

Social Studies TEKS Review Work Group F Recommendations

Work Group F Recommendations, Kindergarten–Grade 8
Texas Essential Knowledge and Skills (TEKS) Social Studies

This document reflects the recommendations for revisions to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review Work Group F for Kindergarten–Grade 8.

Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

SOCIAL STUDIES, WORK GROUP F

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Kindergarten

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) The Kindergarten-Grade 5 social studies TEKS provide a framework for cross-curricular connections and support. The standards are organized and written in a way that provides opportunities for students to learn social studies while developing the critical thinking skills necessary to be a responsible citizen and required by the comprehension strand in reading language arts. The standards provide multiple opportunities for students to evaluate events through multiple perspectives and use primary and secondary sources to analyze the author's purpose. The people and events in the social studies standards were intentionally chosen to support contemporaneous learning in reading language arts, science, and math and to support text structure analysis while also telling the history of our communities, state, nation, and world.
- (5) Kindergarten-Grade 2 social studies establishes the basis for student learning in civics and government, economics, geography, and history. Each grade level examines a different theme by introducing fundamental concepts in each discipline and exploring examples of each theme in Texas, the

United States, and the world. Kindergarten focuses on significant people, places, and events from the past and present that have shaped the communities in which the student lives. Grade 1 introduces the concept of culture and how culture is reflected in the state, nation, and world. Grade 2 explores the theme of migration to help students understand why people move and how patterns of movement have impacted the world in which the student lives.

- (6) In Kindergarten, students learn about communities around them, in Texas, the United States, and the world. Students begin to build a foundation in civics and government, geography, economics, and history through the examination of communities. Students examine key elements of a community and investigate those characteristics in communities in Texas, the United States, and the world.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	create a simple timeline or sequence of multiple events, including past and present events;
(B)	compare perspectives of people in the past to people of the present;
(C)	identify and state facts based on relevant evidence;
(D)	communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

(E)	use spatial terms near and far and cardinal directions to describe relative locations on a map;
(F)	interpret and create maps and models to illustrate geographic features and relative location;
(G)	distinguish between wants and needs and how they impact economic decision making;
(H)	apply and practice classroom rules and procedures for listening and responding respectfully; and
(I)	use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions and demonstrate understanding of the information gathered; and
(B)	identify different kinds of historical sources and artifacts and explain how they can be used to study the past.
(3) Foundations of Community. The student understands what makes a community and how a community shares common interests and ideas. The student is expected to:	
(A)	describe different reasons why people come together as a community (G);
(B)	identify the student's location in the school, community, state, nation, and the world using maps, globes, and other geographic tools with adult assistance (G);
(C)	locate places using the four cardinal directions of north, south, east, and west (G);
(D)	define a citizen as a member of a community, state, or nation, and identify the characteristics of a good citizen (C/G);
(E)	identify the rights, responsibilities, and freedoms of an individual (C/G);
(F)	explain why rules and laws are made and why they should be followed (C/G);
(G)	communicate an understanding that a constitution is a set of rules that create a government (C/G, H);
(H)	use voting as a method for group decision making (C/G);

(I)	identify examples of authority figures within a family, school, community, state, and nation (C/G);
(J)	communicate an understanding that shelter, food, and clothing are basic human needs (G, E);
(K)	distinguish between needs and wants and how they can be met (G, E); and
(L)	define a landmark and give examples of community landmarks (C/G, G).
(4) Local Communities within Texas. The student understands how people in Texas shape their community and important aspects of Texas as a community. The student is expected to:	
(A)	identify police and fire protection, libraries, schools, and parks as governmental services and explain their value to the community (C/G);
(B)	locate the State of Texas within the United States using geographic tools with adult assistance (G);
(C)	identify and locate geographic features of mountains, rivers, and forests in Texas using geographic tools (G);
(D)	describe how geographic features impact where people settle and live in Texas (G);
(E)	identify mayors, governors, and the president of the United States as leaders in local, Texas, and United States governments (C/G);
(F)	identify oil, farming, and cattle as major resources and industries in Texas (E, G);
(G)	compare jobs within the local community with jobs in other Texas communities (E);
(H)	communicate an understanding of the Pledge to the Texas Flag and why it is important (C/G);
(I)	identify the Texas state flag, the Alamo, bluebonnets, the mockingbird, and the pecan tree as significant symbols to the Texas community (H);
(J)	demonstrate an understanding of "Texas, Our Texas" (C/G, H); and
(K)	identify Juan N. Seguín, Stephen F. Austin, and Sam Houston and explain why cities are named after significant leaders (C/G, H).
(5) Communities within the United States. The student understands shared concepts of the United States as a community. The student is expected to:	

