

**ATTACHMENT II**  
**Text of Proposed Revisions to 19 TAC**

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

**Subchapter A. Elementary**

**§113.1. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary.**

The provisions of §§113.2-113.7 of this subchapter shall be superseded by §§113.11-113.16 of this subchapter beginning with the 2011-2012 school year ~~[implemented by school districts beginning September 1, 1998, and at the time shall supersede §75.32(h) (1) of this title (relating to Social Studies, Texas and United States History)]~~.

**§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.**

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year and at that time shall supersede §§113.2-113.7 of this subchapter.

**§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.**

(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 places. 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 also 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) 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).
- (5) 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.

(b) Knowledge and skills.

- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
  - (A) explain the reasons for national patriotic holidays such as 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, patriots, and good citizens helped to shape the community, state, and nation. The student is expected to:
  - (A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, John Smith, and José Antonio Navarro, who helped to shape the state and nation; and
  - (B) identify contributions of patriots and good citizens who have shaped the community.
- (3) History. The student understands the concept of chronology. The student is expected to:
  - (A) place events in chronological order; and
  - (B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.
- (4) Geography. The student understands the concept of location. The student is expected to:
  - (A) use 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 tools that aid in determining location, including maps and globes.
- (5) Geography. The student understands physical and human characteristics. The student is expected to:
  - (A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and
  - (B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.
- (6) Economics. The student understands that basic human needs and wants are met in many ways. 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 can be met such as through self-producing, purchasing, and trading.
- (7) 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.
- (8) 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.
- (9) 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 make and enforce rules.
- (10) 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 flags of the United States and Texas;
- (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
- (C) identify Constitution Day as a celebration of American freedom; and
- (D) use voting as a method for group decision making.
- (11) Culture. The student understands similarities and differences among people. The student is expected to:
- (A) identify similarities and differences among people such as kinship, laws, and religion; and
- (B) identify similarities and differences among people such as music, clothing, and food.
- (12) Culture. The student understands the importance of family customs and traditions. The student is expected to:
- (A) describe and explain the importance of family customs and traditions; and
- (B) compare family customs and traditions.
- (13) 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.
- (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) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and
- (C) sequence and categorize information.
- (15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) express ideas orally based on knowledge and experiences; and
- (B) create and interpret visuals, including pictures and maps.
- (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; and
- (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.

**§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.**

**(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 also 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) 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).
- (5) 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.

**(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 San Jacinto Day, Independence Day, and Veterans Day; and
  - (B) compare the observance of holidays and celebrations, past and present.
- (2) History. The student understands how historical figures and other individuals helped to shape the community, 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 community, state, and nation;
  - (B) identify historical figures, including Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and
  - (C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.

- (3) History. The student understands the concepts of time and chronology. The student is expected to:
- (A) distinguish among past, present, and future;
  - (B) describe and measure calendar time by days, weeks, months, and years; and
  - (C) create a calendar and simple timeline.
- (4) Geography. The student understands the relative location of places. The student is expected to:
- (A) locate places using the four cardinal directions; and
  - (B) describe the location of self and objects relative to other locations in the classroom and school.
- (5) Geography. The student understands the purpose of 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 places of significance, including the local community, Texas, the state capitol, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes.
- (6) Geography. The student understands various physical and human characteristics. The student is expected to:
- (A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;
  - (B) identify examples of and uses for natural resources in the community, state, and nation; and
  - (C) identify and describe how the human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.
- (7) 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.
- (8) 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.
- (9) 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.
- (10) Economics. The student understands the value of work. The student is expected to:
- (A) describe the components of various jobs and the characteristics of a job well performed; and
  - (B) describe how specialized jobs contribute to the production of goods and services.
- (11) 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.
- (12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:
  - (A) identify the responsibilities of authority figures in the home, school, and community;
  - (B) identify and describe the roles of public officials in the community, state, and nation; and
  - (C) identify and describe the role of a good citizen in maintaining a democratic republic and in keeping elected officials responsive to the wishes of the people.
- (13) 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, respect for others and oneself, responsibility in daily life, and participation in government by educating oneself about the issues, holding public officials to their word, and voting;
  - (B) identify historical figures such as Nathan Hale, Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and
  - (C) identify other individuals who exemplify good citizenship.
- (14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and 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 and explain the meaning of 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;
  - (E) explain how patriotic customs and celebrations reflect American individualism and freedom; and
  - (F) identify Constitution Day as a celebration of American freedom.
- (15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:
  - (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and
  - (B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.
- (16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:
  - (A) describe how technology changes the ways families live;
  - (B) describe how technology changes communication, transportation, and recreation; and
  - (C) describe how technology changes the way people work.
- (17) 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) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

- (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and
  - (C) sequence and categorize information.
- (18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) express ideas orally based on knowledge and experiences; and
  - (B) create and interpret visual and written material.
- (19) 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; and
  - (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.

**§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.**

(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) 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).
- (5) 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.

