

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

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, Africa, SubSaharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific

(A)

(3) ~~(4)~~ Geography. The student understands the factors that influence the locations and characteristics of locat

- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- (B) identify problems ~~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 ~~the distribution of~~ relative scarcity of resources on international trade and economic interdependence among and within societies.

(7) ~~(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) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
- (C) understand the importance ~~of morality and~~ ethics in maintaining a functional free enterprise system ~~: and~~
- ~~(D) examine the record of collective, non-market economic systems in contemporary world societies.~~

(8) ~~(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; and
- (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and ~~literacy~~. [
- ~~(C) identify and describe the effects of government regulation and taxation on economic development and business planning.~~

(9) ~~(11)~~ Government. The student understands the concepts of limited and unlimited governments. The student is expected to:

- (A) ~~describe~~ identify and ~~compare~~ describe examples of limited and unlimited governments such as constitutional (limited) and ~~total~~ (unlimited);
- ~~(B) compare the characteristics of limited and unlimited governments;~~
- (B) ~~(C)~~ identify reasons for limiting the power of government; and
- (C) ~~(D)~~ identify and describe examples ~~review the record~~ of human rights abuses by of limited or unlimited governments such as the oppression of religious, ethnic, and political groups Christians in Sudan .

(10) ~~(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.

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

- (A) ~~describe~~ and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies and

~~[(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.~~

(12) ~~(14)~~ Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A)

~~[(B) — relate ways in which contemporary expressions of culture have been influenced by the past]~~

(B) [(C)] describe ways in which contemporary issues influence creative expressions; and

(C) [(D)] identify examples of art, music, and literature that have transcended the

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 KindergartenGrade 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 apprecu (f)13.y ()Tj EM

- (2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:
- (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
 - (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca's writings, the search for gold, and the conflicting territorial claims between France and Spain;
 - (C) identify important individual events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massarelli, [José de Escandón,] Antonio Margil de Jesús, and Francisco Hidalgo;
 - (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
 - (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
 - (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.
- (3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
- (A) ~~describe the chain~~ 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 People of Texas and All Americans in the World"; the heroism of the diverse all the heroic defenders who gave their lives there; the Constitutional Convention of 1836; [;] Fannin's surrender at Goliad; and the Battle of San Jacinto; and
 - ~~(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.]~~
- (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)

~~[(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.]~~

(8) ~~[(9)]~~ Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) ~~locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions 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) ~~locate and compare places and regions of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural historic landmarks, political and cultural regions, and local points of interest~~

(C) analyze the effects of physical and human (t)2.9 9h6711.8 (t840.8 0.48 re)5 toric12 Tm [mcyg()T]

(12) ~~(13)~~ Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

- (A) ~~explain~~analyze the impact of national and international ~~market events~~ on the production of goods and services in Texas, including ~~such as~~ agriculture ~~and~~ oil and gas ~~and computer technology~~
- (B) explain~~[analyze]~~

Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

(18) ~~(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 and 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, and Horton Foote.

(19) ~~(20)~~ Science, technology, and society. The student understands the impact of scientific

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

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

(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

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

(22) Social studies skills. The student communicates in written, oral, and visual. 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;]~~

(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) ~~sd(f 163D Td [(l)]-4 id(w)1f4 (.003 Tw 0.337 0 Td [(s)944()]TJ -0.00 Tc pr00 01 ob(ng)12.i)6.9 (w 18~~

- (2) To support the teaching of the essential knowledge and ~~skills~~ 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, sn006 Tc .5 (n006 T-7.8 n0063 (s)9.5.9 2 (r)1.

(A)

(A) describe major domestic problems faced by the leaders of the new republic, including such as maintaining national security, bring a military, creating a stable economic

~~(D)~~ ~~(C)~~ analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.

(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:

(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;

(B) explain[evalua

- (A) describe and evaluate the historical development of the abolitionist movement; and
 - (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.

- (B) analyze information by ~~applying absolute and relative chronology through~~ sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) 