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Text of Proposed Revisions to 19 TAC

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

## Subchapter A. Elementary

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018[~~Beginning with School Year 2011~~2012].

The provisions of §§113.11-

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(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

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

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

(b) Knowledge and skills.

(1) i0 cs 0 .687 0 Td 9[ [

(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 constitutional republic.~~]

(12) [(13)]

[~~(16) Science, technology, and society. The student identifies individuals who created or invented new technology that affected daily life. The student is expected to identify scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan and their contributions.~~]

(16) [~~(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) gather [~~obtain~~] information about a topic using a variety of valid oral and visual sources such as [~~conversations,~~] interviews, [~~and~~] music , pictures, symbols, and artifacts with adult assistance ; and

[~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and~~]

(B) [~~(C)~~] sequence and categorize information.

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

(A) use a simple timeline to distinguish among past, present, and future;

(B) use a calendar to describe and measure time in days, weeks, months, and years;

(C) [~~(A)~~] express ideas orally based on knowledge and experiences; [~~and~~]

(D) [~~(B)~~] create and interpret visual and written material ; and [~~,~~]

(E) use social studies terminology correctly. [ ( o 1

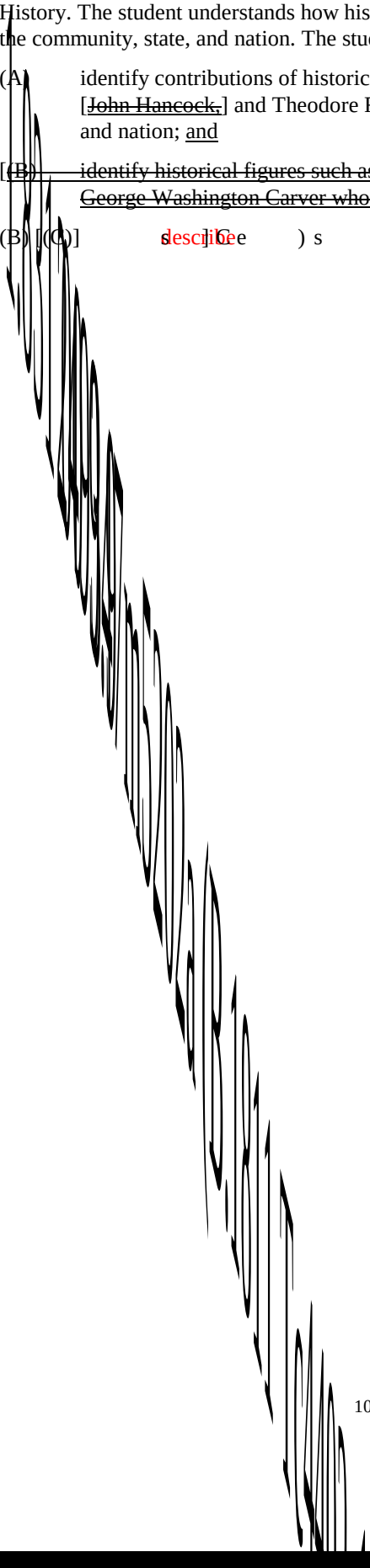
(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructio1( b)-a 77.72S(o)-u(g)5(r)-5.p

(2) [~~(4)~~] History. The student understands how historical figures [~~, patriots, and good citizens~~] helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, [~~John Hancock,~~] and Theodore Roosevelt, who have influenced the [~~community,~~] state [~~,~~] and nation; and

[~~(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and~~]

(B) [~~(C)~~] describe



(6) [~~(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 system~~] can make about earning, spending, and saving money [~~and where to live and work~~] .

]

(7) [~~(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;

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

(5)

[~~(10) (12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional 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.~~]

(10) [~~(11)~~] [~~(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.

(11) [~~(12)~~] [~~(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 describe [~~compare~~] the heroic deeds of state and national heroes and military and first responders such as [~~, including~~] Hector P. Garcia , [~~and~~] James A. Lovell, and the Four Chaplains [~~other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes~~] ; and

(B) identify and describe [~~analyze~~] the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes [~~, including military and first responders such as the Four Chaplains~~] .

(12) [~~(13)~~] [~~(15)~~] Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to [~~:~~]

[~~(A)~~] identify [~~how~~] various [~~individual~~] writers and artists such as Khadir

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)

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the

(B) [(C)] compare the physical [geographic]

(11) [~~(12)~~] Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) identify [~~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 physical geographic factors such as climate [~~, transportation,~~] and natural resources have influenced the location of economic activities in Texas;

(C) identify [a2 69.3E6erplain

[~~(C) predict how future scientific discoveries and technological innovations might affect life in Texas.~~]

(19) [~~(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 technology [~~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 applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and

(D) identify different points of view about an issue, topic, historical event, or current event . [~~; and~~]

[~~(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.~~]

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

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and

(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(21) [~~(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; and

(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.]