(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 the concepts of time and chronology. 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; and
  - (C) create and interpret timelines for events in the past and present.
- (3) History. The student understands how various sources provide information about the past and present. The student is expected to:
  - (A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and
  - (B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.
- (4) History. The student understands how historical figures and other individuals 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 community, state, and nation;
  - (B) identify historical figures, including Amelia Earhart, Robert Fulton, George Washington Carver, and W. E. B. DuBois, who have exhibited individualism and inventiveness; and
  - (C) explain how people and events have influenced local community history.
- (5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:
  - (A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and
  - (B) create maps to show places and routes within the home, school, and community.
- (6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:
  - (A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;
  - (B) locate the community, Texas, and the United States on maps and globes; and
  - (C) examine information from various sources about places and regions.
- (7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:
  - (A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;
  - (B) describe how natural resources and natural hazards affect activities and settlement patterns;

- (C) explain how people depend on the physical environment and natural resources to meet basic needs; and
  - (D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.
- (8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:
- (A) identify ways in which people depend on the physical environment and natural resources to meet their basic needs;
  - (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;
  - (C) identify benefits and consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and
  - (D) identify ways people can conserve and replenish natural resources.
- (9) 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 in the U.S. free enterprise (capitalist, free market) system can make about earning, spending, and saving money and where to live and work.
- (10) 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) examine the development of a product from a natural resource to a finished product.
- (11) 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;
  - (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and
  - (C) describe how governments tax citizens such as through income taxes, property taxes, and sales taxes to pay for services and projects voted on by elected officials.
- (12) 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, holding them accountable, volunteering to participate in government functions, and voting.
- (13) 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, equality, respect for others and oneself, responsibility in daily life, and participation in government by educating oneself about the issues, holding public officials to their word, and voting;

- (B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;
  - (C) identify other individuals who exemplify good citizenship; and
  - (D) identify ways to actively practice good citizenship, including involvement in community service.
- (14) Citizenship. The student identifies customs, symbols, 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) identify selected patriotic songs such as "The Star Spangled Banner" and "America the Beautiful";
  - (C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and
  - (D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- (15) Culture. The student understands the significance of works of art in the local community. The student is expected to:
- (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and
  - (B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.
- (16) 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.
- (17) 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 change communication, transportation, and recreation; and
  - (B) explain how science and technology change the ways in which people meet basic needs.
- (18) 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) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;
  - (B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;
  - (C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;
  - (D) sequence and categorize information; and
  - (E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.
- (19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) express ideas orally based on knowledge and experiences; and
  - (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
- (20) 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; and
  - (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.

**§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.**

**(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) 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).
- (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 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."

(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, Christopher Columbus, the Founding Fathers, and Juan de Oñate, 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, religious freedom, law, and material well-being;
  - (B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and
  - (C) compare ways in which various other communities meet their needs.
- (3) History. The student understands the concepts of time and chronology. The student is expected to:
- (A) use vocabulary related to chronology, including past, present, and future times;
  - (B) create and interpret timelines; and
  - (C) apply the terms of year, decade, and century to describe historical times.
- (4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:
- (A) describe and explain variations 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;
  - (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;
  - (D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and
  - (E) identify and compare the human characteristics of various regions.
- (5) 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 such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;
  - (B) use a scale to determine the distance between places on maps and globes;
  - (C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and
  - (D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (6) Economics. The student understands the purposes of 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, saving, and donating.
- (7) Economics. The student understands the concept of the free enterprise (capitalist, free market) system. The student is expected to:
- (A) define and identify examples of scarcity;
  - (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and
  - (C) explain the concept of a free market as it relates to the U.S. free enterprise (capitalist, free market) system.
- (8) Economics. The student understands how businesses operate in the U.S. free enterprise (capitalist, free market) system. The student is expected to:
- (A) identify examples of how a simple business operates;
  - (B) explain how supply and demand and local, state, and federal taxes affect the price of a good or service;
  - (C) explain how the cost of production and selling price affect profits; and
  - (D) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.
- (9) 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;
  - (C) identify services commonly provided by local, state, and national governments; and
  - (D) explain how local, state, and national government services are financed.
- (10) 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 and explain the importance of "consent of the governed" as it relates to the functions of local, state, and national government.
- (11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

- (A) identify characteristics of good citizenship, including truthfulness, equality, respect for others and oneself, responsibility in daily life, and participation in government by educating oneself about the issues, holding public officials to their word, and voting;
  - (B) identify historical and contemporary figures, including Helen Keller and Clara Barton, who have exemplified good citizenship;
  - (C) identify individuals, including military and first responders, who exemplify good citizenship; and
  - (D) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, and voting.
- (12) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic republic. The student is expected to:
- (A) give examples of community changes that result from individual or group decisions;
  - (B) identify examples of actions individuals and groups can take to improve the community; and
  - (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (13) 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.
- (14) 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 compare the heroic deeds of state and national heroes, including Hector P. Garcia, Harriett Tubman, James A. Lovell, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, and other contemporary heroes; and
  - (B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.
- (15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:
- (A) identify various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from other communities such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley; and
  - (B) explain the significance of various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to other communities, including Carmen Lomas Garza and Laura Ingalls Wilder.
- (16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:
- (A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and
  - (B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on communities around the world.

- (17) 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) research information, including historical, current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;
  - (B) sequence and categorize information;
  - (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
  - (D) use various parts of a source, including the table of contents, glossary, and index, as well as key word Internet searches to locate information;
  - (E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and
  - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) express ideas orally based on knowledge and experiences;
  - (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and
  - (C) use standard grammar, spelling, sentence structure, and punctuation.
- (19) 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; and
  - (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.

