</i>), Johnson, and Nixon <i>Vietnam War</i> (<i>Cuban Missile Crisis</i>) Geography skill	
	Post war United States. Korean War and Vietnam War	
(40)(C)	Post war United States. <u>Describe</u> Domestic Cold War trends (Baby boom, GI Bill) <u>The Modern Era. American culture-between 1945</u>	Rationale: Moving the “Korean War and Vietnam War” to the SE above provides context and streamlines the content.
(41)	Post war United States. Presidents Truman and Eisenhower	Rationale: The information in parentheses are not “Cold War Trends”. These are post war trends along with suburbs, interstate highway, cultures. Rationale: Culture starting in 1945 was moved to “Domestic Cold War trends” to create technological and cultural through line (spiral) i.e. radio, tv, computer and counterculture. Note: “American Culture between 1945” is part of a topic that ends in 2016. It was divided to show how post war/ modern culture spirals throughout the course to show student mastery.

		Note: It is recommended to spiral culture through the upcoming eras.
(42)(D)	Post-war United States. <u>Explain</u> Domestic anticommunism	Rationale: “Presidents Truman and Eisenhower” are stricken because they are redundant to policies named above.
(43)(E)	Post-war United States. <u>Analyze</u> Civil Rights movements (African American, Mexican American) <u>SS Skill: Research and Inquiry- apply research methods for multiple perspectives</u>	
(44)(F)	Post-war United States. <u>Explain</u> Space Race	Rationale: Voting Rights Act of 1965 and League of United American Citizens (LULAC) is part of SB 3. Note: Chicano movement is in SB 3 Note: American Indian Movement (AIM) is notably missing.
(45)(G)	Post-war United States. <u>Explain</u> Great Society	
(46)(H)	Post-war United States. <u>Explain</u> The conservative movement and <u>Ronald Reagan</u>	Note: Great Society is a narrow way to teach the domestic events of the 1960’s and 1970’s. In the proposed Key Topics Document, grade 7, 7.B.iii states: “Great Society programs, mass media, television, and the cultural revolution of the 1960’s and 70’s.” Moving this to High School US History helps develop the throughline for culture and technology in this course. Note: 26 th amendment in SB 3 is missing. Note: Consideration for inclusion: “Major 1960’s and 1970’s interdependent domestic/ foreign events such as counterculture movements,

		complication of American reliance on oil, Watergate, Iran, rise of terrorism and anti-democratic regimes in Latin America.”
(47) (14)	The Modern Era. <u>Understand The Modern Era</u> <i>Ronald Reagan</i>	Note: SB 24 references the origins of communist guerilla movements in Latin America.
(48) (A)	The Modern Era. <u>Describe</u> End of Cold War (Fall of the Berlin Wall and Soviet Empire)	Rationale: Reagan is the result of the conservative movement.

(49) (B)	The Modern Era. <u>Explain</u> Key events of the Bush (I), Clinton, Bush (II) (9/11) , and Obama presidencies	Note: To continue with interdependent domestic and foreign events referenced in the 1960’s and 1970’s, the following events correspond to the listed presidents: Gulf War, NAFTA, Clinton’s impeachment, 2000 election, 9-11, Afghanistan and Iraq wars, 2008 election and economic crisis, Affordable Care Act. Note: As stated in SBOE meetings, the past two presidents are not mentioned because of the issue between contemporary issues versus history.
(50) (C)	The Modern Era. <u>Describe</u> Major economic and social trends	
(A) (D)	<u>Describe</u> Computer revolution <u>2016 (Internet, Social media)</u>	Rationale: The “American culture ...2016” that references internet and social media aligns with computer revolution.

		Note: The 2016 date needs clarification to explain why it is selected.
(B)	Mass immigration and demographic changes (e.g. Immigration and Nationality Act of 1965)	Rationale: This topic was removed due to time constraints and may be more appropriate in demography of high school World Geography.
(C)	Falling real wages for many workers	Rationale: Without context of the Recession of 2008, the topic does not express what is happening that led to the recession. This is too granular to stand alone. This topic fits with the full year high school Economics course.
(D)	Weakened nuclear family	Rationale: This SE could be perceived as judgment on other types of families.
(S1)(E)	The Modern Era. American religion since 1945	Rationale: “American religion since 1945” is part of “Rise of Conservatism” topic above.
(S2)	The Modern Era. American culture between 1945 and 2016 (Internet, Social media)	

§XX.XX Social Studies, United States Government (One-Half Credit), Adopted 2026.			
United States Government	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Compare</u> Different forms of government		
(2)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Understand</u> Contributions to America’s core ideals		
(A)	<u>Describe</u> religion		Recommend adding “in relation to America’s core ideals” to add clarity
(B)	<u>Trace and explain</u> Colonial Era ideas on self-government by <u>analyzing patterns of continuity over time.</u>		
(3)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Explain the relationship</u> of religion to civic virtue		
(A)	Northwest Ordinance		Recommend to remove because this is typically not addressed as an example of civic virtue.

(B)	Washington's Thanksgiving Proclamation 1789	Recommend to remove due to instructional time constraints.
(A)	<u>Analyze</u> Washington's Farewell Address 1796 <u>as a historical document of its time by examining the author's purpose, audience, and circumstances and evaluate how these factors shape the information the source provides and its usefulness as evidence of civic virtue.</u>	
(4)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Understand</u> limited government.	Recommend developing an optional list of documents that are examples of "Historical Roots and Founding documents" such as the Magna Carta, Mayflower Compact, colonial charters, Declaration of Independence, U.S. Constitution, Articles of Confederation, Northwest Ordinance)
(A)	<u>Identify</u> enumerated powers <u>and limited government in foundational documents.</u>	Recommend adding "and limited government in foundational documents" to clarify connection between enumeration and limited government.
(B)	<i>Identify Identification of natural rights in the Declaration of Independence as "the laws of nature and of nature's God"</i>	Recommend move to consolidate all Declaration of Independence concepts
(5)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Trace the</u> rule of law and preservation of liberty <u>utilizing reasoning skills such as sequencing and contextualization.</u>	
(6)	Historical Roots and Founding Documents of the Constitutional Republic. Vertical hierarchy of laws	Recommend removing because it is duplicative- addressed in Federalism
(7)	Historical Roots and Founding Documents of the Constitutional Republic. Grievances listed in the Declaration of Independence.	Recommend move to consolidate all Declaration of Independence concepts
(6)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Understand and explain</u> the events that led to the writing, ratification, and implementation of the Constitution and the Bill of Rights.	Recommend that events are specified for clarity.
(9)	Historical Roots and Founding Documents of the Constitutional Republic. Major features of the revolutionary era state constitutions	Recommend removing because it allows more focus on civics. Workgroup

		recommends addressing these as part of a “such as” list on 4(A)
(A)	Massachusetts, Pennsylvania, and Virginia	Recommend removing because it allows more focus on civics. Workgroup recommends addressing these as part of a “such as” list on 4(A)
(10) <u>(7)</u>	Historical Roots and Founding Documents of the Constitutional Republic. <u>Understand</u> Key events that led to the establishment of a secure republican order	
(A)	Colonial charters	Recommend removing because it allows more focus on civics. Workgroup recommends addressing these as part of a “such as” list on 4(A)
(B)	Actions of the First Congress	Recommending removing due to instructional time constraints
(C) <u>(A)</u>	<u>Summarize the</u> Election of 1800.	Recommending moving this section to the end of the Historical Roots section to maintain an accurate timeline. Recommend adding “as a key event that led to the establishment of a secure republican order” to clarify connection between key topic and subtopic.
(11)	Historical Roots and Founding Documents of the Constitutional Republic. Natural Law and Natural Rights	Recommend moving to consolidate all Declaration of Independence concepts
(A)	Locke and Blackstone	Recommend moving to consolidate all Declaration of Independence concepts
(12) <u>(8)</u>	Historical Roots and Founding Documents of the Constitutional Republic. Key principles in the <u>Analyze</u> Declaration of Independence	Recommend removing key principles because it is limiting. Recommend moving all other Declaration of Independence topics under this key topic for consolidation.

(A)	<u>Understand Natural Law and Natural Rights based on the writings of Locke and Blackstone</u>	Recommend adding “based on the writings of” to support the verb and the connection between Natural Law and Natural Rights and Locke and Blackstone. Recommend moving to consolidate all Declaration of Independence concepts
(B)	<u>Identify Identification of natural rights in the Declaration of Independence as “the laws of nature and of nature’s God”</u>	Recommend moving to consolidate all Declaration of Independence concepts Recommend removing “identification of” for grammar
(C)	<u>Explain how grievances listed in the Declaration of Independence are addressed in the Constitution and Bill of Rights using cause and effect.</u>	Recommend moving to consolidate all Declaration of Independence concepts Recommend adding “are addressed in the Constitution and Bill of Rights” to add clarity and make a relevant connection.
(13) (9)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Define the</u> seven Articles of the Constitution	
(14) (10)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Apply</u> principles of the Constitution.	
(15) (11)	Historical Roots and Founding Documents of the Constitutional Republic. Principles of the <u>Justify the purpose of the</u> Bill of Rights <u>using civil discourse to engage in meaningful and respectful communication.</u>	Recommend removing “Principles of the” removes confusion. Recommend using “Justify the purpose of the Bill of Rights” as a whole, not as individual amendments. Consider moving to 16 as (C) to support appropriate scaffolding.
(16) (12)	Historical Roots and Founding Documents of the Constitutional Republic. <u>Analyze</u> Federalist and Anti-Federalist debates <u>using civil discourse to engage in meaningful and respectful communication.</u>	

(A)	<u>Understand</u> Federalist papers 10, 51, 78 <u>by analyzing point of view to understand historical perspectives.</u>	
(B)	<u>Understand</u> Brutus 1 <u>by analyzing point of view to understand historical perspectives.</u>	
(17) (13)	American Political Culture. <u>Read and interpret documents as the</u> Embodiment of Founding American Principles <u>including Alexis de Tocqueville’s Democracy in America, Frederick Douglass’ “What to the Slave is the Fourth of July?” and “What the Black Man Wants”, First Lincoln-Douglas debate, Martin Luther King Jr. “I have a Dream”, Ronald Reagan’s “A Time for Choosing” to synthesize information from multiple perspectives.</u>	<p>Recommend using the listed documents as an including list instead of putting the same verb on each.</p> <p>Workgroup recommends narrowing Alexis de Tocqueville’s Democracy in America to the following excerpts: Volume 1, part 3, chapters 4 and 10.</p>
(A)	<i>Alexis de Tocqueville’s Democracy in America</i>	Recommend grouping all of these documents as resources for the key topic.
(B)	<i>Frederick Douglass’ “What to the Slave is the Fourth of July?” and “What the Black Man Wants”</i>	Recommend grouping all of these documents as resources for the key topic.
(C)	<i>First Lincoln-Douglas debate</i>	Recommend grouping all of these documents as resources for the key topic.
(D)	<i>Martin Luther King Jr. “I have a Dream”</i>	Recommend grouping all of these documents as resources for the key topic.
(E)	<i>Ronald Reagan’s “A Time for Choosing”</i>	Recommend grouping all of these documents as resources for the key topic.
(18) (14)	American Political Culture. <u>Identify</u> Robert’s Rules of Order	
(19) (15)	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Summarize the</u> structure and functions of the legislative branch	Recommend specifying “the necessary and proper clause” here for clarity
(20) (16)	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Summarize the</u> structure and functions of the executive branch	Recommend specifying “the take care clause” here for clarity

