

Course Syllabus: Teaching SS in Middle and High School  
EDUC 4063/4066 Section 101  
Fall 2022

Contact Information

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**Catalog Description**

This field-based, 3-credit course focuses on middle and secondary school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of create approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc.

**Textbook & Instructional Materials (required)**

Beal, Candy & Mason Bolick, Cheryl (2013) *Teaching Social Studies in Middle and*

*High School*. Boston. Pearson.

**References/Scientifically-Based Research/Additional Readings:**

(recommended)

Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics

Research. *CTHEORY*. Available at: <http://www.ctheory.com/>

Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.

Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology*, 413-418.

Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate.

In *Educational Psychologist*, 31(3/4), 163-174.

Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher* , 23 (7), 5-12.

Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale

(Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.

Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C.

Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33).

New York: Teachers College Press.

Gergen, K. (1995). Social construction and the educational process. In L. Steffe

& J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey:

Lawrence Erlbaum Associates, Inc.

Hanley, Susan (1994). On Constructivism. Available at:

[http://www.inform.umd.edu/UMS+State/UMD-](http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt)

[Projects/MCTP/Essays/Constructivism.txt](http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt) von Glasersfeld, E.

(1996). Introduction: Aspects of constructivism. In C. Fosnot

(Ed.), *Constructivism: Theory, perspectives, and practice*, (pp.3-7). New York: Teachers College Press.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological*

*Processes* MA: Harvard University Press.  
Wilson, B. & Cole, P. (1991) A review of cognitive teaching models.  
*Educational Technology Research and Development*, 39(4), 47-64.

Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski  
(Eds.), *Instructional development paradigms*. Englewood Cliffs

NJ: Educational Technology Publications. Also available at:  
<http://www.cudenver.edu/~bwilson/postmodern.html>

WCOE issued iPad, available from Ms. McDowell in Ferguson 211.

### **Study Hours and Tutoring Assistance**

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the [ASC homepage](#) for more information.

### **Course Objectives in Accordance with TEXES Competencies**

By the end of the semester, each candidate will:

- demonstrate their proficiency at TEKS- and NCSS standards/C3-based, data-driven instructional design aligned with the TEXES competencies;
- implement content-specific instructional strategies to facilitate student engagement and success;
- utilize student data to make instructional decisions;
- and develop professional and collaborative relationships with their peers and the PDS staff.

### **Student Handbook**

Refer to: [Student Handbook 2017-18](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on

procedures in these matters may be found in the Office of Student Conduct.  
[Student Handbook 2017-18](#)

### Grading & Scale

Assignments	Percent
Field experience observation/s	25%
Unit Plan	25%
Assignments	Percent
Field Experience Feedback	20%
Teaching reflection/s	10%
Dispositions	20%

### Grades and Percentages of Final

Grade	Percentages
A	90%-100%
B	80%-89%
C	70-79%

Final Grades below 70% necessitate retaking the course.

### Important Dates

Check the MSU Academic Calendar and this semester's Schedule of Classes for important information including, but not limited to: last day for term schedule changes; deadline to file for graduation; last day to drop with a grade of **"W"**; change of schedule; and refund and repayment policies.

It is the candidate's responsibility to visit with their academic advisor prior to withdrawing from a class must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

An instructor may drop a candidate any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the candidate a verbal or written warning prior to dropping the candidate from the class. An instructor's drop of a candidate takes precedence over the candidate-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week

summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. Refer to: [Drops, Withdrawals & Void](#)

Tuesday Aug 23 12:30 BH 204	<b>Class</b>	<i>Chapter 1 Reading Assignment due August 30</i>
Thursday Aug 25 12:30 BH 204	<b>Class</b>	Class
Tuesday Aug 30 12:30 BH 204	<b>Class</b>	<i>Chapter 2 Reading Assignments due Sept 6</i>
Thursday Sept 1 12:30 FIELD	<b>Field</b>	Field
Tuesday Sept 6 12:30 FIELD	<b>Field</b>	<i>Chapter 3 Reading Assignments due Sept 13</i>
Thursday Sept 8 12:30-FIELD	<b>Field</b>	Field
Tuesday Sept 13 12:30 BH 204	<b>Class</b>	<i>Chapter 4 Reading Assignments due Sept 20</i>
Thursday Sep 15 12:30-FIELD	<b>Field</b>	
Tuesday Sept 20 12:30 BH204	<b>Class</b>	<i>Chapter 5 Reading Assignments due Sept 27</i>
Thursday Sept 22 12:30-FIELD	<b>Field</b>	Field
Tuesday Sep 27 12:30-BH204	<b>Class</b>	<i>Chapter 6 Reading Assignments due Oct 4</i>

Thursday Sept 29 12:30-FIELD	<b>Field</b>	Field
Tuesday Oct 4 12:30 BH204	<b>Class</b>	<i>Chapter 7 Reading Assignments due Oct 11</i>
Thursday Oct 6 12:30-FIELD	<b>Field</b>	Filed
Tuesday Oct 11 12:30 BH204	<b>Field</b>	<i>Chapter 8 Reading Assignments due Oct 18</i>
Thursday Oct 13 12:30-FIELD	<b>Class</b>	
Tuesday Oct 18 12:30 BH204	<b>Class</b>	<i>Chapter 9 Reading Assignments due Oct 25</i>
Thursday Oct 20 12:30-FIELD	<b>Field</b>	Field
Tuesday Oct 25 12:30-FIELD	<b>Field</b>	<i>Chapter 10 Reading Assignments due Nov 1 Unit Plan Section 1 due Nov 1</i>
Thursday Oct 27 12:30-FIELD	<b>Field</b>	Field
Tuesday Nov 1 12:30-FIELD	<b>Class</b>	<i>Unit Plan Section 2 Due Nov 8</i>
Thursday Nov 3 12:30-FIELD	<b>Field</b>	Field

Tuesday Nov 8 12:30-FIELD	<b>Field</b>	<i>Unit Plan Section 3 Due Nov 15</i>
Thursday Nov 10 12:30-FIELD	<b>Field</b>	Field
Tuesday Nov 15 12:30-FIELD	<b>Field</b>	<i>Unit Plan Section 4 Due Nov 22</i>
Thursday Nov 17 12:30-FIELD	<b>Field</b>	Field
Tuesday Nov 22 <b>NO CLASS</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
Thursday Nov 24 <b>NO CLASS</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
Tuesday Nov 29 12:30 Class	<b>Class</b>	Class
Thursday Dec 1 12:30 BH 204	<b>Unit Plan DUE—submit in D2L by 12:00 a.m. NO LATE WORK ALLOWED</b>	<b>UNIT PLAN IS DUE BY 12:00 AM DECEMBER 3<sup>rd</sup>.</b>
Dec 6-10	<b>FINAL EXAM WEEK</b>	Dec 6-10

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.



## **Attendance**

Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time with assignment and to complete every assignment. **No late work will be accepted.** Exceptions to this are exceedingly rare, and will be considered on a case by case basis with proper documentation.

## **Absence Policy**

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

- Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.
- After every absence in the class or field, the student should schedule an appointment with the course instructor to discuss the absence. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points.
- It is the candidate's responsibility to make up any missed work or assignments due to the absence.
- If you must miss your field experience for any reason, you are expected to call the school and the teacher you are working with before school begins for the day. You must also contact the course instructor by e-mail or phone to inform the absence and to find appropriate ways to make up the absence.
- Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. Three instances of tardy arrival will be counted as one absence.
- It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date.

## **Confidentiality**

As we talk in class about our experiences in the community, it is vitally important to avoid identifying specific people or groups. Also, please remember that it is unethical for you to reveal information from a class discussion outside of the class context.

### **Instructor Class Policies**

Candidates are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all candidates have the opportunity to gain from time spent in this class, unless otherwise approved by the instructor, candidates are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the virtual school building or in a field experience. Inappropriate behavior in the virtual classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the candidate may receive an instructor drop with an "F" for the course.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University

endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 3974140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University sponsored activities.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Core Assessment**

The core assessment for this course is the Unit Plan (see below). In addition, we will continue working on developing your knowledge of and proficiency in co teaching.

## **WCOE Release of Responsibility Articulation**

V Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

### **Dispositions**

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting

instruction. • Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.

- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

### **Data Literacy Assignment**

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

### **Lesson Planning**

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures: 1. Questions and concerns listed in the directions given to you by your instructor

2. Setting purposes ("Today we will be...I want you to...because you will...")

3. Method(s) for engaging students in the lesson

4. Any questions asked during the lesson should be in **bold**

5. Higher order thinking reflected in questions

6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.