**§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.**

(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) 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).
  - (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 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."
- (b) Knowledge and skills.
- (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

    - (A) explain the possible origins of American Indian groups in Texas and North America;
    - (B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache and the Karankawa;
    - (C) describe the regions in which American Indians lived; and
    - (D) compare the ways of life of American Indian groups in Texas and North America before European exploration.
  - (2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

- (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, the search for freedom, and the desire for expansion, and explain the economic motivations for Anglo-American colonizers in Texas such as the Old 300;
  - (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 such as José de Escandón;
  - (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 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 battles of the Alamo and San Jacinto;
  - (B) identify important Texian, Tejano, and other participants of the Texas Revolution, including William B. Travis, James Bowie, Susanna Dickinson, George Childress, Juan N. Seguín, David Crockett, and Antonio López de Santa Anna;
  - (C) identify the Tejano leaders who died at the Alamo;
  - (D) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
  - (E) 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
  - (F) explain the events that led to the annexation of Texas to the United States, including 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, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
  - (C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and
  - (D) examine the effects upon American Indian life resulting from changes in Texas, including 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) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;
  - (B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and

- (C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzales, and other local notable individuals.
- (6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
  - (B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
- (7) Geography. The student understands the concept of regions. The student is expected to:
- (A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;
  - (B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and
  - (C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.
- (8) 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 explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;
  - (B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and
  - (C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.
- (9) 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) identify 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;
  - (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, such as economic development and the impact on habitats and wildlife as well as air and water quality; and
  - (D) describe the positive impact of private, voluntary conservation efforts and wildlife management practices in preserving natural environments and protecting native species.
- (10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and
  - (B) explain the economic activities early immigrants to Texas used to meet their needs and wants.

- (11) Economics. The student understands the characteristics and benefits of the free enterprise (capitalist, free market) system in Texas. The student is expected to:
- (A) describe the development of the free enterprise (capitalist, free market) system in Texas;
  - (B) describe how the free enterprise (capitalist, free market) system works, including supply and demand; and
  - (C) give examples of the benefits of the free enterprise (capitalist, free market) system such as choice and opportunity.
- (12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;
  - (B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;
  - (C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;
  - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;
  - (E) explain how developments in transportation and communication have influenced economic activities in Texas; and
  - (F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.
- (13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:
- (A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;
  - (B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and
  - (C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.
- (14) 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) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.
- (15) 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, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;
  - (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).

- (16) 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 San Jacinto Monument, the Alamo, and various missions;
  - (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.
- (17) 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, including 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 holding public officials to their word, writing letters, and participating in historic preservation and service projects;
  - (C) explain the role of the individuals 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, including Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, and other local individuals; and
  - (E) explain how to contact elected and appointed leaders in state and local governments.
- (18) Citizenship. The student understands the importance of effective leadership in a democratic 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.
- (19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:
- (A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;
  - (B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and
  - (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as the norteño music of Lydia Mendoza and Chelo Silva.
- (20) 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;
  - (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and

- (C) predict how future scientific discoveries and technological innovations might affect life in Texas.
- (21) 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) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;
- (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 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) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (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) incorporate main and supporting ideas in verbal and written communication;
- (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; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.
- (23) 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; and
- (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.

**§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.**

**(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 (capitalist, free market) 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 democratic 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 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) 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).
- (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 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."

(b) Knowledge and skills.

- (1) History. The student understands the causes and effects of European colonization in the United States 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 during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

- (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:
- (A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;
  - (B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, 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 and the development of the U.S. military.
- (3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:
- (A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and
  - (B) identify the contributions of individuals, including James Madison, George Mason, and Roger Sherman, 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;
  - (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
  - (C) identify reasons people moved west;
  - (D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
  - (E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;
  - (F) explain how industry and the mechanization of agriculture changed the American way of life; and
  - (G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.
- (5) History. The student understands important issues, events, and individuals of the 20th and 21st centuries in the United States. The student is expected to:
- (A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, world wars, the civil rights movement, and military actions such as those in which the Tuskegee Airmen participated;
  - (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 of individuals, including Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, and Colin Powell, who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
- (6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
- (B) translate geographic data into a variety of formats such as raw data to graphs and maps.
- (7) Geography. The student understands the concept of regions in the United States. The student is expected to:
  - (A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;
  - (B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;
  - (C) locate on a map important political features such as ten of the largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and
  - (D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.
- (8) 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 types of settlement and patterns of land use in the United States;
  - (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and
  - (C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.
- (9) 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, past and present, such as the use of human resources to meet basic needs; and
  - (B) analyze the benefits and consequences of human modification of the environment in the United States, past and present.
- (10) 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 colonists; and
  - (B) identify major industries of colonial America.
- (11) Economics. The student understands the development, characteristics, and benefits of the free enterprise (capitalist, free market) system in the United States. The student is expected to:
  - (A) describe the development of the free enterprise (capitalist, free market) system in colonial America and the United States;
  - (B) describe how the free enterprise (capitalist, free market) system works in the United States; and
  - (C) give examples of the benefits of the free enterprise (capitalist, free market) system in the United States.
- (12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise (capitalist, free market) 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 business, industry, and agriculture, including the plantation system, in the United States.
- (13) 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 parts 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, migration, and limited resources on the economic development and growth of the United States;
- (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and
- (E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.
- (14) Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) identify and 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.
- (15) 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) identify the purposes and explain the importance of the Declaration of Independence;
- (B) identify the key elements of the Declaration of Independence;
- (C) explain the purposes of the U.S. Constitution as identified in the Preamble; and
- (D) explain the reasons for the creation of the Bill of Rights and its importance.
- (16) 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.
- (17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam, 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;
- (D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and
- (E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