(A)	trace the journeys of early explorers, including Christopher Columbus, to the Americas using geographic tools with adult assistance (G, H);
(B)	describe Thomas Jefferson and George Washington as Founding Fathers (C/G, H)
(C)	identify the Fourth of July/Independence day as the day leaders signed the Declaration of Independence written by Thomas Jefferson (C/G, H);
(D)	identify George Washington as the first president of the United States, Barack Obama as the first Black president, John Adams as the first vice-president, and Kamala Harris as the first woman vice-president (C/G, H);
(E)	communicate an understanding of the Pledge of Allegiance to the United States Flag and why it is important to American citizens (C/G, H);
(F)	understand the importance of "The Star-Spangled Banner" as the national anthem (C/G, H);
(G)	explain how Barbara Jordan, Susan B. Anthony, Rosa Parks, and Thurgood Marshall are examples of good citizens (C/G);
(H)	define patriotism and identify the United States Flag, Liberty Bell, bald eagle, and the Statue of Liberty as national patriotic symbols (C/G, H);
(I)	identify George Washington, Abraham Lincoln, the Washington Monument and the Lincoln Memorial, and explain why Washington and Lincoln are honored on Presidents Day (C/G, H); and
(J)	describe the significance of Thanksgiving, Independence Day, and Martin Luther King, Jr. Day as holidays that are observed in the United States (C/G, H).
(6) Communities within the World. The student understands how people of the world share common characteristics of a community. The student is expected to:	
(A)	identify kings/queens and presidents as different types of leaders (C/G, H);
(B)	Identify and locate the Statue of Liberty, Taj Mahal, and the Eiffel Tower as major world landmarks as symbols of communities (C/G, H); and
(C)	name and locate the continents and oceans using geographic tools with adult assistance (G).

Grade 1

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
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- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) The Kindergarten-Grade 5 social studies TEKS provide a framework for cross-curricular connections and support. The standards are organized and written in a way that provides opportunities for students to learn social studies while developing the critical thinking skills necessary to be a responsible citizen and required by the comprehension strand in reading language arts. The standards provide multiple opportunities for students to evaluate events through multiple perspectives and use primary and secondary sources to analyze the author's purpose. The people and events in the social studies standards were intentionally chosen to support contemporaneous learning in reading language arts, science, and math and to support text structure analysis while also telling the history of our communities, state, nation, and world.
- (5) Kindergarten-Grade 2 social studies establishes the basis for student learning in civics and government, economics, geography, and history. Each grade level examines a different theme by introducing fundamental concepts in each discipline and exploring examples of each theme in Texas, the

United States, and the world. Kindergarten focuses on significant people, places, and events from the past and present that have shaped the communities in which the student lives. Grade 1 introduces the concept of culture and how culture is reflected in the state, nation, and world. Grade 2 explores the theme of migration to help students understand why people move and how patterns of movement have impacted the world in which the student lives.