7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## **Unit Plan**

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## **Co-Teaching**

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

**One Teach, One Observe** — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

**One Teach, One Assist** — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

**Station Teaching** — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

**Parallel Teaching** — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated. Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different. Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

### **MISL- Midwestern Impact on Student Learning**

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates’ ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

## Chapter 113. Texas Essential Knowledge and Skills for Social Studies

### Subchapter A. Elementary

*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.*

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

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

*Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC),

§28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related



to this patriotic observance.

- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
    - (A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
    - (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
  - (2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.
  - (3) Geography. The student understands the concept of location. The student is expected to:
    - (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
    - (B) locate places on the school campus and describe their relative locations; and
    - (C) identify and use geographic tools that aid in determining location, including maps and globes.
  - (4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:
    - (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
    - (B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.
  - (5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:
    - (A) identify basic human needs of food, clothing, and shelter;
    - (B) explain the difference between needs and wants; and
    - (C) explain how basic human needs and wants can be met.
  - (6) Economics. The student understands the value of jobs. The student is expected to:
    - (A) identify jobs in the home, school, and community; and
    - (B) explain why people have jobs.
  - (7) Government. The student understands the purpose of rules. The student is expected to:
    - (A) identify purposes for having rules; and
    - (B) identify rules that provide order, security, and safety in the home and school.
  - (8) Government. The student understands the role of authority figures. The student is expected to:
    - (A) identify authority figures in the home, school, and community; and
    - (B) explain how authority figures enforce rules.
  - (9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) identify the United States flag and the Texas state flag;
  - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
  - (C) use voting as a method for group decision making.
- (10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.
- (11) Culture. The student understands the importance of family traditions. The student is expected to:
- (A) describe and explain the importance of family traditions; and
  - (B) compare traditions among families.
- (12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
- (A) identify examples of technology used in the home and school;
- (B) describe how technology helps accomplish specific tasks and meet people's needs; and
- (C) describe how his or her life might be different without modern technology.
- (13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
  - (B) sequence and categorize information.
- (14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) place events in chronological order;
  - (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;
  - (C) express ideas orally based on knowledge and experiences; and
  - (D) create and interpret visuals, including pictures and maps.
- (15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.11 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material

is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC),

§28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
  - (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.
  - (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
    - (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and
    - (B) compare the observance of holidays and celebrations.
  - (2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:
    - (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
    - (B) compare the lives of historical figures who have influenced the state and nation.
  - (3) Geography. The student understands the relative location of places. The student is expected to:
    - (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and

- (B) locate places using the four cardinal directions.
- (4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
  - (A) create and use simple maps such as maps of the home, classroom, school, and community; and
  - (B) locate and explore the community, Texas, and the United States on maps and globes.
- (5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
  - (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
  - (B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.
- (6) Economics. The student understands how families meet basic human needs. The student is expected to:
  - (A) describe ways that families meet basic human needs; and
  - (B) describe similarities and differences in ways families meet basic human needs.
- (7) Economics. The student understands the concepts of goods and services. The student is expected to:
  - (A) identify examples of goods and services in the home, school, and community;
  - (B) identify ways people exchange goods and services; and
  - (C) identify the role of markets in the exchange of goods and services.
- (8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
  - (A) identify examples of people wanting more than they can have;
  - (B) explain why wanting more than they can have requires that people make choices; and
  - (C) identify examples of choices families make when buying goods and services.
- (9) Economics. The student understands the value of work. The student is expected to:
  - (A) describe the tools of various jobs and the characteristics of a job well performed; and
  - (B) describe how various jobs contribute to the production of goods and services.
- (10) Government. The student understands the purpose of rules and laws. The student is expected to:
  - (A) explain the purpose for rules and laws in the home, school, and community; and
  - (B) identify rules and laws that establish order, provide security, and manage conflict.
- (11) Government. The student understands the role of authority figures and public officials. The student is expected to:
  - (A) identify the responsibilities of authority figures in the home, school, and community; and
  - (B) identify and describe the roles of public officials in the community, state, and nation.
- (12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
  - (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government

by educating oneself about the issues, respectfully holding public officials to their word, and voting; and

- (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
- (13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
  - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
  - (C) identify anthems and mottoes of Texas and the United States;
  - (D) explain and practice voting as a way of making choices and decisions; and
  - (E) explain how patriotic customs and celebrations reflect American individualism and freedom.
- (14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:
- (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and
  - (B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.
- (15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:
- (A) describe how technology has affected the ways families live;
  - (B) describe how technology has affected communication, transportation, and recreation; and
  - (C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.
- (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
  - (B) sequence and categorize information.
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) use a simple timeline to distinguish among past, present, and future;
  - (B) use a calendar to describe and measure time in days, weeks, months, and years;
  - (C) express ideas orally based on knowledge and experiences;
  - (D) create and interpret visual and written material; and
  - (E) use social studies terminology correctly.
- (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider

advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.12 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC),

§28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
  - (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
  - (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

- (A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
  - (B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
- (2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
- (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and
  - (B) describe how people and events have influenced local community history.
- (3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:
- (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and
  - (B) create maps to show places and routes within the home, school, and community.
- (4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:
- (A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and
  - (B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.
- (5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:
- (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;
  - (B) identify consequences of human modification of the physical environment; and
  - (C) identify ways people can conserve and replenish Earth's resources.
- (6) Economics. The student understands the value of work. The student is expected to:
- (A) explain how work provides income to purchase goods and services; and
  - (B) explain the choices people can make about earning, spending, and saving money.
- (7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
- (A) distinguish between producing and consuming;
  - (B) identify ways in which people are both producers and consumers; and
  - (C) trace the development of a product from a natural resource to a finished product.
- (8) Government. The student understands the purpose of governments. The student is expected to:
- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and
  - (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.
- (9) Government. The student understands the role of public officials. The student is expected to:
- (A) name current public officials, including mayor, governor, and president;
  - (B) compare the roles of public officials, including mayor, governor, and president;

- (C) identify ways that public officials are selected, including election and appointment to office; and
  - (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- (10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
  - (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and
  - (C) identify ways to actively practice good citizenship, including involvement in community service.
- (11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
  - (B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";
  - (C) identify symbols such as state and national birds and flowers and Uncle Sam; and
  - (D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- (12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
- (A) identify the significance of various ethnic and/or cultural celebrations; and
  - (B) compare ethnic and/or cultural celebrations.
- (13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have affected communication, transportation, and recreation; and
  - (B) explain how science and technology have affected the ways in which people meet basic needs.
- (14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.
- (15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and
  - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
- (16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:



- (A) describe the order of events by using designations of time periods such as historical and present times;
  - (B) apply vocabulary related to chronology, including past, present, and future;
  - (C) create and interpret timelines for events in the past and present;
  - (D) use social studies terminology correctly;
  - (E) express ideas orally based on knowledge and experiences; and
  - (F) create written and visual material such as stories, maps, and graphic organizers to express ideas.
- (17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.13 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
- (A) describe how individuals, events, and ideas have changed communities, past and present;
- (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and
- (C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.
- (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
- (A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and
- (B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.
- (3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:
- (A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;
- (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and
- (C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.
- (4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

- (A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;
  - (B) use a scale to determine the distance between places on maps and globes; and
  - (C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving, and donating money; and
  - (B) create a simple budget that allocates money for spending and saving.
- (6) Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
- (A) explain how supply and demand affect the price of a good or service;
  - (B) define and identify examples of scarcity;
  - (C) explain how the cost of production and selling price affect profits; and
  - (D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.
- (7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
  - (B) identify local, state, and national government officials and explain how they are chosen; and
  - (C) identify services commonly provided by local, state, and national governments.
- (8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
  - (B) describe the concept of "consent of the governed. "
- (9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
  - (B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;
  - (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and
  - (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and

- (B) compare ethnic and/or cultural celebrations in the local community with other communities.
- (11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and
  - (B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.
- (12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.
- (13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and
  - (B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information, including historical and current events and geographic data, about the community using a variety of resources;
  - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and
  - (C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) create and interpret timelines;
  - (C) apply the terms year, decade, and century to describe historical times;
  - (D) express ideas orally based on knowledge and experiences; and
  - (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.14 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
  - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the

U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
  - (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:
    - (A) explain the possible origins of American Indian groups in Texas;
    - (B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
    - (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and
    - (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
  - (2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:
    - (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;
    - (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
    - (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;
    - (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and
    - (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
  - (3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
    - (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
    - (B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;
    - (C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

- (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
  - (E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.
- (4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
- (A) describe the impact of the Civil War and Reconstruction on Texas;
  - (B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
  - (C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and
  - (D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and
  - (B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.
- (6) Geography. The student understands the concept of regions. The student is expected to:
- (A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and
  - (B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).
- (7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and
  - (B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
- (8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
  - (B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and
  - (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.