- (18) 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 the duty individuals have to participate in civic affairs at the local, state, and national levels; and
  - (B) explain how to contact elected and appointed leaders in the local, state, and national governments.
- (19) Citizenship. The student understands the importance of effective leadership in a democratic republic. The student is expected to:
- (A) explain the contributions of the Founding Fathers to the development of the national government;
  - (B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
  - (C) identify and compare leadership qualities of national leaders, past and present.
- (20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:
- (A) describe the fundamental rights guaranteed by each amendment 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; and
  - (B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
- (21) 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.
- (22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:
- (A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;
  - (B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
  - (C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
- (23) 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, including 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;

- (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; and
  - (D) predict how future scientific discoveries and technological innovations could affect society in the United States.
- (24) 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) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
  - (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 in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify different points of view about an issue, topic, or current event; and
  - (E) identify the historical context of an event.
- (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;
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
  - (E) use standard grammar, spelling, sentence structure, and punctuation.
- (26) 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; and
  - (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.

## Subchapter B. Middle School

### §113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year and at that time shall supersede §§113.22-113.24 of this subchapter.

### §113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

#### (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) 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).
- (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 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."

(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 invasion, conquests, 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 influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and

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

(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:

(A) pose and 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?;

(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;

(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and

(D) create thematic maps, graphs, charts, models, and databases depicting aspects of various world regions and countries such as population, disease, and economic activities.

(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;

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

(C) explain ways in which human migration influences the character of places and regions;

(D) identify and locate major physical and human geographic features of various places and regions such as landforms, water bodies, and urban centers;

(E) draw sketch maps that illustrate various places and regions; and

(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq,

Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.

- (5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:
- (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;
  - (B) identify geographic factors that influence a society's ability to control territory such as location, physical features, transportation corridors and barriers, and distribution of natural resources; and
  - (C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.
- (6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:
- (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;
  - (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and
  - (C) analyze the effects of the interaction of physical processes and the environment on humans.
- (7) 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) identify and analyze ways people have adapted to the physical environment in various places and regions;
  - (B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and
  - (C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.
- (8) Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
  - (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
  - (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.
- (9) 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) identify and differentiate among free enterprise (capitalist, free market), socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;
  - (C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and

- (D) understand the poor record of collectivist, non-free market economic systems to deliver improved economic development over numerous contemporary and historical societies.
- (10) 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, wholesale, retail, manufacturing (goods), and service industries;
- (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and
- (C) identify and describe the effects of increasing government regulation and taxation on economic development and business planning.
- (11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); and
- (B) compare the characteristics of limited and unlimited governments.
- (12) 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.
- (13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe roles and responsibilities of citizens in various contemporary societies, including the United States;
- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and
- (C) compare the role of citizens in the United States with the role of citizens from various democratic and nondemocratic contemporary societies.
- (14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in democratic societies. The student is expected to:
- (A) identify and explain the duty of civic participation in democratic societies;
- (B) explain relationships among rights, responsibilities, and duties in democratic societies; and
- (C) identify reasons for limiting the power of government in a democratic society.
- (15) Culture. The student understands the similarities and differences within and among cultures in various societies. The student is expected to:
- (A) define culture and the common traits that unify a culture region;
- (B) identify and describe common traits that define cultures;
- (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;
- (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

- (E) analyze the similarities and differences among various world societies; and
  - (F) identify and explain examples of conflict and cooperation between and among cultures.
- (16) 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 such as the development of an informed citizenry through compulsory education and the use of monumental architecture by religious institutions;
- (17) Culture. The student understands relationships that exist among world cultures. The student is expected to:
- (A) identify and describe how culture traits such as trade, travel, and war spread;
  - (B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;
  - (C) evaluate the impact of improved communication technology among cultures;
  - (D) identify and define the impact of cultural diffusion on individuals and world societies; and
  - (E) identify examples of positive and negative effects of cultural diffusion.
- (18) 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) relate ways in which contemporary expressions of culture have been influenced by the past;
  - (C) describe ways in which contemporary issues influence creative expressions; and
  - (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.
- (19) 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.
- (20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;
  - (B) explain how resources, belief systems, economic factors, and political decisions have affected 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.

- (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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; 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;
  - (D) identify different points of view about an issue or current topic;
  - (E) identify the elements of frame of reference that influenced participants in an event; and
  - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (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) 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;
  - (E) use standard grammar, spelling, sentence structure, and punctuation; and
  - (F) use proper citations to avoid plagiarism.
- (23) 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; and
  - (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.

**§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.**

**(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) 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).
- (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 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."