- (6) In Grade 1, students learn about culture through the lenses of Texas, the United States, and the world. Students learn what culture is and how it impacts peoples' lives. Students explore state and national heritage by examining the celebration of patriotic holidays and contributions of individuals who exhibit good citizenship. Students discover how cultures around the world have influenced the culture of the United States.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	create a simple timeline or sequence of multiple events, including past and present events;
(B)	compare perspectives of people in the past to people of the present;
(C)	identify and state facts based on relevant evidence;
(D)	communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

(E)	use spatial terms near and far and cardinal directions to describe relative locations on a map;
(F)	interpret and create maps and models to illustrate geographic features and relative location;
(G)	explain why people have jobs, and describe the economic benefits for self and community;
(H)	apply and practice classroom rules and procedures for listening and responding respectfully; and
(I)	use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions and demonstrate understanding of the information gathered; and
(B)	identify different kinds of historical sources and artifacts and explain how they can be used to study the past.
(3) Foundations of Culture. The student understands the concept of culture and how it impacts the lives of people. The student is expected to:	
(A)	identify food, clothing, shelter, and traditions as traits of culture that vary across communities (H);
(B)	describe and explain the importance of family traditions (H);
(C)	communicate an understanding of why it is important to have respect for and collaborate with people of various cultures (H);
(D)	define and give examples of rules and laws and explain the benefits of rules and laws to the community (C/G);
(E)	give examples of how a person's culture is reflected in the community, state, nation, and world (C/G, E, G, H);
(F)	explain and give examples of how landscape, climate, and natural resources influence culture traits (G, H);
(G)	identify taking responsibility as a way to actively practice good citizenship (C/G);
(H)	communicate an understanding that different cultures have different traditions and holidays (H);

(I)	demonstrate an understanding of the concepts of goods and services and identify examples of goods and services in the home, school, and community (E); and
(J)	define trade as the exchange of goods and services (E).
(4) Culture in Texas. The student understands the important characteristics, symbols, and expectations that are parts of Texas culture. The student is expected to:	
(A)	explain how natural resources and location has influenced settlement and Texas culture (E, G, H);
(B)	describe the ways of life, food, and shelter of gulf, plains, and west Texas Native American Nations in Texas (H);
(C)	describe where and why Spain established the first settlements and missions in Texas (H);
(D)	explain the meaning of the Lone Star Flag and the Texas Capitol important symbols and landmarks of Texas (C/G);
(E)	identify the contributions of art, music, and architecture that represent different cultures in Texas (H);
(F)	identify Juneteenth, Cinco de Mayo, Oktoberfest, Fiesta San Antonio, and Texas Independence Day as significant celebrations of Texas (G, H);
(G)	identify Adina de Zavala and Clara Driscoll as examples of volunteerism that influenced Texas culture (C/G, H); and
(H)	explain, with adult assistance, the duty of the individual in state and local elections such as being informed and voting (C/G).
(5) Culture in the United States. The student understands the important characteristics, traditions, and contributions to United States culture. The student is expected to:	
(A)	locate Austin as the capital of Texas, and Washington D.C. as the capital of the United States (G);
(B)	describe key cultural characteristics of Native American Nations before the arrival of English colonists (H);
(C)	communicate an understanding that the government of the United States is unique and influences other nations around the world (C/G);
(D)	identify examples that illustrate that U.S. culture is a diverse mix of customs and traditions from people who immigrated to the United States from around the world (G, H);
(E)	describe how the innovative work of Katherine Johnson, Sandra Day O'Connor, Benjamin Franklin, Benjamin Banneker, George Washington Carver, and Thomas Edison contributed to U.S. culture (E, G, H);

(F)	identify the importance of Thanksgiving, Independence Day, Memorial Day, and Veteran's Day as U.S. holidays (C/G, H); and
(G)	explain the importance to American citizens of the mottos "E Pluribus Unum" and "in God we trust" (C/G).
(6) Culture in the World. The student understands significant innovations and concepts of world culture that have influenced modern life. The student is expected to:	
(A)	locate Greece, China, India, and Africa using geographic tools with adult assistance (G);
(B)	identify how Greek democracy, Greek language roots, and the Olympic games have influenced modern life (G, H);
(C)	identify how the Chinese innovations of papermaking, the compass, and fireworks have influenced modern life (G, H); and
(D)	explain how Martin Luther King, Jr. and Nelson Mandela used ideas of respect and courtesy of Mahatma Gandhi as a means of peaceful protest (H).