- (9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and
  - (B) explain the economic activities early settlers to Texas used to meet their needs and wants.
- (10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
- (A) describe how the free enterprise system works, including supply and demand;
  - (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and
  - (C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.
- (11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) identify how people in different regions of Texas earn their living, past and present;
  - (B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;
  - (C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and
  - (D) explain how developments in transportation and communication have influenced economic activities in Texas.
- (12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
  - (B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.
- (13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
- (A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;
  - (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
  - (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
- (14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
- (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;
  - (B) sing or recite "Texas, Our Texas";
  - (C) recite and explain the meaning of the Pledge to the Texas Flag; and
  - (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.



- (15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
  - (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
  - (C) explain the duty of the individual in state and local elections such as being informed and voting;
  - (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals; and
  - (E) explain how to contact elected and appointed leaders in state and local governments.
- (16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
  - (B) identify leadership qualities of state and local leaders, past and present.
- (17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:
- (A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and
  - (B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
- (18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and
  - (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
  - (D) identify different points of view about an issue, topic, historical event, or current event.

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

*Source: The provisions of this §113.15 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*

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

(a) Introduction.

- (1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught

together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
  - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
  - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
  - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
    - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
    - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
  - (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:
    - (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
    - (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
  - (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:
    - (A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;

- (B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and
  - (C) summarize the results of the American Revolution, including the establishment of the United States.
- (3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
- (A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;
  - (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
  - (C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
  - (D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - (E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and
  - (F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.
- (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;
  - (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
  - (C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.
- (6) Geography. The student understands places and regions in the United States. The student is expected to:
- (A) describe political and economic regions in the United States that result from patterns of human activity;
  - (B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;
  - (C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and
  - (D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

- (7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) identify and describe the patterns of settlement such as rural, urban, and suburban;
  - (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and
  - (C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.
- (8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and
  - (B) analyze the positive and negative consequences of human modification of the environment in the United States.
- (9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:
- (A) explain the economic patterns of early European colonies; and
  - (B) identify major industries of colonial America such as shipbuilding and growing of cash crops.
- (10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:
- (A) identify the development of the free enterprise system in colonial America and the United States;
  - (B) describe how the free enterprise system works in the United States; and
  - (C) give examples of the benefits of the free enterprise system in the United States.
- (11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
  - (B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.
- (12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) compare how people in different regions of the United States earn a living, past and present;
  - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
  - (C) analyze the effects of immigration and migration on the economic development and growth of the United States; and
  - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
- (13) Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) compare the systems of government of early European colonists, including representative government and monarchy; and

- (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
- (A) explain the purposes, key elements, and the importance of the Declaration of Independence;
  - (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
  - (C) explain the reasons for the creation of the Bill of Rights and its importance.
- (15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
  - (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
  - (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;
  - (B) sing or recite "The Star-Spangled Banner" and explain its history;
  - (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and
  - (D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
- (17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
  - (B) explain how to contact elected and appointed leaders in local, state, and national governments.
- (18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
  - (B) identify leadership qualities of national leaders, past and present.
- (19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.
- (20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and

- (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
- (A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
  - (B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- (22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:
- (A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
  - (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and
  - (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
- (23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify different points of view about an issue, topic, historical event, or current event; and
  - (E) identify the historical context of an event.
- (24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and
  - (B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication;
  - (C) express ideas orally based on research and experiences; and

- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
- (26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.16 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2020, 44 TexReg 1988.*



## ADDENDUM B: Social Studies TEKS-Middle School

### Chapter 113. Texas Essential Knowledge and Skills for Social Studies

#### Subchapter B. Middle School

*Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §§7.102(c)(4), 28.002, and 28.008, unless otherwise noted.*

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

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

*Source: The provisions of this §113.17 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

##### **(a) Introduction.**

(1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the

basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and

(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and

(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:

(A) identify and explain the geographic factors responsible for patterns of population in places and regions;

- (B) explain ways in which human migration influences the character of places and regions;
  - (C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and (D) identify the location of major world countries for each of the world regions.
- (4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:
- (A) explain the geographic factors responsible for the location of economic activities in places and regions; and
  - (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.
- (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
  - (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and
  - (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.
- (6) Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
  - (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and
  - (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.
- (7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
  - (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
  - (C) understand the importance of ethics in maintaining a functional free enterprise system.
- (8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and

- (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.
- (9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
  - (B) identify reasons for limiting the power of government; and
  - (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.
- (10) Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;
  - (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
  - (C) identify historical origins of democratic forms of government such as Ancient Greece.
- (11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
  - (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
- (12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:
- (A) identify and explain the duty of civic participation in societies with representative governments; and
  - (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.
- (13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:
- (A) identify and describe common traits that define cultures and culture regions;
  - (B) define a multicultural society;
  - (C) analyze the experiences and contributions of diverse groups to multicultural societies; and (D) identify and explain examples of conflict and cooperation between and among cultures.
- (14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

- (B) compare characteristics of institutions in various contemporary societies; and
  - (C) analyze the efforts and activities institutions use to sustain themselves over time.
- (15) Culture. The student understands relationships that exist among world cultures. The student is expected to:
- (A) identify and describe means of cultural diffusion such as trade, travel, and war;
  - (B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;
  - (C) analyze the impact of improved communication technology among cultures; and
  - (D) identify the impact of cultural diffusion on individuals and world societies.
- (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:
- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
  - (B) describe ways in which contemporary issues influence creative expressions; and
  - (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.
- (17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
  - (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;
  - (B) explain how resources, economic factors, and political decisions affect the use of technology; and
  - (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
  - (D) identify different points of view about an issue or current topic.
- (20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;
  - (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;
  - (C) compare various world regions and countries using data from maps, graphs, and charts; and
  - (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication based on research;
  - (C) express ideas orally based on research and experiences;
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
  - (E) use effective written communication skills, including proper citations to avoid plagiarism.
- (22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.18 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

**(a) Introduction.**

- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of

municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life,

Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:
- (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and
  - (B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.
- (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:
- (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
  - (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;
  - (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;
  - (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
  - (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
  - (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
- (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
- (A) describe the chain of events that led to the Texas Revolution, including the Fredonian



Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;

(B) explain the roles played by significant individuals during the Texas Revolution, including

George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and

(C) explain the issues surrounding significant events of the Texas Revolution, including the

Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack

Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;

(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and

(C) identify individuals, events, and issues during early Texas statehood, including the U.S. Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;

(B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and

(C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;

(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;

(C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and

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

- (D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.
- (11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
  - (B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;
  - (B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and
  - (C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.
- (13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
  - (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
  - (B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.
- (15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain rights of Texas citizens; and
  - (B) explain civic responsibilities of Texas citizens and the importance of civic participation.
- (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
  - (B) describe the importance of free speech and press in a democratic society.
- (17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
  - (B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;
  - (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
  - (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
  - (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.
- (19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- (A) compare types and uses of technology, past and present;
  - (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
  - (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
  - (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
  - (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

- (D) identify bias and points of view from the historical context surrounding an event that influenced the participants;
  - (E) support a point of view on a social studies issue or event; and
  - (F) evaluate the validity of a source based on corroboration with other sources and information about the author.
- (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and
  - (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) create written, oral, and visual presentations of social studies information.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.19 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

(a) Introduction.

(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific

discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies,

autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
- (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
  - (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
- (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and
  - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
- (A) explain the reasons for the growth of representative government and institutions during the colonial period;
  - (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and
  - (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and

- (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;
  - (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
  - (C) explain the origin and development of American political parties;
  - (D) explain the causes, important events, and effects of the War of 1812;
  - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
  - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
  - (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and
  - (C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;



- (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
  - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
  - (D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
  - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
  - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and
  - (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and
  - (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:
- (A) identify economic differences among different regions of the United States;
  - (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
  - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times.
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:

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

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

- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and
  - (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States;
  - (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and
  - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature; and
  - (B) analyze the relationship between the arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
  - (B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and
  - (C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
  - (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;

- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify bias and points of view created by the historical context surrounding an event;
  - (E) support a point of view on a social studies issue or event;
  - (F) evaluate the validity of a source based on corroboration with other sources and information about the author;
  - (G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and
  - (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
  - (C) create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.20 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

## **ADDENDUM C: Social Studies TEKS-High School**

### **Chapter 113. Texas Essential Knowledge and Skills for Social Studies**

#### **Subchapter C. High School**

*Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §§7.102(c)(4), 28.002(a) and (c), 28.008, and 28.025, unless otherwise noted.*

#### **§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School.**

- (a) Implementation of the provisions of this subchapter begins with the effective date of the provision unless otherwise noted.
- (b) Implementation of the provisions of this subchapter adopted in 2018 begins with the 2019-2020 school year.

*Source: The provisions of this §113.30 adopted to be effective August 1, 2019, 44 TexReg 1988; amended to be effective August 1, 2020, 45 TexReg 4180.*

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

(a) General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.