(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 why historians divide 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 Conservatism; and Contemporary Texas;

- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
    - (C) 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, oil discovery 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, Alvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;
    - (C) identify important events and issues, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo related to European colonization of Texas;
    - (D) identify the issues and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, 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, José Bernardo, 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) trace the development 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, William B. Travis' letter "To the People of Texas and All Americans in the World," the siege of the Alamo, the 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 Rangers, Jack Coffee Hayes, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Cordova Rebellion, the Council House Fight, the Sante Fe Expedition, public debt, and the roles of racial and ethnic groups;
    - (B) describe the development and history of the Texas Navy;
    - (C) analyze the causes of and events leading to Texas annexation; and

- (D) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, 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 reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs; and
- (B) analyze 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 from Reconstruction through the beginning of the 20th century, 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 from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;
- (C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and 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 20th and early 21st centuries. The student is expected to:
- (A) explain the political, economic, and social impact of the oil industry on 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 the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical 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, including James Farmer, Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Bell White;
- (E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and
- (F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.
- (8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, charts, models, and databases 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.
- (9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;
- (B) compare places and regions of Texas in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:
- (A) identify ways in which Texans have adapted to and modified the environment and analyze the benefits and consequences of the modifications; and
- (B) explain ways in which geographic factors have affected the political, economic, and social development of Texas such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources.
- (11) 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) analyze why immigrant groups came to Texas and where they settled;
- (B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;
- (C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and
- (D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.
- (12) 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 that led to the urbanization of Texas;
- (B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
- (C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (13) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology;
- (B) analyze the impact of economic concepts within the free enterprise (capitalist, free market) system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and
- (C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.

- (14) 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.
- (15) 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;
  - (B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees; and
  - (C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.
- (16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) identify rights of Texas citizens; and
  - (B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.
- (17) 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;
  - (B) describe the importance of free speech and press in a democratic society; and
  - (C) express and defend a point of view on an issue of historical or contemporary interest in Texas.
- (18) 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, including James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Sam Rayburn, and Raul A. Gonzalez.
- (19) 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, celebrations, and performances;
  - (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, Horton Foote, and Santa Barraza.

- (20) 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.
- (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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
  - (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;
  - (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
  - (E) support a point of view on a social studies issue or event;
  - (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.
- (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 standard grammar, spelling, sentence structure, punctuation, and proper citation;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) 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, 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; and

- (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.

**§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.**

(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 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, 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 democratic 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) 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).
- (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 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."

(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 and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) 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 European exploration and colonization of North America; and

(B) compare political, economic, religious, and social reasons for 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 era. 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 Cheswill, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Galvez, Crispus Attucks,

King George III, Haym Salomon, 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; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;
  - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; and
  - (E) analyze the arguments for and against ratification.
- (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 such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government;
  - (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) explain the political, economic, and social roots of Manifest Destiny;
  - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;
  - (D) explain the causes and effects of the Mexican War and their impact on the United States; and
  - (E) identify areas that were acquired to form the United States, including the Louisiana Purchase.
- (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 roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.
- (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;
  - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
  - (C) analyze the ideas contained in Jefferson Davis' inaugural address and Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg 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 economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and
  - (C) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.
- (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 of importance 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 on major historical and contemporary 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 during the 17th, 18th, and 19th centuries;
  - (B) describe the benefits and consequences of human modification of the physical environment of the United States; and
  - (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. 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 Atlantic Triangular trade, and the spread of slavery;
  - (C) explain the reasons for the increase in factories and urbanization; and
  - (D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- (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 War of 1812 as a cause of economic changes in the nation; 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 (capitalist, free market) system in the United States. The student is expected to:
  - (A) explain why a free enterprise (capitalist, free market) system of economics developed in the new nation, including minimal government intrusion and taxation and property rights; and
  - (B) describe the characteristics and the benefits of the U.S. free enterprise (capitalist, free market) system during the 18th and 19th centuries.
- (15) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
  - (A) identify the influence of ideas from historic documents, including Magna Carta, the English Bill of Rights, the Mayflower Compact, The Wealth of Nations, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings, 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; and
  - (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.
- (16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
  - (A) summarize the purposes for and process of amending the U.S. Constitution; and
  - (B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.
- (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 and analyze examples of congressional and presidential responses;
  - (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 selected landmark Supreme Court decisions, including 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;

- (C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;
  - (D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries;
  - (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and
  - (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- (A) explain the role of significant individuals, including Charles de Montesquieu, John Locke, William Blackstone, and William Penn, in the development of self-government in colonial America;
  - (B) evaluate the contributions of the Founding Fathers as models of civic virtue; and
  - (C) 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 democratic republic. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical and contemporary issues;
  - (B) describe the importance of free speech and press in a democratic republic; and
  - (C) summarize a historical event in which compromise resulted in a peaceful resolution.
- (22) Citizenship. The student understands the importance of effective leadership in a democratic 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, James Monroe, Stonewall Jackson, 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 selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
  - (B) explain the relationship between urbanization and 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 resolved;
  - (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 the historical development of the abolitionist movement; and

- (B) evaluate the impact of reform movements, including public education, temperance, women's rights, prison reform, 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 motivation for immigration and influence 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) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;
- (B) identify examples of American art, music, and literature that reflect society in different eras; and
- (C) analyze the relationship between fine 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, and interchangeable parts;
- (B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;
- (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and
- (D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.
- (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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (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;
  - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
  - (E) support a point of view on a social studies issue or event;
  - (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;
  - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;
  - (I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and
  - (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
- (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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) 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, 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; and
  - (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.

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

The provisions of §§113.22-113.24 of this subchapter shall be superseded by §§113.18-113.20 of this subchapter beginning with the 2011-2012 school year ~~implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.32(m) and §75.48 of this title (relating to Social Studies, Texas and United States History)~~ .