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

(2)

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

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

(8) Students [identify and] discuss how and whetheratndjGa4 -2.53 0 T30 0 B(ecl)2.9(ar)U RS C. c(s)5.5( ar)-(s)5.5ze 0

(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;~~]

(C) [~~(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;

(D) [~~(E)~~] explain [~~identify~~] the central role of the expansion of slavery in causing [~~causes of~~] [~~the Civil War and other contributing factors , including~~] sectionalism , disagreement over [~~and~~] [~~,~~] 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~~] ; [~~and~~]

(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th

(C) analyze the effects of immigration and [,] migration [~~, and limited resources~~] on the economic development and growth of the United States; and

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States . [~~; and~~]

[~~(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.~~]

(13) [~~(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.

(14) [~~(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) explain [~~identify~~] the purposes, key elements , and [the purposes and explain] the

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(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(18) [~~(19)~~] Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

[~~(A) explain the contributions of the Founding Fathers to the development of the national government;~~]

(A) [~~(B)~~] identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) [(i(t7 0 Td ( )Tj -0.001 Tc 0.001 Tw Tw 1.386 0 Td ( )Tj 0.253 0 Td ([)Tj 0

(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.~~]

(23) [~~(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 technology [~~computer software~~] ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;

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

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, historical event, or current event; and

(E) identify the historical context of an event.

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

(A)

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## Subchapter B. Middle School

### §113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Adopted 2018 [~~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 2019-2020 [~~2011-2012~~] school year.

### §113.18. Social Studies, Grade 6, Adopted 2018 [~~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) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

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

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

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-ŧ10.4(A)e

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(C) [~~(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.~~]

(6) [~~(8)~~] Economics. The student understands the factors of production in a society's economy. The student is expected to:

(A) describe ways in which the factors of production ( und5(a)-28f(t)2.9M0cnd,-4(m)8.2 T2acractmomys

(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and

(C) identify historical origins of democratic forms of government such as Ancient Greece.

(11) [~~(13)~~] Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) des>>BDC BT -.9(bi)2.9

(B) identify and describe factors that influence cultural change such as

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(A) describe the chain [~~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's letter "To the People of Texas and All Americans in the World,"~~] the siege of the Alamo , William B. Travis's letter "To the

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(B) locate and compare places [~~and regions~~] of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest ; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms,

(13) [~~(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.

(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and

(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

(19) [~~(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:

(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

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

(A) use social studies terminology correctly;

(B) use effective written communication skills, including proper citations and avoiding plagiarism; and

[~~(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~~]

(C) [~~(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 and decision-making processes-

(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, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and

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

(B) [~~(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 English, Spanish, and French [~~European~~] exploration and colonization of North America; and

(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.

(3) History. The student understands the foundations of representative government in the United States. The student is expected to:

(A) explain the reasons for the growth of representative government and institutions during the colonial period; [~~and~~]

(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 [.] [; and] .the crbiouT* t[(th)5(d2.8( to2.8( t T*-7([(th)5(eg)6.9(i)-5 gr)-1.49(o0092w T* e 0hT,u, itp-7 r,e,lA)

[~~(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 , including [such as] maintaining national security, [building a military,] creating [establishing] a stable economy,

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(B) [(C)

[~~(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and~~]

(C) [~~(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

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

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

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

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

(B) contrast [(s)5.5(,)-1( )]TJ 58[10 Tw1 144 .4 357 0.48 ([)Tj /CS1 cs 1 0

(A) analyze how productivity relates to growth;

(B) analyze how technology relates to growth; and

(C) analyze how trade relates to growth.

(11) Economics. The student understands the role of money in an economy. The student is expected to:

(A) describe the functions of money;

(B) describe the characteristics of money, including commodity money, fiat money, and representative money; and

(C) analyze [~~examine~~] the positive and negative aspects of barter, currency, and debit cards.

(12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:

(A) explain the structure of the Federal Reserve System;

(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;

(C) explain how the actions of the Federal Reserve System affect the nation's money supply; and

(D)

(A) explain the functions of financial institutions and how they affect households and businesses;

(B) explain how the amount of savings in an economy is the basis of capital formation;

(C) analyze the role of interest and risk in allocating savings to its most productive use; and

(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.