(b) Introduction.

(1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

(2) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the

concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence:

"We hold these

Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(7) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:

(A) explain why scarcity and choice are basic economic problems faced by every society;

(B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;

(C) describe the economic factors of production: land, labor, capital, and entrepreneurship; and

(D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.

(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:

(A) understand the effect of changes in price on the quantity demanded and quantity supplied;

(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and

(C) interpret a supply-and-demand graph using supply-and-demand schedules.

(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

(A) apply the concepts of absolute and comparative advantages;

(B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and

(C) analyze the effects of changes in exchange rates on imports and exports.

(4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:

(A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;

(B) contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems; and

(C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S.

free enterprise system.

(5) Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system. The student is expected to:

(A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; and

(B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.

(6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:

(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and

(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.

(7) Economics. The student understands the circular-flow model of the economy. The student is expected to:

(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and (B) explain how government actions affect the circular-flow model.

(8) Economics. The student understands types of market structures. The student is expected to:

(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and



- (B) identify regulations that apply to the establishment and operation of various types of market structures.
- (9) Economics. The student understands key economic measurements. The student is expected to:
- (A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and (B) analyze business cycles using key economic indicators.
- (10) Economics. The student understands key components of economic growth. The student is expected to:
- (A) analyze how productivity relates to growth; (B) analyze how technology relates to growth; and (C) analyze how trade relates to growth.
- (11) Economics. The student understands the role of money in an economy. The student is expected to:
- (A) describe the functions of money;
- (B) describe the characteristics of money, including commodity money, fiat money, and representative money; and
- (C) analyze the positive and negative aspects of barter, currency, and debit cards.
- (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:
- (A) explain the structure of the Federal Reserve System;
- (B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;
- (C) explain how the actions of the Federal Reserve System affect the nation's money supply; and
- (D) describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.
- (13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:
- (A) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
- (B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.
- (14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:
- (A) identify types of taxes at the local, state, and national levels and the economic importance of each;

- (B) explain the categories of revenues and expenditures in the U.S. federal budget;
  - and (C) analyze the impact of fiscal policy decisions on the economy.
- (15) Personal financial literacy. The student understands types of business ownership. The student is expected to:
- (A) explain the characteristics of sole proprietorships, partnerships, and corporations; and
  - (B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- (16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:
- (A) explain the functions of financial institutions and how they affect households and businesses;
  - (B) explain how the amount of savings in an economy is the basis of capital formation;
  - (C) analyze the role of interest and risk in allocating savings to its most productive use; and
  - (D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.
- (17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:
- (A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;
  - (B) explain how to begin a savings program;
  - (C) demonstrate how to maintain a checking account, including reconciling a bank statement;
  - (D) identify the types of loans available to consumers;
  - (E) explain the responsibilities and obligations of borrowing money; and
  - (F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
- (18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:
- (A) examine ways to avoid and eliminate credit card debt;
  - (B) evaluate the costs and benefits of declaring personal bankruptcy;
  - (C) evaluate the costs and benefits of buying insurance; and (D) evaluate the costs and benefits of charitable giving.
- (19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:
- (A) evaluate the costs and benefits of renting a home versus buying a home; and
  - (B) assess the financial aspects of making the transition from renting to home ownership.

- (20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:
- (A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;
  - (B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;
  - (C) analyze and compare student grant options;
  - (D) analyze and compare student loan options, including private and federal loans;
  - and (E) research and evaluate various work-study program opportunities.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;
  - (C) explain a point of view on an economic issue;
  - (D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and (E) evaluate economic data using charts, tables, graphs, and maps.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
  - (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.31 adopted to be effective August 1, 2019, 44 TexReg 1988.*

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

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies,

and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S.

Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these

Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;

(B) analyze and evaluate the application of these founding principles to historical events in

U.S. history; and

(C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and

(B) explain the significance of the following years as turning points: 1898 (Spanish American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin

Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; and

(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization.

(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;

(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

(C) identify the causes of World War I and reasons for U.S. entry;

(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest;

(E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; and

(F) analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;

(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and (C) analyze the impact of third parties, including the Populist and Progressive parties.

(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:

(A) analyze causes and effects of events and social issues such as immigration, Social

Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and

(B) analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the aggression of

Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor;

(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies;

(C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons;

(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;

(E) describe the military contributions of leaders during World War II, including Dwight

Eisenhower, Douglas MacArthur, and Chester W. Nimitz;

(F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and

(G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.

(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
- (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race;
- (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
- (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- (E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet

Offensive, Vietnamization, and the fall of Saigon; and

- (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:

- (A) trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
- (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
- (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
- (D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;
- (E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- (F) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
- (G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
- (H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern

Democrats sought to maintain the status quo;

- (I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- (J) describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.

(10) History. The student understands the impact of political, economic, and social factors in the U.S.

from the 1970s through 1990. The student is expected to:

(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;

(B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength;

(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair;

(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; and

(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror;

(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum;

(C) analyze the impact of third parties on the 1992 and 2000 presidential elections; and

(D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.

(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and

(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.

(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment; and

(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.



(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) describe how the economic impact of the Transcontinental Railroad and the Homestead

Act contributed to the close of the frontier in the late 19th century;

(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;

(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and

(D) describe the economic effects of international military conflicts, including the SpanishAmerican War and World War I, on the United States.

(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;

(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;

(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage;

(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and

(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to:

(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;

(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;

(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;

(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; and

(E) describe the dynamic relationship between U.S. international trade policies and the U.S.

free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).

(18) Government. The student understands changes over time in the role of government. The student is expected to:

- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;
- (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001;
- (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
- (D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
- (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(20) Government. The student understands the impact of constitutional issues on American society. The student is expected to:

- (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Hernandez v. Texas*, *Tinker v. Des Moines*, and *Wisconsin v. Yoder*; and
- (B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.

(21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:

- (A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
- (B) describe how American values are different and unique from those of other nations.

(22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:

- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
- (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;

- (C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
  - (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
- (23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and
  - (B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.
- (24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - (B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and
  - (C) identify and analyze the global diffusion of American culture through various media.
- (25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
- (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
  - (B) describe the Americanization movement to assimilate immigrants and American Indians into American culture;
  - (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
  - (D) identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.
- (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
  - (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; and
  - (C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
- (27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:

(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and

(B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and

(E) identify bias and support with historical evidence a point of view on a social studies issue or event.

(29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and (B) use social studies terminology correctly.

(30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.41 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) World History Studies is a survey of the history of humankind. Due to the expanse of world

history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

(2) The following periodization should serve as the framework for the organization of this course:

8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of

Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.

(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

(4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.

(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).

(8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these

Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(10) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;

(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;

(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;

(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and

(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.

(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:

- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
  - (B) identify the characteristics of civilization; and
  - (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;
  - (B) explain the impact of the fall of Rome on Western Europe; and
  - (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
- (A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;
  - (B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;
  - (C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;
  - (D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
  - (E) describe the interactions between Muslim and Hindu societies in South Asia;
  - (F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;
  - (G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
  - (H) explain the evolution and expansion of the slave trade;
  - (I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
  - (J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.
- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
  - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:

- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
  - (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
  - (B) explain the impact of the Columbian Exchange;
  - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
  - (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
  - (E) explain Ming China's impact on global trade; and
  - (F) explain new economic factors and principles of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- (A) explain how the Industrial Revolution led to political, economic, and social changes;
  - (B) identify the major political, economic, and social motivations that influenced European imperialism;
  - (C) explain the major characteristics and impact of European imperialism; and (D) explain the effects of free enterprise in the Industrial Revolution.
- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:
- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;
  - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
  - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and
  - (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
  - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
  - (C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and



- (D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
  - (B) explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
  - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
  - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
  - (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;
  - (C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
  - (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;
  - (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
  - (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.
- (14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:
- (A) explain the impact of geopolitical influences on the development of radical Islamic terrorism;
  - (B) explain the impact of radical Islamic terrorism on global events; and
  - (C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.
- (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
- (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:

- (A) identify important changes in human life caused by the Neolithic Revolution;
- (B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and
- (C) describe the economic impact of globalization.

(17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:

- (A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;
- (B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;
- (C) identify the historical origins and characteristics of socialism;
- (D) identify the historical origins and characteristics of fascism; and
- (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.

(18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:

- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
- (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

- (A) explain the development of democratic-republican government from its beginnings in

Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;

- (B) identify the impact of political and legal ideas contained in the following documents:

Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;

- (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and

- (D) explain the significance of the League of Nations and the United Nations.
- (20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
  - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
  - (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
  - (B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;
  - (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union;
  - (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
  - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
  - (F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
  - (B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and
  - (C) identify examples of religious influence on various events referenced in the major eras of world history.
- (23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history; and
  - (B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.
- (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
  - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
  - (C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and
  - (D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.
- (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
  - (B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;
  - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
  - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
  - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
  - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;
  - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
  - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
  - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and
  - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;
- (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
- (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;
- (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
- (F) construct a thesis on a social studies issue or event supported by evidence.