## Subchapter C. High School

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

The provisions of §§113.32-113.39 of this subchapter shall be superseded by §§113.41-113.48 of this subchapter beginning with the 2011-2012 school year [implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.68 of this title (relating to Social Studies, Texas and United States History)] .

### **§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.**

The provisions of §§113.41-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year and at that time shall supersede §§113.32-113.39 of this subchapter.

### **§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.**

(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) 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).

(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 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."

(c) Knowledge and skills.

- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
- (A) identify and analyze the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights and the full text of the first three paragraphs of the preamble of the Declaration of Independence; and
- (B) identify and analyze the application of these founding principles to historical events in U.S. History.
- (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 characteristics that define an historical era;
- (B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- (C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (D) 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), 1968-1969 (Martin Luther King Jr. assassination and 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).
- (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, civil service reform, and the beginnings of Populism;
- (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, and the rise of entrepreneurship, free enterprise, and big business; and
- (C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.

- (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 such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Samuel Dole, and missionaries moved the United States into the position of a world power;
  - (B) evaluate American expansionism, including near- and long-term responses from the United States, and acquisitions such as Guam, Hawaii, Cuba, 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;
  - (E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;
  - (F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and
  - (G) analyze significant events such as the Battle of Argonne Forest.
- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) evaluate 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, Ida B. Wells, and W. E. B. DuBois on American society; and
  - (C) evaluate 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, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
  - (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, 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 growth of dictatorships and 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 and domestic mobilization for the war effort;
  - (C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans, the regulation of some foreign nationals, and the development of atomic weapons;

- (D) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, and fighting the war on multiple fronts;
  - (E) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and
  - (F) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- (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 North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;
  - (B) describe how McCarthyism, the House Un-American Activities Committee (HUAC), the arms race, and the space race increased Cold War tensions and how the later release of the Venona Papers confirmed suspicions of communist infiltration in U.S. government;
  - (C) explain reasons and outcomes for U.S. involvement in the Korean Conflict 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 Conflict;
  - (E) analyze the major issues and events of the Vietnam Conflict such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and
  - (F) describe the responses to the Vietnam Conflict 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 in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;
  - (B) describe the role of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;
  - (C) describe the role of groups that sought to maintain the status quo;
  - (D) identify the roles of significant leaders who supported or opposed the civil rights movement, including Martin Luther King Jr., Cesar Chavez, George Wallace, and others;
  - (E) describe presidential and bipartisan congressional efforts to achieve equality in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; and
  - (F) evaluate changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world 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 Reaganomics and Peace Through Strength;
  - (C) compare the impact of energy on the American way of life over time;
  - (D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;
  - (E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and
  - (F) describe significant societal issues of this time period.
- (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 Balkans Crisis, 9/11, and the global War on Terror;
  - (B) identify significant social and political advocacy organizations and leaders across the political spectrum;
  - (C) analyze the impact of third parties on presidential elections;
  - (D) discuss the historical significance of the 2008 presidential election; and
  - (E) describe significant societal issues of this time period.
- (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:
- (A) analyze the impact of physical and human geographic factors on the Panama Canal, the Dust Bowl, levee failure in New Orleans after Hurricane Katrina, and the settlement of the Great Plains; and
  - (B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.
- (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 legal and illegal immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment;
  - (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; and
  - (C) understand the effects of governmental actions on individuals, industries, and communities, including the impact of Fifth Amendment property rights.
- (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 cost and benefit of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the 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;
  - (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and
  - (E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913, and the shifting trend from a gold standard to fiat money.
- (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;
  - (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the flawed 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 European and Mexican heritage and others;
  - (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 continue to affect the lives of U.S. citizens, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration.
- (17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:
- (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and 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 actions of government and the private sector 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 (capitalist, free market) system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).
- (18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:
- (A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, and Mary Kay Ash in affecting the global economy; and
  - (B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
- (19) 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 how the role of the federal government changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;
  - (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;
  - (D) discuss 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 American Recovery and Reinvestment Act of 2009; and
  - (E) evaluate the pros and cons of U.S. participation in international organizations and treaties.
- (20) 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.
- (21) 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 Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Delgado v. Bastrop ISD, and Tinker v. Des Moines;
  - (B) discuss historical reasons why the constitution has been amended; and
  - (C) evaluate constitutional change in terms of strict construction versus judicial interpretation.
- (22) Citizenship. The student understands efforts to expand the democratic process. 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; and
  - (C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."
- (23) Citizenship. The student understands the importance of effective leadership in a democratic republic. The student is expected to:
- (A) describe qualities of effective leadership; and
  - (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Hector P. Garcia, Thurgood Marshall, Billy Graham, Barry Goldwater, Phyllis Schlafly, and Hillary Clinton.