(21) <u>(17)</u>	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Summarize the</u> structure and functions of the judicial branch	Recommend explicitly including Marbury v Madison – establishing jurisdiction. (not enumerated, so the workgroup recommends calling it out.
(22) <u>(18)</u>	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Compare</u> Enumerated responsibilities of the federal government	Recommend removing “enumerated” to address all three branches including the judicial branch’s role.
(23) <u>(19)</u>	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Model the</u> role of the Electoral College <u>using simulations and civil discourse.</u>	Recommend moving to Modern Campaigns, Elections, Media, Political Parties and Participation
(24) <u>(20)</u>	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>List the</u> requirements of individuals to hold major offices under the Constitution.	
<u>(21)</u>	Three Branches of Federal Government (Legislative, Executive, Judicial). <u>Explain</u> <u>delegation of powers and separation of powers.</u>	Recommend moving from “Administrative State” because it fits logically under Three Branches of Federal Government.
(25) <u>(22)</u>	Federalism. <u>Compare the</u> types of republican governments.	Recommend clarifying types of republican governments by adding “including unitary, confederal, and federal governments” to reduce confusion and support recommended verb.
(26) <u>(23)</u>	Federalism. <u>Categorize the division of</u> government powers.	Recommend clarifying types of government powers by adding “including enumerated, reserved, and concurrent powers” to reduce confusion and support recommended verb.
(27) <u>(24)</u>	Federalism. <u>Differentiate</u> the Vertical hierarchy of law	Recommend changing “Vertical Hierarchy of Law” to “Levels of Government” for clarity. Recommend connecting the Supremacy Clause.
(28) <u>(25)</u>	Federalism. <u>Explain the</u> effects of the 17th amendment (direct election of Senators) on the federalist structure of government.	

(29) <u>(26)</u>	Federalism. <u>Compare</u> historical and contemporary conflicts over the respective roles of national and state governments <u>by evaluating the historical significance on societies, economies, or political systems.</u>	
(30) <u>(27)</u>	Federalism. <u>Compare</u> Texas state and local governments.	Recommend including “to the United States government” at the end to support the recommended verb and connect to U.S. Government.
(A)	<u>Identify representatives and describe roles in the</u> Executive branch <u>using inquiry and research methods to locate relevant sources.</u>	Due to statute, recommend adding “representatives” and “roles” to clarify need to identify officials at each level.
(B)	<u>Identify representatives and describe roles in the</u> Legislative branch <u>using inquiry and research methods to locate relevant sources.</u>	Due to statute, recommend adding “representatives” and “roles” to clarify need to identify officials at each level.
(C)	<u>Identify representatives and describe roles in the</u> Judicial branch <u>using inquiry and research methods to locate relevant sources.</u>	Due to statute, recommend adding “representatives” and “roles” to clarify need to identify officials at each level.
(D)	<u>Identify representatives and describe roles in the</u> Local government <u>using inquiry and research methods to locate relevant sources.</u>	Due to statute, recommend adding “representatives” and “roles” to clarify need to identify officials at each level.
(31)	Federalism. Role and power of state and local governments	Recommend to remove because it is duplicative and addressed in 30(D) and in 44.
(32)	Federalism. Categories of spending in Texas government	Recommend removing due to instructional time constraints.
(33) <u>(28)</u>	Federalism. <u>List</u> eligibility requirements for individuals to hold public office in Texas.	
(34) <u>(29)</u>	Civil Liberties and Civil Rights. <u>Evaluate</u> freedoms and rights protected and secured by each amendment in the Bill of Rights <u>using civil discourse to engage in meaningful and respectful communication.</u>	
(35) <u>(30)</u>	Civil Liberties and Civil Rights. <u>Summarize the</u> U.S. Supreme Court Interpretations of rights guaranteed by the U.S. Constitution <u>in cases including <i>Brown v. Board of Education of Topeka.</i></u>	Recommend moving all of the court cases into an including list in order to clarify that

	<u><i>Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, Texas v. Johnson</i></u> by analyzing opposing points of view to explain how these perspectives impact American society.	these are examples to use while summarizing the Supreme Court interpretations. Recommend clarifying rights that align with the identified court cases.
(A)-	<i>Brown v. Board of Education of Topeka</i>	
(B)-	<i>Miranda v. Arizona</i>	
(C)-	<i>Dobbs v. Jackson's Women's Health Organization</i>	
(D)-	<i>Students for Fair Admissions v. Harvard</i>	
(E)-	<i>Pierce v. Society of Sisters</i>	
(F)-	<i>Texas v. Johnson</i>	
(36)- (31)	Administrative State. Twentieth-century Describe the growth of the federal government by analyzing economic data and models to explain economic concepts, issues, or policies.	Recommend add the word Federal in front of Administrative State for clarity. Recommend removing twentieth century to provide more flexibility in examples of growth
(37)-	Administrative State. Delegation of powers and separation of powers	Recommend moving to Three Branches of Federal Government.
(38)- (32)	Administrative State. Identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946.	
(A)-	Federal Reserve System	Recommend removing to provide flexibility to teachers to select their own agencies.
(B)-	Environmental Protection Agency	Recommend removing to provide flexibility to teachers to select their own agencies.
(39)-	Administrative State. Statutes and judicial decisions concerning administrative law	Recommend removal due to instructional time considerations.

(A)	<i>Administrative Procedure Act (1946)</i>	Recommend moving to 38 to streamline content.
(B)	Chevron Deference (1984)	Recommend removal due to instructional time considerations.
(C)	Loper Bright Enterprises v. Raimondo (2024)	Recommend removal due to instructional time considerations.
(40) <u>(33)</u>	Administrative State. Twentieth-century Describe the growth of the Texas state government <u>by analyzing economic data and models to explain economic concepts, issues, or policies.</u>	Recommend removing “twentieth century” to provide more flexibility in examples of growth.
(41) <u>(34)</u>	Modern Campaigns, Elections, Media, Political Parties and Participation. <u>Identify and explain the</u> roles and responsibilities of citizens in the United States.	
(42) <u>(35)</u>	Modern Campaigns, Elections, Media, Political Parties and Participation. <u>Compare</u> Two-party system and the role of third parties in the United States <u>using the lens of media literacy and historical data, maps, charts, or graphs to synthesize evidence and draw conclusions.</u>	Recommend “compare” so that students can compare two-party systems to a viable third-party option.
(43) <u>(36)</u>	Modern Campaigns, Elections, Media, Political Parties and Participation. <u>Compare</u> How political <u>representative</u> districts are crafted <u>using geographic patterns and processes.</u>	Recommend changing political to representative to increase clarity. Recommend clarifying that census, reapportionment, redistricting, and gerrymandering are the ways representative districts are crafted.
(44) <u>(37)</u>	Modern Campaigns, Elections, Media, Political Parties and Participation. <u>Analyze</u> the voting process and election laws in Texas <u>using simulations of democratic processes such as voting, due process, and caucuses</u>	Recommend clarifying whether “modern” applies only to campaigns or to all listed topics.

§XX.XX Social Studies, Personal Financial Literacy (One-Half Credit), Adopted 2026.			
Personal Financial Literacy (PFL)	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Fundamental Concepts of Economics Related to PFL. <u>Understand</u> scarcity <u>through civil discourse.</u>		
(2)	Fundamental Concepts of Economics Related to PFL. <u>Identify</u> opportunity costs.		
(3)	Fundamental Concepts of Economics Related to PFL. <u>Describe the</u> Supply and demand <u>relationship</u> (Pricing) <u>through analysis of economic models.</u>		Recommend adding the word “relationship” to better support the verb.
(4)	Fundamental Concepts of Economics Related to PFL. <u>Understanding</u> Free enterprise <u>through discussion including those with multiple perspectives.</u>		
(5)	Fundamental Concepts of Economics Related to PFL. <u>Compare</u> Appreciation and depreciation		
(6)	Earning Income. <u>Understand that</u> compensation for a job can come in the form of wages, salaries, commissions, tips or bonuses and can include additional employee benefits		
(A)	<u>Compare the</u> costs and Benefits of Investing in Additional Education or Training		Recommend that students loans are discussed as part of costs and benefits.

		More clarification is needed to accurately describe types of training.
(B)	<u>Summarize</u> <i>post-secondary education and the role of FAFSA</i>	Recommend moving from Credit and Debt: This topic is more cohesive with Earning Income.
(C)	<u>Evaluate</u> <i>Postsecondary options for college and career using Research and Inquiry</i>	Recommend moving from Credit and Debt: This topic is more cohesive with Earning Income.
(B) (D)	<u>Explore</u> Different Types of Jobs <u>using Research and Inquiry</u>	
(C) (E)	<u>Compare</u> Labor Market Conditions <u>by analyzing the impact of geographic patterns and processes on economic events over time and place</u>	
(D) (F)	<u>Explain the</u> Impact of Technological Advances <u>through discussion including multiple perspectives.</u>	
(E) (G)	<u>Describe</u> Economic Downturn <u>by analyzing historical data, maps, charts, graphs, and timelines to draw conclusions about economic trends.</u>	
(F) (H)	<u>Identify</u> Gross, Net and Taxable income	
(G) (I)	<u>Understand</u> Taxes and Spending Habits.	Recommend clarifying appropriate taxes as excise tax, severance tax, property tax, franchise tax, sin tax, etc.)
(H) (J)	<u>Identify the different</u> Levels of Government that Collect Tax Revenue	
(I) (K)	<u>Understand the requirement of</u> Reporting Income	
(J) (L)	<u>Differentiate between a</u> Tax Credit and <u>a</u> Tax Deduction	
(K) (M)	<u>Consider and Evaluate</u> Multiple Sources of Income in retirement	
(L) (N)	<u>Understand</u> Employer-sponsored Retirement Plan	