(29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
- (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
- (C) interpret and create written, oral, and visual presentations of social studies information.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Source: The provisions of this §113.42 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A

significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
  - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
  - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence:  
"We hold these  
Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the

Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and

(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

(A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and

(B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.

(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:

(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;

(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and

(C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.

(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:

(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;

(B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and

(C) explain the influence of climate on the distribution of biomes in different regions.

(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and

- (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:
- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
  - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
  - (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration;
  - (C) describe trends in world population growth and distribution; and
  - (D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
  - (B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and
  - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
  - (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
  - (B) classify countries along the economic spectrum between free enterprise and communism;



(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and

(D) compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.

(11) Economics. The student understands how geography influences economic activities. The student is expected to:

(A) understand the connections between levels of development and economic activities

(primary, secondary, tertiary, and quaternary);

(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and

(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.

(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:

(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and

(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.

(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:

(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and

(B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.

(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:

(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;

(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and

(C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and

- (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
  - (B) describe elements of culture, including language, religion, beliefs, institutions, and technologies; and
  - (C) describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.
- (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
  - (B) describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;
  - (C) compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and
  - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.
- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
  - (B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;
  - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
  - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.
- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
  - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and
  - (C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:

- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
  - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
  - (B) identify places of contemporary geopolitical significance on a map;
  - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;
  - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and
  - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
  - (B) generate summaries, generalizations, and thesis statements supported by evidence;
  - (C) use social studies terminology correctly; and
  - (D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
  - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
  - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

*Source: The provisions of this §113.43 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.*

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

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

(1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the

formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:

(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;

(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;

(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;

(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;

(E) analyze debates and compromises that impacted the creation of the founding documents; and

(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:

(A) explain how population shifts affect voting patterns;

(B) examine political boundaries to make inferences regarding the distribution of political power; and

- (C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*.
- (4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;
  - (B) compare the role of government in the U.S. free enterprise system and other economic systems; and
  - (C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.
- (5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) analyze how economic and natural resources influence U.S. foreign policy; and
  - (B) describe the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:
- (A) explain the importance of a written constitution;
  - (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
  - (C) analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
  - (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
  - (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
  - (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.
- (7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:
- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
  - (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;
  - (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
  - (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health

Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);

(E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

(F) analyze selected issues raised by judicial activism and judicial restraint;

(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and

(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(8) Government. The student understands the concept of federalism. The student is expected to:

(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;

(B) categorize government powers as national, state, or shared;

(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and

(D) explain how the U.S. Constitution limits the power of national and state governments.

(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;

(B) explain the process of electing the president of the United States and analyze the Electoral College; and

(C) analyze the impact of the passage of the 17th Amendment.

(10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and

(B) explain the two-party system and evaluate the role of third parties in the United States.

(11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and

(B) analyze advantages and disadvantages of presidential and parliamentary systems of government.

(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:

(A) explain the roles of limited government and the rule of law in the protection of individual rights;

- (B) identify and define the unalienable rights;
- (C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;
- (D) analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;
- (E) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution

in selected cases, including *Engel v. Vitale*, *Schenck v. United States*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*;

- (F) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
- (G) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.

(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
- (B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
- (C) describe the voter registration process and the criteria for voting in elections.

(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
- (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
- (C) describe the factors that influence an individual's political attitudes and actions.

(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

- (A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and
- (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:



- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and
  - (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
- (17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:
- (A) explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and
  - (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.
- (18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:
- (A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and
  - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
  - (C) analyze and defend a point of view on a current political issue;
  - (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
  - (E) evaluate government data using charts, tables, graphs, and maps.
- (20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
  - (B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.
- (21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

Source: The provisions of this §113.44 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective August 1, 2019, 44 TexReg 1988.

**§113.45. Psychology (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.

(b) Introduction.

(1) In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

(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) History. The student understands the development of the field of psychology. The student is expected to:

(A) identify characteristics that differentiate the field of psychology from other related social sciences;

- (B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and
  - (C) explore subfields and career opportunities available in the science of psychology.
- (2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:
- (A) define and differentiate the concepts of theory and principle;
  - (B) identify and describe the basic methods of social scientific reasoning;
  - (C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data; and
  - (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).
- (3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:
- (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system; and
  - (B) explain the effects of the endocrine and nervous systems on development and behavior.
- (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:
- (A) explain the capabilities and limitations of sensory systems and individual perceptions; and
  - (B) understand the interaction of the individual and the environment in determining sensation and perception.
- (5) Individual development. The student understands that development is a life-long process. The student is expected to:
- (A) critique the various perspectives presented in the nature versus nurture debate;
  - (B) trace the influence of physical development on the individual;
  - (C) discuss the role of the caregiver on individual development;
  - (D) explain factors involved in cognitive development according to Jean Piaget;
  - (E) describe Erik Erikson's stages of psychosocial development;
  - (F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and
  - (G) evaluate the presented theories of human development and specify the strengths and weaknesses of each.
- (6) Individual development. The student understands behavioral and social learning theories. The student is expected to:
- (A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and

- (B) describe the processes of learning using typical classroom situations.
- (7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:
- (A) compare predominant theories of motivation and emotion; and
  - (B) explore the interaction of biological and cultural factors in emotion and motivation.
- (8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.
- (9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:
- (A) describe statistical concepts used in testing; and
  - (B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.
- (10) Individual identity. The student understands the development and assessment of personality. The student is expected to:
- (A) define personality;
  - (B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and
  - (C) describe personality assessment tools.
- (11) Individual experience. The student understands basic elements of cognition. The student is expected to:
- (A) define and identify the basic elements of thought;
  - (B) identify strategies and obstacles associated with problem solving and decision making;
  - (C) explore the structural features of language;
  - (D) discuss theories of language acquisition and development;
  - (E) evaluate the limitations and capabilities of the information processing model; and (F) understand the states and levels of consciousness.
- (12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:
- (A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;
  - (B) evaluate cognitive and behavioral strategies for dealing with stress;
  - (C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;
  - (D) recognize the biological, social, and cognitive origins of abnormal behavior;
  - (E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and (F) evaluate the effectiveness of past and present methods of therapy.

(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:

- (A) describe how attributions affect explanations of behavior;
- (B) explore the nature and effects of bias and discrimination;
- (C) describe circumstances in which conformity and obedience are likely to occur;
- (D) describe the effects of the presence of others on individual behavior;
- (E) discuss the nature of altruism;
- (F) discuss the factors influencing attraction; and
- (G) identify sources of attitude formation and assess methods used to influence attitudes.

(14) 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) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;
- (B) draw and evaluate conclusions from qualitative information;
- (C) apply evaluation rules to quantitative information; and
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use psychology-related terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

(16) 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) 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;
- (B) 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; and
- (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

(17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:

- (A) illustrate the relationship and sequence between intermediate goals and terminal goals; and

(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.

(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:

(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and

(B) evaluate the impact of changes in technology on personal growth and development.

*Source: The provisions of this §113.45 adopted to be effective August 23, 2010, 35 TexReg 7232.*

**§113.46. Sociology (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.

(b) Introduction.

(1) Sociology, an elective course, is an introductory study in social behavior and organization of

human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

(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 identify the role of the 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.

(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(5) 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."

- (6) 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) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:
    - (A) describe the development of the field of sociology;
    - (B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology; and
    - (C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.
  - (2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:
    - (A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;
    - (B) identify and describe the types of societies that exist in the world today;
    - (C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and
    - (D) analyze information about cultural life in the United States and other countries over time.
  - (3) Culture and social structure. The student examines world cultures. The student is expected to:
    - (A) identify the elements of culture to include language, symbols, norms, and values;
    - (B) explain how the elements of culture form a whole culture; and
    - (C) give examples of subcultures and describe what makes them unique.
  - (4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:
    - (A) describe models of primary, secondary, formal, informal, and reference groups and ecommunities; and
    - (B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.
  - (5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:
    - (A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups;
    - (B) describe stereotypes of various U.S. subcultures;
    - (C) analyze social problems in selected U.S. subcultures; and

- (D) examine counterculture movements and analyze their impact on society as a whole.
- (6) Individual and society. The student understands the process of socialization. The student is expected to:
- (A) define socialization and describe how the process of socialization is culturally determined;
  - (B) differentiate the agents of socialization and evaluate their functions and roles; and (C) trace socialization as a lifelong process.
- (7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:
- (A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;
  - (B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self;
  - (C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and
  - (D) identify and discuss the skills adolescents need to make responsible life choices.
- (8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:
- (A) identify the stages of adult development and compare the differences between male and female development;
  - (B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and
  - (C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.
- (9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:
- (A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives;
  - (B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey; and
  - (C) analyze the criminal justice system in the United States in relation to deviant behavior.
- (10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:
- (A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;
  - (B) define poverty and its components and analyze poverty's impact on the individual and society;



- (C) contrast theories of social stratification; and
- (D) recognize and examine global stratification and inequality.