- (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 and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
  - (B) describe the impact of significant examples 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, hip hop, and country and western music on American society;
  - (C) identify the impact of popular American culture on the rest of the world over time; and
  - (D) analyze the global diffusion of American culture through the entertainment industry via 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 to expand economic opportunities and political rights in American society;
  - (B) discuss 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;
  - (D) identify the political, social, and economic contributions of women, including Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, and Oprah Winfrey, to American society; and
  - (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
- (26) 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 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, including vaccines; and
  - (C) understand the impact of technological innovations in the workplace and the response by business on the American labor movement.
- (27) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on the standard of living in the United States. The student is expected to:
- (A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, change the standard of living in the United States; and
  - (B) explain how space technology and exploration impact the quality of life.
- (28) 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 a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

- (B) analyze information by 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) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;
  - (D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
  - (E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;
  - (F) identify bias in written, oral, and visual material;
  - (G) identify and support with historical evidence a point of view on a social studies issue or event; and
  - (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, and political cartoons.
- (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;
  - (B) use correct social studies terminology to explain historical concepts; and
  - (C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.
- (30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create thematic maps, graphs, and charts representing various aspects of the United States; 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, 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; and
  - (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.

**§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.**

- (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 democratic-republican 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 BCE-500 BCE (Development of River Valley Civilizations); 500 BCE-600 CE (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) 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).
- (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."

(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 BCE to 500 BCE: 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 BCE to 600 CE: 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 Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; 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 BCE to 500 BCE. 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 BCE to 600 CE 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, including the development of Christianity;
  - (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 Christianity as a unifying social and political factor 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 Northern, Eastern, and Sub-Saharan Africa;
  - (D) describe the interactions between 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, the Hundred Years' War, and the Great Schism 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 development of the slave trade within Africa;
  - (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 characteristics and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain how the Crusades contributed to the development of the European Renaissance; and
  - (B) explain the political, intellectual, artistic, and religious impact of the Renaissance and the Reformation.
- (6) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
  - (B) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztecs and explain how prior civilizations influenced their development;
  - (C) explain how the Inca and Aztec empires were impacted by European exploration/colonization;
  - (D) explain the impact of the Columbian Exchange on the Americas and Europe;
  - (E) explain the impact of the Atlantic slave trade on West Africa and the Americas;
  - (F) explain the impact of the Ottoman Empire on Eastern Europe and global trade; and
  - (G) explain Ming China's impact on global trade.
- (7) 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 17th and 18th century European scientific advancements led to the Industrial Revolution;
  - (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;
  - (C) identify the major political, economic, and social motivations that influenced European imperialism; and
  - (D) explain the major characteristics and impact of European imperialism.

- (8) 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, French, and Latin American revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;
  - (B) explain the impact of Napoleon and the Napoleonic Wars on Europe and Latin America; and
  - (C) identify the influence of the following ideas on political revolutions: separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.
- (9) 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 impact of Woodrow Wilson's Fourteen Points and 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 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.
- (10) History. The student understands the causes and impact of the global economic depression 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 response of governments in the United States, Germany, and the Soviet Union to the global depression.
- (11) 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 Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin 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, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (12) History. The student understands the impact of major events associated with the Cold War and decolonization. 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, Mao Zedong's role in its rise, and how it differed from Soviet communism;
  - (C) identify the following major events of the Cold War: the Korean War, the Vietnam War, and the arms race;
  - (D) explain the roles of Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II in the collapse of communism in Eastern Europe and the Soviet Union; and

- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia.
- (13) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents and the ongoing conflict between Palestinians and Israelis in the second half of the 20th century. The student is expected to:
- (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century;
- (B) explain the origins and impact of the Israeli-Palestinian conflict on global politics; and
- (C) explain the U.S. response to terrorism from September 11, 2001, to the present.
- (14) Geography. 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.
- (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, including 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 and the Industrial Revolution;
- (B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and
- (C) summarize the economic and social impact of 20th century globalization.
- (17) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:
- (A) identify the historic origins and characteristics of capitalism (free enterprise system, free market system), including the contributions of Adam Smith;
- (B) identify the historic origins and characteristics of communism, including the contributions of Karl Marx; and
- (C) identify the historic origins and characteristics of socialism.
- (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 the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;
  - (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, John Locke's "Two Treatises of Government," the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
  - (C) explain the impact of Enlightenment ideas from John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, and Thomas Jefferson on political revolutions from 1750 to the present; 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; and
  - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.
- (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 influence 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" that originated from the Judeo-Christian legal tradition and in Greece and Rome;
  - (C) identify examples of politically motivated mass murder in Cambodia, China, Latin America, and the Soviet Union;
  - (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, and Rwanda;
  - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, and Chinese student protestors in Tiananmen Square; and
  - (F) assess the degree to which American ideals 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, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and the development of monotheism; and
  - (B) 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.
- (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the following fundamental ideas and institutions of Eastern civilizations that originated in China and India: Hinduism, Confucianism, Daoism, the Mandate of Heaven, Legalism, and Buddhism;
- (B) summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome;
- (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and
- (D) explain how Islam influences law and government in the Muslim world.
- (25) 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 classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200, and in 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; and
- (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.
- (26) 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 and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing 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; and
- (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.
- (27) 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) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
  - (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
  - (E) identify bias in written, oral, and visual material;
  - (F) 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;
  - (G) construct a thesis on a social studies issue or event supported by evidence; and
  - (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.
- (28) 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 standard grammar, spelling, sentence structure, and punctuation;
  - (C) interpret and create written, oral, and visual presentations of social studies information; and
  - (D) transfer information from one medium to another.
- (29) 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; and
  - (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.

**§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.**

- (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) 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).
- (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 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."

(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 the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and 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 evaluate relationships between past events and current conditions; and
  - (B) explain how changes in societies have led to diverse uses of physical features.