(A) (O)	<u>Compare</u> Costs and Benefits of Gig Employment.	Recommend clarifying “gig employment” to support consistent interpretation across the state. Recommend clarification on “independent contracting” vs “freelancing” and how those are interpreted in different ways regarding taxes, insurance, etc.
(7)	Spending and Planning. <u>Understand</u> how budgets help people achieve financial goals by allocating income to necessary and desired spending and saving.	
(A)	<u>Estimate and compare the</u> cost of living <u>using different geographic locations while considering social, economic, or political issues.</u>	
(B)	<u>Create</u> Short-term and Long-term Financial Goals.	
(C)	<u>Identify and categorize</u> Fixed and Variable Expenses.	
(D)	<u>Utilize</u> Budgeting Tools <u>using economic data.</u>	
(E)	<u>Identify</u> Durable Goods	
(F)	<u>Understand</u> Inflation <u>by analyzing historical data, maps, charts, graphs, or timelines about economic trends.</u>	
(G)	<u>Understand</u> Negotiation and <u>conduct</u> Pre-purchase Research <u>using relevant sources to craft evidence-based analyses.</u>	
(H)	<u>Examine the influence of</u> Social Media Marketing and Advertising <u>by considering the author, audience, or purpose of primary sources to evaluate their impact.</u>	
(I)	<u>Compare</u> Renting Versus Buying a Home <u>by analyzing geographic relationships using spatial data and geographic tools.</u>	
(J)	<u>Examine</u> Rental Contracts	

(K)	<u>Identify</u> Donations	Recommend including types of donations to identify as tithes, in-kind, materials, time, estates
(L)	<i>Consumer Fraud</i>	Recommend moving to Risk Management and insurance to group types of fraud together.
(M) (L)	<u>Model</u> financial Record-keeping.	
(N) (M)	<u>Examine</u> Financial Technology Options.	
(8)	Savings and Investing. <u>Understand that</u> financial institutions offer several types of savings accounts with different parameters and investment risk tolerance depends on a variety of factors.	
(A)	<u>Compare</u> Savings Accounts, Money Market Accounts and CDs.	
(B)	<u>Explore and apply</u> interest rates.	
(C)	<u>Evaluate</u> market conditions <u>using data, charts, graphs, and timelines to draw conclusions about economic trends.</u>	
(D)	<u>Explain</u> federal bonds.	
(E)	<u>Recognize</u> the regulating <u>regulation of</u> financial institutions and solvency.	
(F)	<u>Compare</u> IRAs, Roth IRAs, and Education Savings Accounts.	
(G)	<u>Compare</u> “Opt in” versus “Opt out” plans.	
(H)	<u>Compare</u> Health Savings Accounts and High-deductible Health Plans.	
(I)	<u>Assess</u> personal risk tolerance.	
(J)	<u>Identify and classify</u> Small-company Stocks, Large-company Stocks, Corporate Bonds and Treasury Bonds.	
(K)	<u>Identify</u> Mutual Funds.	

(L)	<u>Compare</u> Nominal and Real Returns.	
(M)	<u>Identify</u> Minimum Account Balances.	Recommendation to discuss maximums as well as minimums.
(N)	<u>Describe the pros and cons</u> of Hiring a Professional Financial Planner.	Recommend adding “pros and cons” to support recommended verb.
(O)	<u>Understand and calculate</u> Compounding Interest.	
(9)	Credit and Debt. <u>Understand</u> The purpose of credit scores and credit reports and how they are used by lenders and the cost of credit in terms of interest rates.	
(A)	<u>Explain how to obtain</u> a free copy of a credit report.	Recommend including “how to obtain” to support recommended verb.
(B)	<u>Understand and evaluate</u> debt management <u>using inquiry-based simulations</u> .	Recommend that types of debt like student loans, unsecured debt, and secured debt are discussed as part of debt management for clarity.
(C)	<u>Understand</u> bankruptcy <u>and its implications</u> .	Recommend adding “and its implications” to add clarity
(D)	<u>Explain how</u> payday loans can create a cycle of debt (e.g. Predatory Lending, Installment plans).	
(E)	<u>Compare</u> adjustable-rate and fixed-rate mortgages.	
(F)	<i>Post-secondary education and the role of FAFSA</i>	Recommend moving: This topic is more cohesive with Earning Income to address concern around ensuring connection between FAFSA and debt is addressed appropriately.
(G)	<i>Postsecondary options for college and career</i>	Recommend moving: This topic is more cohesive with Earning Income.
(10)	Risk Management and Insurance. <u>Explore</u> variances in risk tolerance and insurance costs <u>across different geographic areas using evidence-based research</u> .	

(11)	Risk Management and Insurance. <u>Identify and explain</u> different types of insurance <u>including unemployment programs, Medicaid and Medicare, insurance fraud, consumer fraud, and identity theft.</u>	Recommend adding “and fraud” to this topic so that the listed types of fraud below fit in this section. Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(A)	<i>Unemployment programs</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(B)	<i>Medicaid and Medicare</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(C)	<i>Insurance fraud</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(D)	<i>Consumer Fraud</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic. Recommend moving to Risk Management and insurance to group types of fraud together.
(E)	<i>Identity theft</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(F)	<i>Extended warranties</i>	Recommend listing all of the types of insurance and fraud as an including list for the key topic.
(12)	Entrepreneurship and Business Structures. <u>Explore</u> entrepreneurship and business structures in a free enterprise system <u>including sole proprietorship, partnership, limited liability, LLC, corporation.</u>	Recommend listing the business structures as an including list for the key topic.

(A)	<i>Sole Proprietorship</i>	Recommend listing the business structures as an including list for the key topic.
(B)	<i>Partnership</i>	Recommend listing the business structures as an including list for the key topic.
(C)	<i>Limited Liability</i>	Recommend listing the business structures as an including list for the key topic.
(D)	<i>LLC</i>	Recommend listing the business structures as an including list for the key topic.
(E)	<i>Corporation</i>	Recommend listing the business structures as an including list for the key topic.
(F) (A)	<u>Calculate</u> revenue and profit as a business owner <u>using inquiry-based simulations.</u>	Recommend using “inquiry-based simulations” because it indicates that students are asking the questions as an entrepreneur

§XX.XX Social Studies, Psychology (One-Half Credit), Adopted 2026.			
Psychology	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		Re: Length - Largely seems right but have flagged that there is too little content connected to information about careers in psychology. It is added in a subtopic under Psychological Research.
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	Origins of Psychology and Major Modern Psychological Theories. <u>Identify</u> the concept of the soul in ancient Scriptures <u>including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali</u> , classical authors, and modern philosophers and <u>explain patterns in continuity and change over time.</u>		Note: changing the capitalization of the S in scripture? Rationale: Added specificity on ancient scriptures to provide clarity. Classical authors and modern philosophers are referenced below and therefore not included as an addition here.
(2)	Origins of Psychology and Major Modern Psychological Theories. <u>Identify</u> unique contributions of pioneers in empirical psychology		
(3)	Origins of Psychology and Major Modern Psychological Theories. <u>Recognize</u> effects of the cognitive revolution in psychology		

(4)	Origins of Psychology and Major Modern Psychological Theories. <u>Explain</u> the computational theory of mind and its <u>criticisms</u>	
(5)	Psychological Research. <u>Describe</u> basic methods of social scientific reasoning and <u>compare the characteristics of qualitative and quantitative psychological research</u>	
(6)	Psychological Research. <u>Identify</u> standards of the American Psychological Association (APA) for ethical decision making <u>in relation to</u> regarding the collection, storage, and use of psychological data	Rationale: Clarified by replacing “regarding” with “in relation to” for specificity.
(7)	Psychological Research. <u>Interpret</u> measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) <u>to create and answer questions and demonstrate understanding of the information gathered.</u>	
(8)	Psychological Research. <u>Identify</u> the replication crisis, including false positives, statistical error, publication bias, confirmation bias <u>within primary and secondary sources to evaluate their perspective, reliability, and utility for answering questions related to psychology.</u>	
(9)	Psychological Research. <u>Evaluate</u> Psychology as a science by <u>collaborating on a written, oral, or visual product using methods of civil discourse</u>	
(10)	Psychological Research. <u>Explore subfields and career opportunities available in the science of psychology by relating it to students’ lives, contemporary events, and various career fields</u>	
(10) (11)	Biological Basis of Psychology. <u>Describe</u> The anatomy of the nervous system (central and peripheral) and the endocrine system and <u>explain</u> their effects on psychological development and behavior	
(11) (12)	Biological Basis of Psychology. <u>Describe empirical</u> methods of evolutionary psychology by <u>comparing the characteristics of qualitative and quantitative psychological research;</u>	Rationale: Added empirical for clarity and specificity
(12) (13)	Biological Basis of Psychology. <u>Analyze</u> Psychological mechanisms <u>including taste, preferences, fear, cooperation, jealousy, and habitat preferences</u> as products of natural selection by <u>communicating how these concepts relate to students’ lives and contemporary events</u>	

(13) (14)	Philosophical Psychology. <u>Evaluate</u> Plato’s theory, including the soul’s immortality <u>by analyzing excerpts of historical documents</u>	
(14) (15)	Philosophical Psychology. <u>Evaluate</u> Aristotle’s theory of soul as forms	
(15) (16)	Philosophical Psychology. <u>Explain</u> Modern mind/body dualism	
(16) (17)	Philosophical Psychology. <u>Explain</u> Materialism and arguments for it	
(17) (18)	Philosophical Psychology. <u>Explain</u> The freedom of ‘the will’	
(18) (19)	The Five Senses, Perception, and Cognition. <u>Explain</u> Sensation and Perception and <u>communicate how these concepts relate to students’ lives and contemporary events</u>	
(19) (20)	The Five Senses, Perception, and Cognition. <u>Explain</u> Cognition <u>as it relates to: memory, structural features of language, theories of language acquisition, the information processing model and its limitations, and states and levels of consciousness</u>	Rationale: Cognition is a broad topic and needs additional framing and specificity.
(20) (21)	Development, Learning and Intelligence. <u>Examine</u> The nature versus nurture debate by <u>using relevant information from a variety of sources representing multiple viewpoints and evaluating the credibility of the sources to develop a claim</u>	
(21) (22)	Development, Learning and Intelligence. <u>Examine the</u> Influence of physical development and of the caregiver on the individual	Rationale: Edited for clarity
(22) (23)	Development, Learning and Intelligence. <u>Evaluate</u> Cognitive development according to Jean Piaget	
(23) (24)	Development, Learning and Intelligence. <u>Evaluate</u> Erik Erikson’s stages of psychosocial development	
(24) (25)	Development, Learning and Intelligence. <u>Explain</u> Principles of operant and classical conditioning and <u>the principles of</u> social learning	Rationale: Added for clarity
(25) (26)	Development, Learning and Intelligence. <u>Describe</u> Intelligence and <u>evaluate</u> its measurements <u>by using both qualitative and quantitative psychological research;</u>	Rationale: Added for clarity
(26) (27)	Personality, Motivation, and Emotion. <u>Define the concept of</u> Definition-of ‘personality’	Rationale: Added for clarity