(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:

- (A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;
- (B) contrast the terms discrimination, prejudice, and bias;
- (C) discuss the ramifications of stereotyping;
- (D) analyze the varying treatment patterns of minority groups such as African American,

Asian American, Hispanic American, and American Indian; and (E) explain instances of institutional racism in American society.

(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:

- (A) analyze how gender roles affect the opportunities available to men and women in society;
- (B) analyze the effects of an aging society;
- (C) compare the nature of health care in a global society; and
- (D) evaluate the nature of health care in different segments of American society.

(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:

- (A) define the functions and rituals of the family and how the family has changed over time;
- (B) define family systems and patterns;
- (C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and
- (D) analyze ways in which family life can be disrupted.

(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:

- (A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;
- (B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens; and
- (C) trace the changes in ideas about citizenship and participation of different groups through time.

(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:

- (A) explain functionalist, conflict, and interactionist theories of education;
- (B) argue and defend some current issues in American education;
- (C) examine religion from the sociological point of view;

- (D) analyze the functions of society and the basic societal needs that religion serves; and
  - (E) compare and contrast distinctive features of religion in the United States with religion in other societies.
- (16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:
- (A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research;
  - (B) trace major developments in the history of mass media and identify the types of mass media in the United States;
  - (C) explain the differences between the functionalist and conflict perspectives of mass media; and
  - (D) examine contemporary mass media issues.
- (17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:
- (A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and
  - (B) explain and critique various theories of population growth and its impact on society.
- (18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:
- (A) compare and contrast various types of collective behavior and social movements and how they affect society;
  - (B) discuss theories that have been developed to explain collective behavior and social movements; and
  - (C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.
- (19) 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) create a product on a contemporary sociological issue or topic using critical methods of inquiry;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and
  - (C) use appropriate mathematical skills to interpret sociological information.
- (20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use sociology-related terminology correctly;
  - (B) use standard grammar, spelling, sentence structure, and punctuation;

- (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.
- (21) 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) 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;
  - (B) 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; and
  - (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

*Source: The provisions of this §113.46 adopted to be effective August 23, 2010, 35 TexReg 7232.*

**§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;
  - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic;
  - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;
  - (D) examine the role of diverse communities in the context of the selected topic;
  - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;
  - (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
  - (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.
- (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;
  - (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;
  - (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;
  - (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;
  - (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;
  - (F) identify bias in written, oral, and visual material;
  - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (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;
  - (B) use social studies terminology correctly;
  - (C) use appropriate oral communication techniques;
  - (D) construct a thesis that is supported by evidence;
  - (E) recognize and evaluate counter arguments;
  - (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;
  - (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
  - (H) use computer software to create written, graphic, or visual products from collected data.

Source: The provisions of this §113.47 adopted to be effective August 23, 2010, 35 TexReg 7232.

**§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;

(B) write a rationale and preliminary ideas for research methods;

(C) develop a literature review; and (D) develop a thesis.

(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;

(B) select and design a research project, including an examination of the theory and methods applicable to the research topic;

(C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research;

(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;

(E) use information from sources that take into account multiple perspectives;

(F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments;

(G) develop and use criteria for the evaluation of qualitative and/or quantitative information;

(H) describe the results of the research process;

(I) generate logical conclusions from research results;

(J) justify a conclusion with supporting evidence;

(K) make predictions as to future actions and/or outcomes based on conclusions of research; 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.

(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;

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;

- (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures;
  - (D) relate important events, recurring dilemmas, and persistent issues to topic; and
  - (E) employ empathy, skepticism, and critical judgment to analysis of topic.
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project;
  - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas;
  - (C) determine the most efficient research approach;
  - (D) utilize basic statistical approaches and tools in the analysis of aggregate information;
  - (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;
  - (F) analyze information using a spreadsheet or statistical analysis information software;
  - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences;
  - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; and
  - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data.
- (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;
  - (B) present a thesis and conclusion;
  - (C) use appropriate social science terminology;
  - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate;
  - (E) construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data;
  - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software;
  - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation; 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.
- (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;

select and design a research project, including an examination of the theory and methods applicable to the research topic;

- (C) describe the results of the research process; and

- (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research.

*Source: The provisions of this §113.48 adopted to be effective August 23, 2010, 35 TexReg 7232.*

**§113.49. Personal Financial Literacy (One-Half Credit), Adopted 2016.**

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

- (b) Introduction.

- (1) Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

- (2) Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options.

Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

- (3) This one-half elective credit course includes instruction in methods of paying for college and other

postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education. Students analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.

- (4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

- (5) 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.

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."

- (6) 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.
  - (7) 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) Earning and spending. The student understands how to set personal financial goals. The student is expected to:
    - (A) differentiate between needs and wants in evaluating spending decisions;
    - (B) investigate the student's money personality, including spending and saving propensity;
    - (C) demonstrate an understanding of the value and benefits of charitable giving; and
    - (D) develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based.
  - (2) Earning and spending. The student understands how financial statements are used to assess and monitor financial well-being. The student is expected to:
    - (A) reconcile a bank statement with personal records to ensure the accuracy of deposits, withdrawals, and transfer activities;
    - (B) track income and expenses and develop an income statement;
    - (C) develop a budget that incorporates short-, medium-, and long-term financial goals;
    - (D) identify assets and liabilities;
    - (E) construct a balance sheet or net worth statement; and
    - (F) evaluate the impact of unplanned spending on a budget.
  - (3) Earning and spending. The student analyzes components of compensation from employment. The student is expected to:
    - (A) identify benefits such as health insurance contributions, retirement benefits, sick leave, vacation pay, flexible spending account, health savings account, workers compensation, life insurance, and disability insurance;
    - (B) identify taxes that are deducted from paychecks, including Federal Insurance Contributions Act (FICA) and federal income taxes; and
    - (C) calculate gross and net pay using information on a paycheck.
  - (4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:
    - (A) analyze costs and benefits of owning versus renting housing;
    - (B) analyze costs and benefits of owning versus leasing a vehicle;

- (C) compare total costs of alternative methods of payment such as rent-to-own, store credit, installment agreements, cash, bank credit card, and debit card; and
  - (D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.
- (5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:
- (A) develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;
  - (B) develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle;
  - (C) explain the tax benefits of charitable contributions; and
  - (D) develop a long-term investing strategy to achieve a goal such as a financially secure retirement.
- (6) Saving and investing. The student understands the implementation of a saving and investing plan. The student is expected to:
- (A) discuss the role of financial institutions and markets in saving and investing;
  - (B) demonstrate the impact of compound growth over time;
  - (C) evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds; and
  - (D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.
- (7) Saving and investing. The student demonstrates an understanding of the importance of planning for retirement. The student is expected to:
- (A) identify costs of retirement such as living expenses, health care expenses, and long-term care expenses;
  - (B) identify and explain sources of income during retirement, including Social Security, individual savings, and employer-sponsored plans; and
  - (C) demonstrate an understanding of the importance of saving early and at a sufficient level to achieve financial security in retirement.
- (8) Credit and borrowing. The student understands the use of credit to make purchases. The student is expected to:
- (A) compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;
  - (B) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit; and
  - (C) evaluate the impact of credit decisions on monthly budget, income statement, and net worth statement.
- (9) Credit and borrowing. The student identifies factors that affect credit worthiness. The student is expected to:
- (A) discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and the ability to obtain credit;
  - (B) describe how to access and interpret a sample credit report and score;