- (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) examine the physical processes that 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 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 terms Human Development Index, less developed, newly industrialized, and more developed.
- (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) construct and 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 political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;
  - (C) describe trends in world population growth and distribution; and
  - (D) examine benefits and challenges of globalization, including 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) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; 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 free enterprise (capitalist, free market), socialist, and communist economic systems;
  - (B) classify where specific countries fall along the economic spectrum between free enterprise (capitalism, free market) 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 examine 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) examine factors affecting the location of different types of economic activities, including subsistence, natural resources, manufacturing, agriculture, services, and cottage industry; 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 or 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 the power to control territory, create conflict/war, and impact international political relations such as the United Nations (UN), the European Union (EU), or the control of resources.
- (15) Citizenship. The student understands how geography affects different points of view on public issues and policies. The student is expected to:
- (A) compare the effects of different social, economic, and political points of view about public issues and policies; 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 how physical geography, human adaption, and technology influence culture and impact innovation and diffusion;
  - (B) describe elements of culture, including entertainment, food, language, religion, recreation, and fashion;
  - (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and
  - (D) compare life in a variety of urban and rural areas in the world to evaluate 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) compare major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;
  - (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; 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, effects, and perceptions 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, U.S.-based fast-food franchises, the English language, 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 have allowed humans to adapt to places such as air conditioning and desalinization; and
  - (C) examine 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 Geography 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 from a variety of valid sources, including electronic technology. The student is expected to:
- (A) interpret reference and thematic maps using map elements, including latitude and longitude, to determine absolute location;
  - (B) use historical, geographic, and statistical information from a variety of sources such as databases (graphs and charts), photographs, GIS, and media services to infer geographic relationships and solve geographic problems;
  - (C) evaluate the context, bias, validity, and utility of a variety of primary and secondary sources;
  - (D) locate places of contemporary geopolitical significance on a map; and
  - (E) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) design and draw 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 geographic terminology correctly;
  - (D) use standard grammar, spelling, sentence structure, and punctuation; and
  - (E) create original work using 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, in a variety of settings. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
  - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
  - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§113.44. United States Government (One-Half Credit), 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 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 democratic 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) 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).
  - (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 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."

(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 natural law, natural 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, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;

(E) examine 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 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) give examples of 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 divisions and policies. The student is expected to:

(A) understand how population shifts affect voting patterns;

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

(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.

(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:

(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and

- (B) analyze how U.S. foreign policy affects selected places and regions.
- (5) 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 (capitalist, free market) system. The student is expected to:
- (A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels;
- (B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and
- (C) compare the role of government in the U.S. free enterprise (capitalist, free market) system and other economic systems.
- (6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) examine how the U.S. government uses economic resources in foreign policy; and
- (B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (7) 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) evaluate 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 American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to a national identity and are embodied in the United States today.
- (8) 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 the Federal Communications Commission (FCC);

- (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
  - (F) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
  - (G) compare the structures, functions, and processes of the national, state, and local governments in the U.S. federal system.
- (9) 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) understand the limits on the national and state governments in the U.S. federal system of government.
- (10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:
- (A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels; and
  - (B) explain the process of electing the president of the United States and analyze the Electoral College.
- (11) 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;
  - (B) explain the two-party system and evaluate the role of third parties in the United States; and
  - (C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.
- (12) 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. democratic republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;
  - (B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and
  - (C) analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:
- (A) understand 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 guaranteed by each amendment in the Bill of Rights;

- (D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. U.S., Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;
  - (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
  - (F) recall the conditions that produced the 14th amendment, describe the selective incorporation of rights in the Bill of Rights, and analyze its impact on the scope of fundamental rights in the Bill of Rights and on federalism.
- (14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:
- (A) explain the difference between personal and civic responsibilities;
  - (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; and
  - (C) understand 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.
- (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic 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) understand the factors that influence an individual's political attitudes and actions.
- (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic republic. The student is expected to:
- (A) examine 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 petition, assembly, speech, and press in a democratic republic.
- (17) 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), and racial integration.
- (18) 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) understand 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.

- (19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:
- (A) understand the potential impact on society of recent scientific discoveries and technological innovations; and
  - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
  - (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;
  - (E) evaluate government data using charts, tables, graphs, and maps; and
  - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (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) use standard grammar, spelling, sentence structure, and punctuation;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.
- (22) 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; and
  - (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.

**§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) 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."

(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 Piaget;
  - (E) describe Erickson'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 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.

**§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) 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."

(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, 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 e-communities; 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 ethnic, national origin, age, socioeconomic, and gender among various U.S. subculture groups;
  - (B) describe stereotypes of the 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; and
  - (C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders.
- (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; 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 Native American; and
  - (E) explain how institutional racism is evident in American society.

- (12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:
- (A) differentiate between sex and gender as social constructs and determine how gender and socialization interact;
  - (B) analyze how gender roles affect the opportunities available to men and women in society;
  - (C) analyze the effects of an aging society;
  - (D) compare the nature of health care in a global society; and
  - (E) 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 (capitalism, free market) 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 explain 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.

**§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) 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."
- (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 sciences formats such as *Modern Language Association (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.

**§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) 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."

(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 (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;
  - (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
  - (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 thesis and conclusion;
  - (C) use appropriate social science terminology;
  - (D) justify 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 sciences formats such as *Modern Language Association*

(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;

(B) 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 conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on conclusions of research.