(27) (28)	Personality, Motivation, and Emotion. <u>Compare the</u> Theories of personality, including psychodynamic, trait, humanistic, and sociocultural	
(28) (29)	Personality, Motivation, and Emotion. <u>Evaluate</u> Personality assessment tools <u>by using qualitative and quantitative psychological research</u>	
(29) (30)	Personality, Motivation, and Emotion. <u>Compare</u> Current theories of motivation and emotion	
(30) (31)	Health, Wellness, and the Mind. <u>Describe characteristics of</u> Common forms of mental illness and of <u>corresponding</u> psychiatric therapies	Rationale: Adding clarity and specificity
(31) (32)	Health, Wellness, and the Mind. <u>Explain the development and use of</u> Positive Psychology and <u>communicate how these concepts impact society</u>	

§XX.XX Social Studies, Sociology (One-Half Credit), Adopted 2026.			
Sociology	Too Much Content	Just Right	Too Little Content
			Work Group Comments/Rationale
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		Re: length– Largely seems right but have added additional content needed to add specificity and clarity across multiple topics
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
(1)	What is Sociology? The development of the field of sociology		
(A)	<u>Describe</u> Central concepts of sociology		
(B)	<u>Identify</u> Different sociological perspectives		
(C)	<u>List</u> Leading sociologists in the field of social science		
(D)	<u>Identify</u> Types of societies that exist in the world today		
(2)	What is Sociology? Leading sociological ideas from the 19th century		Rec: If more content needed, add in other leading sociologist such as Jane Addams, Harriet Martineau, Adam Smith
(A)	<u>Sociological ideas of August Comte</u>		

	<u>Compare</u> sociological ideas from the 19th century <u>utilizing excerpts from primary sources to evaluate the perspectives of</u> Auguste Comte, Karl Marx, Emile Durkheim, and Max Weber	
(B)	Sociological ideas of Karl Marx	
(C)	Sociological ideas of Emile Durkheim	
(D)	Sociological ideas and concepts of Max Weber	
(3)	What is Sociology? Leading sociological thinkers ideas from the 20 th century	Rationale: Clarified that this is theory, not the thinker.
(A)	Sociological ideas of Talcott Parsons <u>Compare</u> sociological thinkers ideas from the 20th century <u>utilizing excerpts from primary sources to evaluate the perspectives of</u> Talcott Parsons, W.E.B. DuBois, C. Wright Mills, Robert Michels, and James Burnham.	
(B)	Sociological ideas of W.E.B. DuBois	
(C)	Sociological ideas of C. Wright Mills	
(D)	Sociological ideas of Robert Michels	
(E)	Sociological ideas of James Burnham	
(4)	What is Sociology? Culture in society and its different forms	
(A)	<u>Describe</u> Elements of culture <u>and communicate how these concepts relate to students' lives or society</u>	Rec: Align specific elements of culture with those identified in world geography ensuring that institutions are included for subsequent alignment.
(B)	<u>Examine</u> Ways society and culture can be studied	

(C)	Examine societal norms and deviance	
(C) (D)	Identify Subcultures and what makes them unique	
(D) (E)	Describe Types of groups	
(5)	Sociological Research. Scientific process of studying the social world	
(A)	Identify Scientific steps social scientists use	
(B)	Describe Research methods employed to investigate the social world	
(6)	Sociological Research. Role of ethics in sociological research	
(A)	Identify Ethical obligations of social scientists	
(B)	Examine Sociological research and value neutrality	
(7)	Sociological Research. Describe the functionalist view of society	
(A)	Describe Collective conscience and social integration,	
(B)	Describe Mechanical solidarity, organic solidarity, and anomie	
(C)	Describe Manifest and latent functions and disfunctions	Rationale: Added to include latent disfunctions for additional specificity
(8)	Sociological Research. The conflict view of society	
(A)	Describe Marxist Base of Marxism and superstructure theory on the economy and society	
(B)	Describe Class conflict, capitalism and alienation	
(9)	Sociological Research. Rational choice theory (utilitarianism)	
(A)	Describe Rational choice and how it explains human behavior and utility maximization	

(B)	Describe Social exchange and social order	
<u>(C)</u>	Apply Max Weber's iron cage <u>to a real world situation</u>	Rec: Capitalize Iron Cage
(10)	Sociological Research. Symbolic interactionism	
(A)	Explain the contributions of George Herbert Mead and Herbert Blumer (symbolic interactionism)	Rationale: Re-sequenced from lower rigor to higher and swapped the order from 10A and 10B.
(B)	Examine the relationship between Symbolic meanings and social interactions	
(11)	Society and social interaction. Difference between Pre-industrial, industrial, and post-industrial societies	
(A)	Differentiate between types of societies	
(B)	Describe how society evolves and <u>analyze the cause and effect of social and institutional change</u>	
(12)	Society and social interaction. Social construction of reality	
(A)	Terminology associated with social construction of reality	Rationale: Eliminate redundancy
(B) (A)	<u>Explain</u> Role theory and construction of reality	
(C) (B)	Apply Erving Goffman's dramaturgical analysis <u>to a real world situation</u>	
(13)	Socialization. Concepts and process of how people are socialized in society	
(A)	Explain the Meaning of "self" as a sociological concept <u>using the sociological perspectives including functionalism, conflict theory, rational choice theory, and symbolic interactionism</u>	
(B)	Stages of child socialization	Rationale: Moved to be included in (14)(B)

(B)	<u>Define</u> the Concept of agency <u>as it relates to sociology</u> and its role in constructing the individual	Rationale: Adding clarification related to definition of agency
(14)	Socialization. Importance of social group agents	
(A)	<u>Define</u> Agents of socialization <u>including family, peers, school, workplace, government, media, and religion</u>	Rationale: Adding specificity to agents of socialization
(B)	<u>Explain</u> Terminology <u>the impact of agents of socialization associated with socialization</u> across the life course <u>including childhood, adolescence, and adulthood</u>	Rationale: Adding clarification related to across the life course; Includes child socialization from previous 13 (B)
(15)	Groups and organization. Types of groups and its function in everyday life	
(A)	<u>Describe</u> Types of groups <u>including primary, secondary, formal, informal, reference, and digital communities</u>	Rationale: Adding clarification and specificity related to types of groups
(B)	<u>Explain</u> How groups serve emotional and expressive needs	
(16)	Groups and organization. Size influences group dynamics	
(A)	<u>Differentiate</u> Differences between a dyad and a triad	
(B)	<u>Explain</u> <i>the function and styles of</i> Group leadership and concepts associated with the function and styles of leadership	Rationale: Clarification and specificity related to the function and styles of group leadership
(C)	<u>Describe</u> Concepts associated with the structure and function of bureaucracies <u>as it relates to students' lives and society</u>	
(17)	Government and Politics. Power, government and authority	
(A)	<u>Analyze the meaning and sociological significance of</u> Lord Acton's and "Power tends to corrupt; absolute power corrupts absolutely" <u>using methods of civil discourse</u>	
(B)	<u>Explain how</u> Nature of power <u>operates</u> in social life <u>groups and modern political institutions</u>	Rationale: Adding for clarity and alignment of concepts

(C)	<u>Explain how power affects individuals and society</u>	
(C) (D)	<i>Terminology related to modern political life</i>	Rationale: Added to 17 (B) and 17 (D) for clarity
(D) (E)	<u>Differentiate between traditional, charismatic, and rational-legal authority in modern political life</u>	Rationale: Shifting content for clarity and alignment of concepts
(18)	Government and Politics. Direct and representative democracy	
(A)	<u>Differentiate between anarchy, direct (participatory) democracy and representative democracy</u>	Rationale: Shifts content for alignment of concepts
(B)	<i>Direct (participatory) democracy and representative government</i> <u>Analyze how anarchy, direct (participatory) democracy, and representative democracy distribute power and decision-making in society.</u>	Rationale: Adds additional clarity to content
(19)	Government and Politics. Economic models of free enterprise and socialism	
(A)	<u>Differentiate between Free enterprise systems and socialism using a variety of sources</u>	Note: Considered SB 24 when drafting this language
(B)	<i>Socialism</i> <u>Analyze how free enterprise systems and socialism distribute power, resources, and opportunities in society.</u>	Note: Considered SB 24 when drafting this language
(20)	Social Capital. Social capital and how it facilitates action and achieves goals	
(A)	<u>Identify</u> Leading scholars in the field of social capital <u>including Robert Putnam, James Coleman, Pierre Bourdieu</u>	Note: Consider including advice/examples from content advisor
(B)	<u>Describe the characteristics of</u> Social capital as a resource <u>in society embedded</u>	
(C)	<u>Evaluate</u> Robert Putnam’s view on the civic value of social capital <u>utilizing excerpts from primary sources</u>	

Recommendations: Work Group recommends aligning the African American Studies course TEKS with other History/Social Study TEKS in a chronological order. This was partially done in currently Adopted TEKS and this recommendation aligns the Strands - by deleting older Strand identifiers - and aligning with already established chronological time periods for the course. No TEKS were deleted/adjusted/edited or modified beyond the deletion of old Strand Names (see Red Font/Strikethrough) and no new language was edited except the time periods already named and the tagging of the Strands. Work Group recommends consideration of the use of the passage of the 13th Amendment as a year marker instead of the Emancipation Proclamation when these TEKS are next reviewed.