- (C) describe the importance of monitoring credit reports regularly and addressing mistakes;
  - (D) identify factors that could lead to bankruptcy such as medical expenses, job loss, divorce, or a failed business; and
  - (E) appraise the impact of borrowing decisions on credit score, including consequences of poor credit management and bankruptcy.
- (10) Credit and borrowing. The student evaluates a decision to use credit. The student is expected to:
- (A) examine the components of the cost of borrowing, including annual percentage rate (APR), fixed versus variable interest, length of term, grace period, and additional fees such as late payment, cash advance, and prepayment penalties;
  - (B) explain strategies to reduce total cost of borrowing such as making a higher down payment and additional principal payments; and
  - (C) differentiate between the use and cost of debit and credit cards.
- (11) Insuring and protecting. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks. The student is expected to:
- (A) identify risk as potential loss of assets or earning potential; and
  - (B) apply risk management strategies, including avoiding, reducing, retaining, and transferring risk.
- (12) Insuring and protecting. The student identifies the costs and benefits of insurance for transferring risk. The student is expected to:
- (A) define insurance terminology, including premiums, deductibles, co-pays, and policy limits;
  - (B) explain the costs and benefits of different types and sources of health insurance such as individual health plans, employer-provided health plans, and government-provided health plans;
  - (C) explain the costs and benefits of disability and long-term care insurance;
  - (D) explain the costs and benefits of life insurance, including term insurance and whole life insurance;
  - (E) explain the costs and benefits of property insurance, including homeowner's and renter's insurance;
  - (F) explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, and geographic location; and
  - (G) explain the costs and benefits of supplemental types of insurance such as extended warranties, mortgage protection life insurance, accidental death and dismemberment life insurance, car loan payoff coverage, debt cancellation coverage, and credit life coverage.
- (13) Insuring and protecting. The student understands how to identify and protect themselves from frauds, schemes, and scams. The student is expected to:
- (A) identify ways to protect personal information and reduce risk of identity theft;
  - (B) recognize common schemes and scams such as investment, pyramid, phishing, check cashing, and home renovation scams; and

(C) demonstrate an understanding of how to use consumer protection agencies such as the Better Business Bureau, Consumer Financial Protection Board, or the Texas State Securities Board to research and report fraud.

(14) Insuring and protecting. The student understands the legal instruments available for estate planning. The student is expected to:

(A) explain the importance of guardianship of minor children, wills, and beneficiary designation; and

(B) explain the importance of a power of attorney, living will, and medical directive.

(15) College and postsecondary education and training. The student recognizes the costs and benefits of various types of college, postsecondary education, and training. The student is expected to:

(A) analyze the relationship between education and training and earnings;

(B) identify types of costs associated with college, postsecondary education, and training;

(C) compare costs among postsecondary education and training institutions such as public universities, private universities, certification programs, and community colleges; and

(D) analyze the quality of education investment using measures such as academic reputation, selectivity and rigor in a chosen area of study, average starting salary of students graduating in chosen field, and likelihood of student graduation.

(16) College and postsecondary education and training. The student understands various options for paying for college, postsecondary education, and training. The student is expected to:

(A) understand how, why, and when to complete grant and scholarship applications and the

Free Application for Federal Student Aid (FAFSA) provided by the U.S. Department of Education;

(B) research various sources of funds for postsecondary education and training, including student loans, grants and scholarships, and other sources such as work-study and military programs; and

(C) analyze the advantages and disadvantages of various sources of funds for postsecondary education and training, including student loans, grants and scholarships, and other sources such as work-study and military programs.

*Statutory Authority: The provisions of this §113.49 issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.0021, and 28.025.*

*Source: The provisions of this §113.49 adopted to be effective August 22, 2016, 41 TexReg 2491.*

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

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

(b) Introduction.

(1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S.

Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

(2) History. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican

American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas; and

- (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.

- (3) History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican

American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and

- (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.

- (4) History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and

- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul

"Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor.

- (5) History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and

- (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson.

- (6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:

- (A) locate places and regions of cultural and historical significance in Mexican American history;

- (B) identify physical and human geographic factors related to the settlement of American Indian societies;

- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;

(D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;

(E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and

(F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.

(7) Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:

(A) analyze the economic impact of Mexican repatriation of the 1930s;

(B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;

(C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;

(D) analyze the economic contributions of the Mexican American labor force;

(E) analyze the purchasing power of the Mexican American population as it relates to U.S.

household consumption and gross domestic product (GDP); and

(F) discuss current issues related to the Mexican American labor force.

(8) Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:

(A) describe how Mexican Americans have participated in supporting and changing government;

(B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm;

(C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement;

(D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement;

(E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and

(F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.

(9) Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:

(A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;

(B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;



- (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and
  - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.
- (10) Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;
  - (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez;
  - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement;
  - (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and
  - (E) identify the impact of Mexican American popular culture on the United States and the world over time.
- (11) Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and
  - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina.
- (12) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) analyze diverse points of view related to contemporary Mexican American issues;
  - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and
  - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

*Statutory Authority: The provisions of this §113.50 issued under the Texas Education Code, §7.102(c)(4) and §28.002(a) and (c).*

*Source: The provisions of this §113.50 adopted to be effective July 1, 2019, 44 TexReg 2265.*

**§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 strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection

(c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course

and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) History. The student understands 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;
- (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans such as educational systems, social and political developments, family structures, global trade, and exchange; and
- (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade.

(2) History. The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:

- (A) analyze the African diaspora, including the role of Africans and Europeans;
- (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;
- (C) describe and explain the impact of the Middle Passage on African American culture; and
- (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies.

(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;
- (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act;
- (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;
- (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans;
- (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; 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.

(4) History. The student understands African American life from the Civil War through World War I. The student is expected to:

- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War;
  - (B) describe and analyze the successes and failures of Reconstruction;
  - (C) compare the opportunities and challenges faced by African Americans from postReconstruction 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;
  - (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);
  - (E) explain the impact of the convict leasing system on African Americans such as the Sugar Land 95;
  - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries;
  - (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896);
  - (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;
  - (I) examine the experiences of African American soldiers during and after World War I; and
  - (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers.
- (5) History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions;
  - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954);
  - (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 NonViolent Coordinating Committee (SNCC), and local leaders;
  - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights;
  - (E) describe the impact of racism during World War II;
  - (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;
  - (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) 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

(I) evaluate the extent to which the Civil Rights Movement transformed American politics and society.

(6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:

(A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality;

(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

(C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community.

(7) Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:

(A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history;

(B) identify and 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;

(C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and

(D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development.

(8) Economics. The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:

(A) 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;

(B) explain how sharecropping and redlining limited economic opportunities for African Americans;

(C) explain how economic conditions and racism contributed to the Great Migration;

(D) evaluate the economic impact of the American labor movement and unionism on African

Americans from the late nineteenth century to today;

(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;

(F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues;

(G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and

(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.

(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;

(B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;

(C) analyze the 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;

(D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;

(E) analyze the causes and effects of 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

(F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present.

(10) Government. The student understands the 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;

(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

(C) identify the contributions of African American leaders at local, state, and national levels of government.

(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;

(B) analyze how regional differences influenced political perspectives of African American communities;

(C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black;

(D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism; and

(E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants.

(12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:

- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;
- (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and
- (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.

(13) Culture. The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:

- (A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture;
- (B) describe the influence of enslavement on African American culture;
- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley;
- (D) explain the origins and characteristics of different musical genres and traditions of African Americans; and
- (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.

(14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:

- (A) describe the development and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe;
- (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;
- (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;

(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;

(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;

- (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; and
- (G) analyze the impact of popular culture on African Americans during significant eras.

(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;

(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); 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.

(16) Science, technology, and society. The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:

(A) identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States;

(B) identify examples of how industrialization was influenced by African Americans over time; and

(C) 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.

(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;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and

(E) identify bias and support with historical evidence a point of view on a social studies issue or event.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(19) (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and

(B) use social studies terminology correctly.



(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decisionmaking 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.

*Statutory Authority: The provisions of this §113.51 issued under the Texas Education Code, §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).*

*Source: The provisions of this §113.51 adopted to be effective August 1, 2020, 45 TexReg 4180.*

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

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

(b) Introduction. In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

(c) Knowledge and skills.

(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline;

(B) review literature from varied sources from the selected career or discipline;

(C) identify a problem, issue, or concern;

(D) survey and/or interview professionals to determine the appropriateness of a project; and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.

(2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.

(3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product;

(B) develop a plan for product completion;

- (C) develop assessment criteria for successful completion of the project;
  - (D) establish the appropriateness of the product for the intended audience;
  - (E) implement the plan for product completion; and
  - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.
- (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
- (A) review and revise the plan to present the findings;
  - (B) make arrangements for the presentation of findings to an appropriate audience;
  - (C) present findings, simulating the skills used by professionals;
  - (D) consider feedback received from the audience;
  - (E) reflect on the study and its potential for impact on the field; and (F) reflect on personal learning experiences of the study.