(17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:

(A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;

(B) explain how to begin a savings program;

(C) demonstrate how to maintain a checking account, including reconciling a bank statement;

(D) identify the types of loans available to consumers;

(E) explain the responsibilities and obligations of borrowing money; and

(F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.

(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:

(A) examine ways to avoid and eliminate credit card debt;

(B) evaluate the costs and benefits of declaring personal bankruptcy;

(C) evaluate the costs and benefits of buying insurance; and

(D) evaluate the costs and benefits of charitable giving.

(19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:

(A)

(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;

(C) explain a point of view on an economic issue;

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

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

(4) Students identify the role of the United States in the world today. Students are expected to:

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(F) [~~(G)~~]explain issues affecting the home front [~~and how American patriotism inspired exceptional actions by citizens and military personnel~~] , including [~~high levels of military enlistment;~~] volunteerism , [~~:~~] the purchase of war bonds , and [~~:~~] 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 ; and [~~.~~]

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

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

(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, [~~the North Atlantic Treaty Organization,~~] the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;

(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), [~~the arms race, the space race,~~] McCarthyism, the arms race, and the space race [~~and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers~~] ;

(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

(E) analyze the major [

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(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and

(D) describe [~~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 the American Recovery and Reinvestment Act of 2009 . [~~; and~~]

[(E)

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[(H)

(B) explain the responses of governments [~~in the United States, Germany, and the Soviet Union~~] to the global depression such as in the United States, Germany, Great Britain, and France .

(12) History. The student understands the causes and impact of World War II. The student is expected to:

(A) describe the emergence and characteristics of totalitarianism;

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[~~(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.~~]

(15) [~~(16)~~] Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

(B) analyze the influence of human and physical geographic factors on major events in world history such as [emerging]

(A) explain the development of democratic-republican government from its beginnings in [~~the~~] Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution [~~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, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;

(C)

(23) [~~(24)~~] Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

(A) describe the changing roles of women, children, and families during major eras of world history; and

(B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir [~~during major eras of world history~~] .

(24) [~~(25)~~] Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;

(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;

(C) explain how the relationship between [~~among~~] Christianity and Humanism [~~, individualism, and growing secularism~~] that began with the Renaissance [~~and how the relationship~~] influenced subsequent political developments; and

(D) explain how geopolitical and religious influences have impacted [~~developments in Islam influenced~~] [~~influences~~] law and government in the Muslim world [~~such as secularism, nationalism, and fundamentalism~~] .

(25) [~~(26)~~] Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

[~~(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;~~]

(A) [~~(B)~~] analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

(B) [~~(C)~~] describe [~~identify~~] examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

(26) [~~(27)~~] Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The

(27) [~~(28)~~] 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 , development [~~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 W is -E7 o pn0 Twde

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

(A) use social studies terminology correctly;

(B) use effective written communication skills, including proper citations and avoiding plagiarism; and

[~~(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.~~]

(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 and decision-making processes [~~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), Adopted 2018

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

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

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

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

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

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

(8) Students [identify and] discuss how and whether e83 0 Td ( ])Tj 0.337 0 Td ( )Tj ecu541(s)-0.6(c)-53[(T)-13.5(0.

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(C) describe trends in world population growth and distribution; and

(D) analyze [~~examine~~] how [~~benefits and challenges of~~] globalization affects [~~, 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 on people and their environment ; and

(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:

(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, [~~river~~] systems, and [~~landforms~~]

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generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and

(E) identify different points of view about an issue or current topic.

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

(A) create [~~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 social studies [~~geographic~~] terminology correctly; and

[(D) use standard grammar, spelgammarumi a.48 reuieandl a.48 reuns;n1(d)-4( t)Tc 0 Tw 25.337 7.08 ( )Tj E]8

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

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

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

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

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

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

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence5.1( wu3( §2M4.1( T

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

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

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

(C) identi

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) describe [~~understand~~] the factors that influence an individual's political attitudes and actions.

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

(A) analyze [~~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 the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

(16) [~~(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), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.

(17) [~~(18)~~] Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions(c)-2s th(17 ch ch1.337 0 T.88()-(r)1.( p)-7(o)-97ted([.4(m)18(a9(cy

(D) analyze and evaluate the validity of information, arguments, and counterarguments from

# Subchapter D. Other Social Studies Courses

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

(a) The provisions of §§113.52-113.75 of this subchapter shall be implemented by school districts beginning September 1, 1998.

(b) The provisions of §§113.76-113.80 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

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

(a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

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

(c) Knowledge and skills.

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

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

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

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

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

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

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

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

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

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

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

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

(B) develop a plan for product completion;

(C) develop assessment criteria for successful completion of the project;

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