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

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.
- (b) Introduction.
 - (1) In Ethnic Studies: 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 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~~ **five** 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. **Embedded social studies strands are indicated by a tag at the end of the student expectation representing the following: H for History (World, United States, and Texas), Geo/C for Geography and Culture, G/CIV for Government and Civics, E for Economics, and OSSS for Other Social Studies Skills.**
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Prior to 1619 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 history that are foundational to humanity and predate American slavery; (H, Geo/C, G/Civ, E)
- (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; (H, Geo/C, G/Civ, E) 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. (H, Geo/C, G/Civ, E)
- ~~(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 African diaspora, including the role of Africans and Europeans; (H, Geo/C, G/Civ, E)
 - (B) — compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans; (H, Geo/C, G/Civ, E)
 - (C) — describe and explain the impact of the Middle Passage on African American culture; (H, Geo/C, E) and
 - (D) — explain the causes for the growth and development of slavery, primarily in the Southern colonies. (H, Geo/C, G/Civ, E)
- (3) — History. The student understands the rationalization 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) — analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain; (H, Geo/C, G/Civ, E)
 - (B) — describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act; (H, Geo/C, G/Civ, E)
 - (C) — analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century; (H, Geo/C, G/Civ, E)
 - (D) — analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans; (H, Geo/C, G/Civ)
 - (E) — analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad; (H, Geo/C, G/Civ) and
 - (F) — analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777–1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution. (H, G/Civ, E)
- (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; (H, Geo/C, G/Civ)
 - (B) — describe and analyze the successes and failures of Reconstruction; (H, Geo/C, G/Civ, E)
 - (C) — compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters; (H, Geo/C, G/Civ)

- (D) — explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917); (H, Geo/C)
 - (E) — explain the impact of the convict leasing system on African Americans such as the Sugar Land 95; (H, Geo/C, G/Civ, E)
 - (F) — explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries; (H, Geo/C, G/Civ)
 - (G) — describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896); (H, Geo/C, G/Civ)
 - (H) — 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; (H, Geo/C, G/Civ, E)
 - (I) — examine the experiences of African American soldiers during and after World War I; (H, Geo/C) and
 - (J) — describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers. (H, Geo/C, G/Civ, E)
- (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; (Geo/C, G/Civ, E)
 - (B) — describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954); (Geo/C, G/Civ)
 - (C) — describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders; (Geo/C, G/Civ)
 - (D) — describe the interactions of the people of the diaspora relative to the struggle for civil rights; (Geo/C)
 - (E) — describe the impact of racism during World War II; (H, Geo/C, G/Civ)
 - (F) — explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion; (H, Geo/C, G/Civ)
 - (G) — analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall; (H, Geo/C, G/Civ, E)
 - (H) — analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit ins, boycotts, marches, speeches, music, and organizations; and (H, Geo/C, G/Civ, E)

- (1) — evaluate the extent to which the Civil Rights Movement transformed American politics and society. (Geo/C, Gov/Civ, H, E)
- (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 effort to achieve equality; (H, Geo/C, E, Gov/Civ)
- (B) — describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama; and (H, Geo/C, E, Gov/Civ)
- (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. (H, Geo/C, E, Gov/Civ)
- (2) **Prior to 1619 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; (Geo/C, H, Gov/Civ, E— Prior to 1619, 1619–1776, 1776–1863, 1863–1919, 1919–1965, 1965–Present)
- (B) — identify and explain the physical and human geographic factors that contributed to the **Atlantic Slave Trade**, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South; (E, Geo/C - Prior to 1619, 1619-1776, 1776-1863, 1863-1919)
- (C) — explain the westward movement and the Great Migration and summarize their impact on African Americans; and (Geo/C, H, E—1776–1863, 1863–1919, 1919–1965)
- (D) — analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development. (Geo/C, E—1919–1965, 1965–Present)
- (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) — analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world; (E, H, Geo/C—1776–1863, 1863–1919)
- (B) — explain how sharecropping and redlining limited economic opportunities for African Americans; (E, Gov/C—1863–1919, 1919–1965)
- (C) — explain how economic conditions and racism contributed to the Great Migration; (E, Geo/C—1863–1919, 1919–1965)

- (D) — evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today; (E, Gov/C — 1863–1919, 1919–1965, 1965–Present)
 - (E) — analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background; (E, H, Geo/C, Gov/Civ — 1863–1919, 1919–1965, 1965–Present)
 - (F) — evaluate the effectiveness of various approaches African Americans have used to solve economic issues; (E — 1776–1863, 1863–1919, 1919–1965, 1965–Present)
 - (G) — trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and (E, Geo/C — 1863–1919, 1919–1965, 1965–Present)
 - (H) — examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker. (E, Geo/C — 1863–1919, 1919–1965, 1965–Present)
- (9) — Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) — compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights; (Gov/Civ — 1776–1863)
 - (B) — explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877; (Geo/C, Gov/Civ — 1776–1863, 1863–1919)
 - (C) — analyze the construction, interpretation, and implementation 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; (Gov/Civ — 1863–1919)
 - (D) — analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s; (Gov/Civ — 1919–1965)
 - (E) — analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition; and (Gov/Civ, Geo/C, E — 1919–1965, 1965–Present)
 - (F) — analyze how the changing political environment has impacted civil rights from the late 20th century to the present. (Gov/Civ — 1965–Present)
- (10) — Government. The student understands the impact of political interactions on the African American struggle for human rights 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 such as the Freedom Riders and the Memphis Sanitation Workers Strike; (Gov/Civ, E — 1919–1965, 1965–Present)

- (B) — explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and (G/Civ, Geo/C, E—1863–1919, 1919–1965, 1965–Present)
 - (C) — identify the contributions of African American leaders at local, state, and national levels of government. (G/Civ—1863–1919, 1919–1965)
- (11) — Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. 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; (H, G/Civ, Geo/C—1619–1776, 1776–1863, 1863–1919)
 - (B) — analyze how regional differences influenced political perspectives of African American communities; (G/Civ, Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (C) — analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C—1619–1776, 1776–1863, 1863–1919, 1919–1965, 1965–Present)
 - (D) — analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism; (G/Civ—1863–1919, 1919–1965, 1965–Present) and
 - (E) — identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants. (Geo/C—1863–1919, 1919–1965, 1965–Present)
- (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; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (B) — analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C—1919–1776, 1776–1863, 1863–1919, 1919–1965, 1965–Present) 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. (Geo/C—1919–1776, 1776–1863, 1863–1919, 1919–1965, 1965–Present)
- (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 describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture; (Geo/C—1919–1776, 1776–1863, 1863–1919)
 - (B) — describe the influence of enslavement on African American culture; (Geo/C—1919–1776, 1776–1863, 1863–1919)

- (C) — identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley; (Geo/C—1919–1776, 1776–1863, 1863–1919)
 - (D) — explain the origins and characteristics of different musical genres and traditions of African Americans; (Geo/C—1919–1776, 1776–1863, 1863–1919) and
 - (E) — describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers. (Geo/C—1919–1776, 1776–1863, 1863–1919)
- (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 and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (B) — describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (C) — explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (D) — describe the reactions to and the influence 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, *Beloved* by Toni Morrison, and *Eyes on the Prize* by Henry Hampton; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (E) — describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey; (Geo/C—1863–1919, 1919–1965, 1965–Present)
 - (F) — describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; (Geo/C—1863–1919, 1919–1965, 1965–Present) and
 - (G) — analyze the impact of popular culture on African Americans during significant eras. (Geo/C—1863–1919, 1919–1965, 1965–Present)
- (15) — Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:

- (A) ~~describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws; (G/Civ—1776-1863, 1863-1919, 1919-1965, 1965-Present)~~
 - (B) ~~analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9); (H, Geo/C, G/Civ—1863-1919, 1919-1965, 1965-Present) and~~
 - (C) ~~describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities. (Geo/C, G/Civ—1965-Present)~~
- (3) Prior to 1619 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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (B) ~~identify examples of how industrialization was influenced by African Americans over time; (H, Geo/C—1776-1863, 1863-1919, 1919-1965, 1965-Present) and~~
 - (C) ~~describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson. (H, Geo/C—1776-1863, 1863-1919, 1919-1965, 1965-Present)~~
- (17) ~~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; (OSSS)~~
 - (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; (OSSS)~~
 - (C) ~~apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence; (OSSS)~~
 - (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; (OSSS) and~~
 - (E) ~~identify bias and support with historical evidence a point of view on a social studies issue or event. (OSSS)~~

- (18) ~~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; (OSSS) and~~
 - (B) ~~use social studies terminology correctly. (OSSS)~~
- (19) ~~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; (OSSS) and~~
 - (B) ~~pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. (OSSS)~~
- (20) ~~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.~~
- (4) 1619 - 1776-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 African diaspora, including the role of Africans and Europeans; (H, Geo/C, G/Civ, E)
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans; (H, Geo/C, G/Civ, E)
 - (C) describe and explain the impact of the Middle Passage on African American culture; (H, Geo/C, E) and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies. (H, Geo/C, G/Civ, E)
- (5) 1619 - 1776-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; (Geo/C, H, Gov/Civ, E - Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (B) identify and explain the physical and human geographic factors that contributed to the **Atlantic Slave Trade, the rise of the plantation system in the South,** the development of textile mills in the North, and economic interdependence between the North and South; (E, Geo/C - Prior to 1619, 1619-1776, 1776-1863, 1863-1919)
- (6) 1619 - 1776-Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. 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; (H, G/Civ, Geo/C - 1619-1776, 1776-1863, 1863-1919)
- (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C – 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (7) 1619 - 1776-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:
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present) 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. (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (8) 1619 - 1776-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 describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (B) describe the influence of enslavement on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (D) explain the origins and characteristics of different musical genres and traditions of African Americans; (Geo/C – 1919-1776, 1776-1863, 1863-1919) and
- (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers. (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (9) 1619 - 1776-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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)

- (10) 1776-1863-History. The student understands the rationalization 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) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain; (H, Geo/C, G/Civ, E)
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act; (H, Geo/C, G/Civ, E)
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century; (H, Geo/C, G/Civ, E)
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans; (H, Geo/C, G/Civ)
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad; (H, Geo/C, G/Civ) and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution. (H, G/Civ, E)
- (11) 1776-1863-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; (Geo/C, H, Gov/Civ, E - Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the **development of textile mills in the North, and economic interdependence between the North and South**; (E, Geo/C - Prior to 1619, 1619-1776, 1776-1863, 1863-1919)
 - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and (Geo/C, H, E – 1776-1863, 1863-1919, 1919-1965)
- (12) 1776-1863-Economies. 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) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world; (E, H, Geo/C - 1776-1863, 1863-1919)

- (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues; (E - 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (13) 1776-1863-Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights; (Gov/Civ - 1776-1863)
- (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877; (Geo/C, Gov Civ – 1776-1863, 1863-1919)
- (14) 1776-1863-Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. 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; (H, G/Civ, Geo/C - 1619-1776, 1776-1863, 1863-1919)
- (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C – 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (15) 1776-1863-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:
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present) 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. (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (16) 1776-1863-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 describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (B) describe the influence of enslavement on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley; (Geo/C – 1919-1776, 1776-1863, 1863-1919)