*Statutory Authority: The provisions of this §113.60 issued under the Texas Education Code, §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).*

*Source: The provisions of this §113.60 adopted to be effective August 1, 2020, 45 TexReg 4180.*

#### **§113.61. Economics Advanced Studies (One-Half Credit).**

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced

Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
- (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
- (A) analyze the relationship between his or her interests and career/discipline;
  - (B) review literature from varied sources from the selected career or discipline;
  - (C) identify a problem, issue, or concern;
  - (D) survey and/or interview professionals to determine the appropriateness of a project; and
  - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.
- (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

- (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;
  - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and
  - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.
- (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
- (A) collaborate with the appropriate professionals to define the product;
  - (B) develop a plan for product completion;
  - (C) develop assessment criteria for successful completion of the project;
  - (D) establish the appropriateness of the product for the intended audience;
  - (E) implement the plan for product completion; and
  - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.
- (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
- (A) review and revise the plan to present the findings;
  - (B) make arrangements for the presentation of findings to an appropriate audience;
  - (C) present findings, simulating the skills used by professionals;
  - (D) consider feedback received from the audience;
  - (E) reflect on the study and its potential for impact on the field; and (F) reflect on personal learning experiences of the study.

*Statutory Authority: The provisions of this §113.61 issued under the Texas Education Code, §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).*

*Source: The provisions of this §113.61 adopted to be effective August 1, 2020, 45 TexReg 4180.*

**§113.76. Personal Financial Literacy and Economics (One-Half Credit).**

- (a) **Implementation.** The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.
- (b) **General requirements.** This course is recommended for students in Grades 11 and 12. Students shall be awarded one-half credit for successful completion of this course. Students may not be awarded credit for both this course and the personal financial literacy course adopted under this subchapter.
- (c) **Introduction.**
  - (1) The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

(2) Personal Financial Literacy and Economics builds on and extends the economic content and concepts studied in Kindergarten-Grade 12 social studies in Texas. The course provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. The course also builds on and extends the personal finance content and concepts studied in Kindergarten-Grade 8 in mathematics in Texas. It is an integrative course that applies the same economic way of thinking developed to making choices about how to allocate scarce resources in an economy to how to make them at the personal level. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy.

(3) This course was created in response to Texas Education Code (TEC), §28.025(b-22), satisfies the high school requirement, and meets the two-thirds of instructional time in personal financial literacy and one-third of instructional time in economics. In addition, the course addresses new financial challenges of modern economy.

(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 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."

(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.

(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) 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.

(d) Knowledge and skills.

(1) Economics. The student understands the fundamental concepts of economics. The student is expected to:

(A) analyze how the concepts of scarcity, choice, and opportunity costs apply to decision making;

- (B) interpret a production-possibilities curve and apply the concepts of scarcity, choice, and opportunity costs;
  - (C) explain how the production-possibilities curve represents cost-benefit decision making;
  - (D) use the circular flow model to identify how households, firms, and governments interact in both resource markets and product markets;
  - (E) evaluate how prices and quantities are determined through supply and demand;
  - (F) interpret a supply-and-demand graph, including equilibrium point, surpluses, and shortages;
  - (G) analyze how non-price determinants of supply and demand affect equilibrium price and equilibrium quantity; and
  - (H) explain how supply and demand exist in both resource and product markets.
- (2) Economics. The student understands that macroeconomic issues and policies have an impact on personal finance. The student is expected to:
- (A) identify types of progressive and regressive taxes at the local, state, and national levels and explain the economic importance of each;
  - (B) examine and evaluate the reasons for federal income taxation, Social Security taxation, Medicaid taxation, and Medicare taxation, including earnings limitations as applicable;
  - (C) explain how all economic systems are mixed and exist on a spectrum between pure market and pure command systems;
  - (D) explain the benefits of the U.S. free enterprise system, including private property and incentives;
  - (E) discuss the importance of full employment, price stability, and economic growth in achieving the macroeconomic goals of the United States;
  - (F) explain the impact of fiscal policies enacted by government decisions on interest rates, inflation, and unemployment; and
  - (G) explain the impact of monetary policies enacted by the Federal Reserve System on interest rates, inflation, and unemployment.
- (3) Personal financial literacy--investing in education and skills. The student recognizes the costs and benefits of various types of postsecondary education and training throughout the student's lifetime. The student is expected to:
- (A) analyze the relationship between education and training and earnings throughout the student's lifetime;
  - (B) investigate and evaluate the costs and benefits of various postsecondary education and training institutions;
  - (C) describe the process for completing grant and scholarship applications, including the Free Application for Federal Student Aid (FAFSA®) provided by the U.S. Department of Education or the Texas Application for State Financial Aid (TASFA);
  - (D) analyze and compare various student grant and loan options, including private and federal loans;
  - (E) interpret data from a student aid report; and

- (F) research and align personal interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living.
- (4) Personal financial literacy--earning. The student recognizes that a variety of factors influence income. The student is expected to:
- (A) identify sources of income, including wages and salaries, profits, interest, rent, dividends, and capital gains;
  - (B) compare common employee benefits such as health insurance, sick leave, retirement plans, and other tax-favored health and dependent care plans;
  - (C) differentiate among and calculate gross, net, and taxable income; and
  - (D) identify factors such as educational attainment and market demand for careers that can influence the labor market and affect income.
- (5) Personal financial literacy--entrepreneurship. The student discusses the opportunities available for entrepreneurship. The student is expected to:
- (A) describe the role of the entrepreneur in creating businesses;
  - (B) explain how an entrepreneur earns income, including through profits from the creation or ownership of businesses;
  - (C) compare total compensation, additional benefits, and obligations as a self-employed or independent contractor and as an employee;
  - (D) discuss the resources available for entrepreneurship and the federal, state, and local agencies available to assist with or provide grants for the creation of a small business;
  - (E) analyze the risks and rewards of entrepreneurship, including those associated with starting a new business, owning a small business, and purchasing a franchise; and
  - (F) explain the characteristics of business organizations such as sole proprietorships, partnerships, and corporations.
- (6) Personal financial literacy--spending. The student understands how to set personal spending goals. The student is expected to:
- (A) develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based;
  - (B) analyze the opportunity costs of spending and saving in recognizing short-, medium-, and long-term goals;
  - (C) identify and prioritize types of purchases and charitable giving;
  - (D) evaluate various forms of financial exchange such as cash, checks, credit cards, debit cards, mobile payment applications, and electronic transfers;
  - (E) discuss the importance of tracking income and expenses to reconcile financial records;
  - (F) evaluate the impact of unplanned spending;
  - (G) analyze costs and benefits of owning versus renting housing; and (H) analyze costs and benefits of owning versus leasing a vehicle.
- (7) Personal financial literacy--credit and debt. The student understands the costs and benefits of borrowing. The student is expected to:
- (A) compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;

- (B) identify the characteristics and dangers of predatory lending practices;
  - (C) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit;
  - (D) discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and ability to obtain credit;
  - (E) explain how to access a credit report and score and interpret a sample credit report and score;
  - (F) describe the importance of monitoring credit reports regularly and addressing errors;
  - (G) discuss how personal factors such as medical expenses, job loss, divorce, or a failed business could lead to bankruptcy; and
  - (H) determine and discuss if and when to use credit by considering the truth in lending disclosures.
- (8) Personal financial literacy--saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:
- (A) determine the exponential growth benefits of starting early to invest with continuous contributions;
  - (B) determine the number of years it will take for savings to double in value by using the rule of 72;
  - (C) evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds;
  - (D) evaluate risk and return of various investment options, including stocks, bonds, mutual funds, and exchange-traded funds (ETFs);
  - (E) evaluate the relative benefits of pre-tax and post-tax investing;
  - (F) develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;
  - (G) develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle; and
  - (H) develop a long-term investing strategy to achieve a goal such as a financially secure retirement.
- (9) Personal financial literacy--protecting and insuring. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks to avoid potential loss of assets and earning potential. The student is expected to:
- (A) apply risk management strategies, including avoiding, reducing, retaining, and transferring risk;
  - (B) define insurance terminology, including premiums, deductibles, co-pays, and policy limits;
  - (C) explain the costs and benefits of different types and sources of health insurance;
  - (D) explain the costs and benefits of disability and long-term care insurance;
  - (E) explain the costs and benefits of life insurance, including term insurance and whole life insurance;
  - (F) explain the costs and benefits of property insurance, including homeowner's and renter's insurance;

- (G) explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, and geographic location;
  - (H) identify ways to reduce risk of identity theft and protect personal information;
  - (I) describe and identify examples of common financial schemes and scams such as Ponzi schemes and pyramid, phishing, check cashing, and home renovation scams;
  - (J) explain how consumer protection agencies protect consumers against fraud; and
  - (K) explain the importance of estate planning, including guardianship of minor children, wills, beneficiary designation, power of attorney, living will, and medical directives.
- (10) Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:
- (A) 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;
  - (B) develop a budget that addresses short-, medium-, and long-term financial goals; and
  - (C) explain why earning income, spending, credit, debt, saving and investing, and protecting and insuring assets are important parts of a comprehensive financial plan and develop a plan that incorporates these components.

*Source: The provisions of this §113.76 adopted to be effective August 1, 2022, 47 TexReg 4511.*