- (17) 1776-1863-Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws; (G/Civ – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (18) 1776-1863-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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (B) identify examples of how industrialization was influenced by African Americans over time; (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present) and
 - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson. (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (19) 1863-1919-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; (H, Geo/C., G/Civ)
 - (B) describe and analyze the successes and failures of Reconstruction; (H, Geo/C, G/Civ, E)
 - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters; (H, Geo/C, G/Civ)
 - (D) explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917); (H, Geo/C)
 - (E) explain the impact of the convict leasing system on African Americans such as the Sugar Land 95; (H, Geo/C, G/Civ, E)
 - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries; (H, Geo/C, G/Civ)
 - (G) describe the impact of the U.S. Supreme Court decision *Plessy v. Ferguson* (1896); (H, Geo/C, G/Civ)
 - (H) 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; (H, Geo/C, G/Civ, E)

- (I) examine the experiences of African American soldiers during and after World War I; (H, Geo/C) and
- (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers. (H, Geo/C, G/Civ, E)
- (20) 1863-1919-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; (Geo/C, H, Gov/Civ, E - Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South; (E, Geo/C - Prior to 1619, 1619-1776, 1776-1863, 1863-1919)
- (C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and (Geo/C, H, E – 1776-1863, 1863-1919, 1919-1965)
- (21) 1863-1919-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) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world; (E, H, Geo/C - 1776-1863, 1863-1919)
- (B) explain how sharecropping and redlining limited economic opportunities for African Americans; (E, Gov/C - 1863-1919, 1919-1965)
- (C) explain how economic conditions and racism contributed to the Great Migration; (E, Geo/C - 1863-1919, 1919-1965)
- (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today; (E, Gov/C - 1863-1919, 1919-1965, 1965- Present)
- (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background; (E, H, Geo/C, Gov/Civ - 1863-1919, 1919-1965, 1965-Present)
- (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues; (E - 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (H) examine the contributions of African American and Black American Business entrepreneurship such as **Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as**

Madame C. J. Walker and Maggie L. Walker. (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)

- (22) 1863-1919-Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877; (Geo/C, Gov Civ – 1776-1863, 1863-1919)
 - (C) analyze the construction, interpretation, and implementation 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; (Gov/Civ - 1863-1919)
- (23) 1863-1919-Government. The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and (G/Civ, Geo/C, E – 1863-1919, 1919-1965, 1965-Present)
 - (C) identify the contributions of African American leaders at local, state, and national levels of government. (G/Civ - 1863-1919, 1919-1965)
- (24) 1863-1919-Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. 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; (H, G/Civ, Geo/C - 1619-1776, 1776-1863, 1863-1919)
 - (B) analyze how regional differences influenced political perspectives of African American communities; (G/Civ, Geo/C – 1863-1919, 1919-1965, 1965-Present)
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C – 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants. (Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (25) 1863-1919-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; (Geo/C - 1863-1919, 1919-1965, 1965-Present)
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present) 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. (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (26) 1863-1919-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 describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (B) describe the influence of enslavement on African American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley; (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (D) explain the origins and characteristics of different musical genres and traditions of African Americans; (Geo/C – 1919-1776, 1776-1863, 1863-1919) and
- (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers. (Geo/C – 1919-1776, 1776-1863, 1863-1919)
- (27) 1863-1919-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 and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (B) describe how various African American expressions of dance forms such as **tap dance**, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, **Katherine Dunham**, **Bill "Bojangles" Robinson**, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (C) **explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee; (Geo/C – 1863-1919, 1919-1965, 1965-Present)**
- (D) describe the reactions to and the influence 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, Beloved by Toni Morrison, and Eyes on the Prize by Henry Hampton; (Geo/C – 1863-1919, 1919-1965, 1965-Present)

- (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; (Geo/C – 1863-1919, 1919-1965, 1965-Present) and
- (G) analyze the impact of popular culture on African Americans during significant eras. (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (28) 1863-1919 ~~Culture~~. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws; (G/Civ – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) analyze the expansion of educational opportunities for African Americans, including the **Freedman's Bureau**, Rosenwald Schools, the **Second Morrill Act (1890)**, the **establishment of Historically Black Colleges and Universities**, and the **role of the National Pan-Hellenic Council (Divine 9)**; (H, Geo/C, G/Civ – 1863-1919, 1919-1965, 1965-Present) and
- (29) 1863-1919 ~~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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) identify examples of how industrialization was influenced by African Americans over time; (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present) and
- (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, **George Washington Carver**, **Granville Woods**, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson. (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (30) 1919-1965 ~~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; (Geo/C, G/Civ, E)
- (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954); (Geo/C, G/Civ)

- (C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders; (Geo/C, G/Civ)
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights; (Geo/C)
 - (E) describe the impact of racism during World War II; (H, Geo/C, G/Civ)
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion; (H, Geo/C, G/Civ)
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall; (H, Geo/C, G/Civ, E)
 - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and (H, Geo/C, G/Civ, E)
 - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society. (Geo/C, Gov/Civ, H, E)
- (31) 1919-1965 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; (Geo/C, H, Gov/Civ, E - Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and (Geo/C, H, E – 1776-1863, 1863-1919, 1919-1965)
 - (D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development. (Geo/C, E – 1919-1965, 1965-Present)
- (32) 1919-1965 Economies. 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:
- (B) explain how sharecropping and redlining limited economic opportunities for African Americans; (E, Gov/C - 1863-1919, 1919-1965)
 - (C) explain how economic conditions and racism contributed to the Great Migration; (E, Geo/C - 1863-1919, 1919-1965)
 - (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today; (E, Gov/C - 1863-1919, 1919-1965, 1965- Present)

- (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background; (E, H, Geo/C, Gov/Civ - 1863-1919, 1919-1965, 1965-Present)
 - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues; (E - 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)
 - (H) examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, **black inventors**, and **the black experience in business and the economic contributions of individuals** such as Madame C. J. Walker and Maggie L. Walker. (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (33) 1919-1965 **Government**. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s; (Gov/Civ - 1919-1965)
 - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of **voting rights, civil rights, fair housing, education, employment**, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition; and (Gov/Civ, Geo/C, E – 1919-1965, 1965-Present)
- (34) 1919-1965 **Government**. The student understands the impact of political interactions on the African American struggle for human rights 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 such as the Freedom Riders and the Memphis Sanitation Workers Strike; (Gov/Civ, E – 1919-1965, 1965-Present)
 - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and (G/Civ, Geo/C, E – 1863-1919, 1919-1965, 1965-Present)
 - (C) identify the contributions of African American leaders at local, state, and national levels of government. (G/Civ - 1863-1919, 1919-1965)
- (35) 1919-1965 **Citizenship**. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (B) analyze how regional differences influenced political perspectives of African American communities; (G/Civ, Geo/C – 1863-1919, 1919-1965, 1965-Present)
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C – 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)

- (E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants. (Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (36) 1919-1965 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; (Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present) 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. (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (37) 1919-1965 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 and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (B) describe how various African American expressions of dance forms such as **tap dance, step dance, hip hop,** and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, **Alvin Ailey,** and Misty Copeland have contributed to the shared identity of various groups; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (C) explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (D) describe the reactions to and the influence 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,** Beloved by Toni Morrison, and Eyes on the Prize by Henry Hampton; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as **Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka,** Sidney Poitier, Maya Angelou, **Faith Ringgold,** August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey; (Geo/C – 1863-1919, 1919-1965, 1965-Present)

- (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; (Geo/C – 1863-1919, 1919-1965, 1965-Present) and
- (G) analyze the impact of popular culture on African Americans during significant eras. (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (38) 1919-1965 **Culture**. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws; (G/Civ – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, **Rosenwald Schools**, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, **and the role of the National Pan-Hellenic Council (Divine 9)**; (H, Geo/C, G/Civ – 1863-1919, 1919-1965, 1965-Present) and
- (39) 1919-1965 **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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) identify examples of how industrialization was influenced by African Americans over time; (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present) and
- (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, **Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan**, Mae Jemison, and Neil deGrasse Tyson. (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (40) 1965 – Present **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 effort to achieve equality; (H, Geo/C, E, Gov/Civ)
- (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama; and (H, Geo/C, E, Gov/Civ)
- (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. (H, Geo/C, E, Gov/Civ)

- (41) 1965 – Present 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; (Geo/C, H, Gov/Civ, E - Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development. (Geo/C, E – 1919-1965, 1965-Present)
- (42) 1965 – Present Economies. 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:
- (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today; (E, Gov/C - 1863-1919, 1919-1965, 1965- Present)
 - (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background; (E, H, Geo/C, Gov/Civ - 1863-1919, 1919-1965, 1965-Present)
 - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues; (E - 1776-1863, 1863-1919, 1919-1965, 1965-Present)
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)
 - (H) examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, **black inventors**, and the **black experience in business and the economic contributions of individuals** such as Madame C. J. Walker and Maggie L. Walker. (E, Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (43) 1965 – Present Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, **affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition**; and (Gov/Civ, Geo/C, E – 1919-1965, 1965-Present)
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present. (Gov/Civ - 1965-Present)
- (44) 1965 – Present Government. The student understands the impact of political interactions on the African American struggle for human rights 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 such as the

- Freedom Riders and the Memphis Sanitation Workers Strike; (Gov/Civ, E – 1919-1965, 1965-Present)
- (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and (G/Civ, Geo/C, E – 1863-1919, 1919-1965, 1965-Present)
- (C) identify the contributions of African American leaders at local, state, and national levels of government. (G/Civ - 1863-1919, 1919-1965)
- (45) 1965 – Present **Citizenship**. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (B) analyze how regional differences influenced political perspectives of African American communities; (G/Civ, Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; (H, Geo/C – 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism; (G/Civ – 1863-1919, 1919-1965, 1965-Present) and
- (E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants. (Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (46) 1965 – Present **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; (Geo/C - 1863-1919, 1919-1965, 1965-Present)
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present) 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. (Geo/C – 1919-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (47) 1965 – Present **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 and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (B) describe how various African American expressions of dance forms such as tap dance, **step dance, hip hop, and modern dance** and the **contributions of African American dancers such as the Dance Theater of Harlem, Katherine**

Dunham, Bill "Bojangles" Robinson, **Alvin Ailey, and Misty Copeland** have contributed to the shared identity of various groups; (Geo/C – 1863-1919, 1919-1965, 1965-Present)

- (C) explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (D) describe the reactions to and the influence 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, **Beloved by Toni Morrison, and Eyes on the Prize by Henry Hampton**; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, **James Baldwin**, Lorraine Hansberry, **Amiri Baraka, Sidney Poitier, Maya Angelou**, Faith Ringgold, **August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey**; (Geo/C – 1863-1919, 1919-1965, 1965-Present)
- (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; (Geo/C – 1863-1919, 1919-1965, 1965-Present) and
- (G) analyze the impact of popular culture on African Americans during significant eras. (Geo/C – 1863-1919, 1919-1965, 1965-Present)

(48) 1965 – Present **Culture**. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:

- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws; (G/Civ – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and **the role of the National Pan-Hellenic Council (Divine 9)**; (H, Geo/C, G/Civ – 1863-1919, 1919-1965, 1965-Present) and
- (C) describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities. (Geo/C, G/Civ – 1965-Present)

(49) 1965 – Present **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; (Geo/C – Prior to 1619, 1619-1776, 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (B) identify examples of how industrialization was influenced by African Americans over time; (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present) and
- (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson. (H, Geo/C – 1776-1863, 1863-1919, 1919-1965, 1965-Present)
- (50) 1965 – Present 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; (OSSS)
- (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; (OSSS)
- (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence; (OSSS)
- (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; (OSSS) and
- (E) identify bias and support with historical evidence a point of view on a social studies issue or event. (OSSS)
- (51) 1965 – Present 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; (OSSS) and
- (B) use social studies terminology correctly. (OSSS)
- (52) 1965 – Present 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; (OSSS) and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. (OSSS)
- (53) 1965 – Present 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.

Recommendations:

Work Group recommends aligning the Mexican American Studies course TEKS with other History/Social Study TEKS in a chronological order. This was partially done in the currently Adopted TEKS for Mexican American Studies. This recommendation aligns the Strands - by deleting older Strand identifiers - and aligning with historically established chronological time periods for the course based on significant events. No TEKS were deleted/adjusted/edited or modified beyond the deletion of old Strand Names (see Red Font/Strikethrough) and no new language was edited except the time periods already named and the tagging of the Strands.

Work Group recommends consideration of increased female representation, greater focus on Meso-American and North American time frame, and local history content when these TEKS are next reviewed.

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

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.
- (b) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The **eight five** 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. **Embedded social studies strands are indicated by a tag at the end of the student expectation representing the following: H for History (World, United States, and Texas), Geo/C for Geography and Culture, G/CIV for Government and Civics, E for Economics, and OSSS for Other Social Studies Skills.**
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) ~~Mesoamerica and North America~~-~~History~~. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (2) ~~Mesoamerica and North America~~-~~History~~. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
- (A) **explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire (H, Geo/C, G/Civ, E - Meso Am), Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws (H, Geo/C, G/Civ, E - 1519-1821), and Jesuit expulsion from the Americas(H, G/Civ, Geo/C – 1519-1821); and**
- (B) **examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz. (H, Gov/Civ, Geo/C - Meso Am; 1519-1821)**
- ~~(3) History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:~~
- ~~(A) explain the significance of the following events as turning points relevant to Mexican-American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and (H, G/Civ, Geo/C, E— 1519-1821; 1810-1848; 1848-1919; 1919-1945)~~
- ~~(B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón. (H, Gov/Civ, Geo/C, E— 1519-1821; 1810-1848; 1848-1919; 1919-1945)~~

- (4) **History.** The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and (H, G/Civ, Geo/C, E—1919–1945; 1945–1980)
 - (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor. (H, G/Civ, Geo/C, E—1848–1919; 1919–1945; 1945–1980; 1980–Present)
- (5) **History.** The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and (H, G/Civ—1980–Present)
 - (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson. (H, G/Civ, Geo/C 1980–Present)
- (6) **Mesoamerica and North America Geography.** The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) **locate places and regions of cultural and historical significance in Mexican American history;** (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (B) identify physical and human geographic factors related to the settlement of American-Indian societies; (H, Geo/C—1519–1821, 1810–1848)
 - (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution; (H, Geo/C, G/Civ, E—1519–1821, 1810–1848; 1848–1919)
 - (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s; (H, Geo/C—1848–1919; 1919–1945)
 - (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and (H, Geo/C, G/Civ, E—1919–1945, 1945–1980)
 - (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States. (H, Geo/C, E—1980–Present)
- (7) **Economics.** The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s; (H, Geo/C, G/Civ, E—1919–1945)
 - (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest; (H, G/Civ, Geo/C, E—1919–1945; 1945–1980)

- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages; (H, G/Civ, E—1945–1980; 1980–Present)
 - (D) analyze the economic contributions of the Mexican American labor force; (H, Geo/C, G/Civ, E—1848–1919; 1919–1945; 1945–1980; 1980–Present)
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and (E—1919–1945; 1945–1980; 1980–Present)
 - (F) discuss current issues related to the Mexican American labor force. (H, Geo/C, G/Civ, E—1980–Present)
- (8) **Government.** The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government; (H, G/Civ—1848–1919; 1919–1945; 1945–1980; 1980–Present)
 - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm; (H, G/Civ, Geo/C—1945–1980)
 - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement; (H, G/Civ, Geo/C, E—1945–1980)
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement; (H, G/Civ, Geo/C, E—1945–1980; 1980–Present)
 - (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and (H, G/Civ, Geo/C—1945–1980; 1980–Present)
 - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power. (H, G/Civ, Geo/C, E—1919–1945; 1945–1980; 1980–Present)
- (9) **Citizenship.** The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States; (H, G/Civ, Geo/C, E—1848–1919; 1919–1945; 1945–1980; 1980–Present)
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups; (H, G/Civ, Geo/C, E—1848–1919; 1919–1945; 1945–1980; 1980–Present)
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and (H, G/Civ, Geo/C, E—1848–1919; 1919–1945; 1945–1980; 1980–Present)
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American. (H, G/Civ, Geo/C—1848–1919; 1919–1945; 1945–1980; 1980–Present)
- (3) **Mesoamerica and North America-Culture.** The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:

- (A) **describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;** (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez; (Geo/C—1945-1980)
- (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement; (H, Geo/C, G/Civ—1945-1980)
- (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and (Geo/C—1980-Present)
- (E) identify the impact of Mexican American popular culture on the United States and the world over time. (H, Geo/C—1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (4) Mesoamerica and North America ~~Science, technology, and society~~. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) **explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and** (H, Geo/C, G/Civ, E – Meso Am)
- (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda García Cubero, and Mario José Molina. (H, Geo/C, G/Civ—1945-1980; 1980-Present)
- (5) Mesoamerica and North America ~~Social studies skills~~. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) **use social studies terminology correctly;** (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) analyze diverse points of view related to contemporary Mexican American issues; (OSSS—1980-Present)
- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and (OSSS—1980-Present)
- (D) **analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.** (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (6) 1519-1821 ~~History~~. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (7) 1519-1821 ~~History~~. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, **establishment of the Aztec Empire** (H, Geo/C, G/Civ, E - Meso Am), **Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas ;** (H, G/Civ, Geo/C – 1519-1821)
- (B) examine the contributions of significant individuals from the Spanish colonial era, including **Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.** (H, Gov/Civ, Geo/C - Meso Am; 1519-1821)

- (8) 1519-1821-History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and (H, G/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
 - (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón. (H, Gov/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (9) 1519-1821-Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history; (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (B) identify physical and human geographic factors related to the settlement of American Indian societies; (H, Geo/C – 1519-1821, 1810-1848)
 - (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution; (H, Geo/C, G/Civ, E - 1519-1821, 1810-1848; 1848-1919)
- (10) 1519-1821-Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature; (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (11) 1519-1821-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly; (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (12) 1810-1848-History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (13) 1810-1848-History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and (H, G/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)

- (B) examine the contributions of significant individuals from this period such as Father **Miguel Hidalgo, José María Morelos, Agustín de Iturbide**, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón. (H, Gov/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (14) 1810-1848-~~Geography~~. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) **locate places and regions of cultural and historical significance in Mexican American history;** (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) **identify physical and human geographic factors related to the settlement of American Indian societies;** (H, Geo/C – 1519-1821, 1810-1848)
- (C) **explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;** (H, Geo/C, G/Civ, E - 1519-1821, 1810-1848; 1848-1919)
- (15) 1810-1848-~~Culture~~. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) **describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;** (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (16) 1810-1848-~~Social studies skills~~. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) **use social studies terminology correctly;** (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) **analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.** (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (17) 1848-1919-~~History~~. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (18) 1848-1919-~~History~~. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, **Treaty of Guadalupe Hidalgo, Mexican Revolution**, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and (H, G/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, **Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz**, and Álvaro Obregón. (H, Gov/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (19) 1848-1919-~~History~~. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul

"Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor. (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)

- (20) 1848-1919-~~Geography~~. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history; (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (B) identify physical and human geographic factors related to the settlement of American Indian societies; (H, Geo/C – 1519-1821, 1810-1848)
 - (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution; (H, Geo/C, G/Civ, E - 1519-1821, 1810-1848; 1848-1919)
 - (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s; (H, Geo/C - 1848-1919; 1919-1945)
- (21) 1848-1919-~~Economics~~. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (D) analyze the economic contributions of the Mexican American labor force; (H, Geo/C, G/Civ, E - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (22) 1848-1919-~~Government~~. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government; (H, G/Civ - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (23) 1848-1919-~~Citizenship~~. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American. (H, G/Civ, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (24) 1848-1919-~~Culture~~. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature; (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)

- (E) identify the impact of Mexican American popular culture on the United States and the world over time. (H, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (25) 1848-1919-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly; (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (26) 1919-1945-History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (27) 1919-1945-History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and (H, G/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón. (H, Gov/Civ, Geo/C, E – 1519-1821; 1810-1848; 1848-1919; 1919-1945)
- (28) 1919-1945-History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and (H, G/Civ, Geo/C, E – 1919-1945; 1945-1980)
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor. (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (29) 1919-1945-Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history; (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s; (H, Geo/C - 1848-1919; 1919-1945)

- (E) **identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and** (H, Geo/C, G/Civ, E – 1919-1945, 1945-1980)
- (30) **1919-1945-Economics.** The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) **analyze the economic impact of Mexican repatriation of the 1930s;** (H, Geo/C, G/Civ, E - 1919-1945)
- (B) **evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;** (H, G/Civ, Geo/C, E - 1919-1945; 1945-1980)
- (D) **analyze the economic contributions of the Mexican American labor force;** (H, Geo/C, G/Civ, E - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (E) **analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and** (E - 1919-1945; 1945-1980; 1980-Present)
- (31) **1919-1945-Government.** The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) **describe how Mexican Americans have participated in supporting and changing government;** (H, G/Civ - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (F) **discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.** (H, G/Civ, Geo/C, E – 1919-1945; 1945-1980; 1980-Present)
- (32) **1919-1945-Citizenship.** The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) **describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;** (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) **discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;** (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (C) **discuss ways individuals contribute to the national identity as members of diverse cultural groups; and** (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) **analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.** (H, G/Civ, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (33) **1919-1945-Culture.** The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) **describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;** (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)

- (E) identify the impact of Mexican American popular culture on the United States and the world over time. (H, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (34) 1919-1945-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly; (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (35) 1945-1980-History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (36) 1945-1980-History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and (H, G/Civ, Geo/C, E – 1919-1945; 1945-1980)
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, Maria L. de Hernández, and Alicia "Alice" Dickerson Montemayor. (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (37) 1945-1980-History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson. (H, G/Civ, Geo/C 1945-1980, 1980-Present)
- (38) 1945-1980-Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history; (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and (H, Geo/C, G/Civ, E – 1919-1945, 1945-1980)
- (39) 1945-1980-Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest; (H, G/Civ, Geo/C, E - 1919-1945; 1945-1980)

- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages; (H, G/Civ, E - 1945-1980; 1980-Present)
- (D) analyze the economic contributions of the Mexican American labor force; (H, Geo/C, G/Civ, E - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and (E - 1919-1945; 1945-1980; 1980-Present)
- (40) 1945-1980-Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government; (H, G/Civ - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm; (H, G/Civ, Geo/C - 1945-1980)
- (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement; (H, G/Civ, Geo/C, E - 1945-1980)
- (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement; (H, G/Civ, Geo/C, E - 1945-1980; 1980-Present)
- (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and (H, G/Civ, Geo/C - 1945-1980; 1980-Present)
- (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power. (H, G/Civ, Geo/C, E – 1919-1945; 1945-1980; 1980-Present)
- (41) 1945-1980-Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American. (H, G/Civ, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (42) 1945-1980-Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:

- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature; (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez; (Geo/C - 1945-1980)
- (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement; (H, Geo/C, G/Civ - 1945-1980)
- (E) identify the impact of Mexican American popular culture on the United States and the world over time. (H, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (43) 1945-1980 ~~Science, technology, and society.~~ The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina. (H, Geo/C, G/Civ – 1945-1980; 1980-Present)
- (44) 1945-1980 ~~Social studies skills.~~ The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly; (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (45) 1980-Present ~~History.~~ The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (46) 1980-Present ~~History.~~ The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor. (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (47) 1980-Present ~~History.~~ The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and (H, G/Civ - 1980-Present)
- (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson. (H, G/Civ, Geo/C 1945-1980, 1980-Present)

- (48) 1980-Present-Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history; (H, Geo/C – Meso Am, 1519-1821, 1810-1848, 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States. (H, Geo/C, E - 1980-Present)
- (49) 1980-Present-Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages; (H, G/Civ, E - 1945-1980; 1980-Present)
 - (D) analyze the economic contributions of the Mexican American labor force; (H, Geo/C, G/Civ, E - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and (E - 1919-1945; 1945-1980; 1980-Present)
 - (F) discuss current issues related to the Mexican American labor force. (H, Geo/C, G/Civ, E – 1980-Present)
- (50) 1980-Present-Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government; (H, G/Civ - 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement; (H, G/Civ, Geo/C, E - 1945-1980; 1980-Present)
 - (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and (H, G/Civ, Geo/C - 1945-1980; 1980-Present)
 - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power. (H, G/Civ, Geo/C, E – 1919-1945; 1945-1980; 1980-Present)
- (51) 1980-Present-Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups; (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)

- (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and (H, G/Civ, Geo/C, E – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American. (H, G/Civ, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (52) 1980-Present-Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature; (H, Geo/C – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and (Geo/C - 1980-Present)
- (E) identify the impact of Mexican American popular culture on the United States and the world over time. (H, Geo/C – 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (53) 1980-Present-Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina. (H, Geo/C, G/Civ – 1945-1980; 1980-Present)
- (54) 1980-Present-Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly; (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)
- (B) analyze diverse points of view related to contemporary Mexican American issues; (OSSS – 1980-Present)
- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and (OSSS – 1980-Present)
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (OSSS – Meso Am; 1519-1821; 1810-1848; 1848-1919; 1919-1945; 1945-1980; 1980-Present)

Recommendations: For Knowledge and Skill statement 1, if these are meant to be Economics then consider adding the word “economic” prior to “problem, issue...” You can also add “economics” to 2-4 as well if that is the goal of this course.

§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; (OSSS)
 - (B) review literature from varied sources from the selected career or discipline; (OSSS)
 - (C) identify a problem, issue, or concern; (OSSS)
 - (D) survey and/or interview professionals to determine the appropriateness of a project; and (OSSS)
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project. (OSSS)
 - (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; (OSSS)
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and (OSSS)
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices. (OSSS)
 - (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; (OSSS)
 - (B) develop a plan for product completion; (OSSS)
 - (C) develop assessment criteria for successful completion of the project; (OSSS)
 - (D) establish the appropriateness of the product for the intended audience; (OSSS)
 - (E) implement the plan for product completion; and (OSSS)
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes. (OSSS)
 - (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; (OSSS)
- (B) make arrangements for the presentation of findings to an appropriate audience; (OSSS)
- (C) present findings, simulating the skills used by professionals; (OSSS)
- (D) consider feedback received from the audience; (OSSS)
- (E) reflect on the study and its potential for impact on the field; and (OSSS)
- (F) reflect on personal learning experiences of the study. (OSSS)

§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; (OSSS)
 - (B) review literature from varied sources from the selected career or discipline; (OSSS)
 - (C) identify a problem, issue, or concern; (OSSS)
 - (D) survey and/or interview professionals to determine the appropriateness of a project; (OSSS) and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project. (OSSS)
 - (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; (OSSS)
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; (OSSS) and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices. (OSSS)
 - (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; (OSSS)
 - (B) develop a plan for product completion; (OSSS)
 - (C) develop assessment criteria for successful completion of the project; (OSSS)
 - (D) establish the appropriateness of the product for the intended audience; (OSSS)
 - (E) implement the plan for product completion; (OSSS) and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes. (OSSS)
 - (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; (OSSS)
 - (B) make arrangements for the presentation of findings to an appropriate audience; (OSSS)
 - (C) present findings, simulating the skills used by professionals; (OSSS)
 - (D) consider feedback received from the audience; (OSSS)

- (E) reflect on the study and its potential for impact on the field; (OSSS) and
- (F) reflect on personal learning experiences of the study. (OSSS)

§113.48. Social Studies Research Methods (One-Half Credit), Beginning with School Year 2011-2012.

- (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.
 - (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
 - (2) 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.
 - (3) 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.
 - (4) 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 Texas Education Code, §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."
 - (5) 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.
- (c) Knowledge and skills.
 - (1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
 - (A) select a social studies issue, topic, or area of interest; (OSSS)
 - (B) write a rationale and preliminary ideas for research methods; (OSSS)
 - (C) develop a literature review; (OSSS) and
 - (D) develop a thesis. (OSSS)
 - (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:

- (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives; (OSSS)
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic; (OSSS)
 - (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research; (OSSS)
 - (D) use current technology such as library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews to collect information about the selected topic; (OSSS)
 - (E) use information from sources that take into account multiple perspectives; (OSSS)
 - (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments; (OSSS)
 - (G) develop and use criteria for the evaluation of qualitative and/or quantitative information; (OSSS)
 - (H) describe the results of the research process; (OSSS)
 - (I) generate logical conclusions from research results; (OSSS)
 - (J) justify a conclusion with supporting evidence; (OSSS)
 - (K) make predictions as to future actions and/or outcomes based on conclusions of research; (OSSS) and
 - (L) develop a bibliography in a format appropriate to the social sciences such as *Modern Language Association Style Manual* (MLA) and *Chicago Manual of Style* (CMS) to document sources and format written materials. (OSSS)
- (3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:
- (A) interpret the historiography of the research topic; (OSSS)
 - (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; (OSSS)
 - (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures; (OSSS)
 - (D) relate important events, recurring dilemmas, and persistent issues to topic; (OSSS) and
 - (E) employ empathy, skepticism, and critical judgment to analysis of topic. (OSSS)
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project; (OSSS)
 - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas; (OSSS)
 - (C) determine the most efficient research approach; (OSSS)
 - (D) utilize basic statistical approaches and tools in the analysis of aggregate information; (OSSS)

- (E) define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis; (OSSS)
 - (F) analyze information using a spreadsheet or statistical analysis information software; (OSSS)
 - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences; (OSSS)
 - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; (OSSS) and
 - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data. (OSSS)
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English; (OSSS)
 - (B) present a thesis and conclusion; (OSSS)
 - (C) use appropriate social science terminology; (OSSS)
 - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate; (OSSS)
 - (E) construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data; (OSSS)
 - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software; (OSSS)
 - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation; (OSSS) and
 - (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as *Modern Language Association Style Manual* (MLA) and *Chicago Manual of Style* (CMS) to document sources and format written materials. (OSSS)
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
- (A) select a social studies issue, topic, or area of interest; (OSSS)
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic; (OSSS)
 - (C) describe the results of the research process; (OSSS) and
 - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research. (OSSS)

§113.47. Special Topics in Social Studies (One-Half Credit), Beginning with School Year 2011-2012.

- (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.
 - (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
 - (2) 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.
 - (3) 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.
 - (4) 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 Texas Education Code, §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."
 - (5) 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.
- (c) Knowledge and skills.
 - (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
 - (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives; (OSSS, H)
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic; (G/Civ, E, Geo/C, H)
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic; (Geo/C)
 - (D) examine the role of diverse communities in the context of the selected topic; (Geo/C, H)

- (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts; (Geo/C, H)
 - (F) depending on the topic, use a problem-solving process 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; and (OSSS)
 - (G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (OSSS)
- (2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view; (OSSS)
 - (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments; (OSSS, H)
 - (C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants; (OSSS, H)
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (OSSS)
 - (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic; (OSSS, H)
 - (F) identify bias in written, oral, and visual material; (OSSS, H, G/Civ)
 - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and (OSSS)
 - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs. (Geo/C, OSSS)
- (3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English; (OSSS)
 - (B) use social studies terminology correctly; (OSSS)
 - (C) use appropriate oral communication techniques; (OSSS)
 - (D) construct a thesis that is supported by evidence; (OSSS)
 - (E) recognize and evaluate counter arguments; (OSSS)
 - (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic; (OSSS, H)
 - (G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as *Modern Language Association Style Manual* (MLA) and *Chicago Manual of Style* (CMS) to document sources and format written materials; and (OSSS)
 - (H) use computer software to create written, graphic, or visual products from collected data. (OSSS)