DRAFT

Grade 2

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
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 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
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- (5) Kindergarten-Grade 2 social studies establishes the basis for student learning in civics and government, economics, geography, and history. Each grade level examines a different theme by introducing fundamental concepts in each discipline and exploring examples of each theme in Texas, the

United States, and the world. Kindergarten focuses on significant people, places, and events from the past and present that have shaped the communities in which the student lives. Grade 1 introduces the concept of culture and how culture is reflected in the state, nation, and world. Grade 2 explores the theme of migration to help students understand why people move and how patterns of movement have impacted the world in which the student lives.

- (6) In Grade 2, students explore the theme of migration and learn about why people migrate to other places and the effects of that migration. Students explore the regions of Texas and resources that brought people to the state, including early explorers and settlers. In their study of migration in the United States, students learn about the 13 colonies, early settlers, and the impact of migration and settlements on indigenous peoples and their lands. Students also learn about noteworthy movements of people in other parts of the world.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	create a simple timeline or sequence of multiple events, including past and present events;
(B)	compare perspectives of people in the past to people of the present;
(C)	identify and state facts based on relevant evidence;
(D)	communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

(E)	use spatial terms near and far and cardinal directions to describe relative locations on a map;
(F)	interpret and create maps and models to illustrate geographic features and relative location;
(G)	explain why people have jobs, and describe the economic benefits for self and community;
(H)	apply and practice classroom rules and procedures for listening and responding respectfully; and
(I)	use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions and demonstrate understanding of the information gathered; and
(B)	identify different kinds of historical sources and artifacts and explain how they can be used to study the past.
(3) Foundations of Migration. The student understands why people migrate to other places. The student is expected to:	
(A)	identify cultural, political, economic, and geographic reasons why people move to other places (H, G, G/C, E);
(B)	Define migration and explain how some migrations are voluntary and some are forced. (H, G, G/C, E);
(C)	define push-pull factors and identify examples of push-pull factors that have influenced the movement of people (C/G, E, G, H);
(D)	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; (C/G)
(E)	communicate an understanding of the condition of not being able to have all the goods and services one wants (E);
(F)	define and identify examples of scarcity (E);
(G)	communicate an understanding of the roles of producers and consumers in the production of goods and services (E); and
(H)	identify the role of migration and trade in the exchange of goods and services (E).
(4) Texas Migration Patterns. The student understands patterns of migration to and within Texas. The student is expected to:	
(A)	locate the major physical regions of Coastal Plains, Central Plains, Great Plains, and Mountains and Basins in Texas using geographic tools (G);

(B)	describe the characteristics of the four major physical regions in Texas and explain why people wanted to settle in each region (G, H);
(C)	describe how railroads, cattle trails, and waterways that connect the regions of Texas moved goods, ideas, and people from one region to another (G, E);
(D)	identify and trace the routes through Texas of explorers Alvar Nunez Cabeza de Vaca, Francisco Coronado, and René Robert Cavelier, Sieur de La Salle using geographic tools (G);
(E)	explain why people such as Gail Borden, Mary Austin Holley, and Richard and Henrietta King migrated to Texas and the contributions they made upon arrival (E, H);
(F)	explain Stephen F. Austin's role in bringing settlers to Texas and how they adapted to and modified the environment (E, H);
(G)	explain how early settlers in different regions used agriculture, fishing, and ranching to meet their needs and wants (E); and
(H)	explain reasons for and contributions of German, Chinese, and Vietnamese immigrants to Texas (E, H).
(5) United States Migration Patterns: The student understands patterns of migration to and within the United States. The student is expected to:	
(A)	define immigration and give examples of how immigrants have enriched the United States (C/G, E, G, H);
(B)	identify push-pull factors that encouraged early settlers, including the Pilgrims, to emigrate to the 13 colonies (G, H);
(C)	analyze the experience of immigrants migrating into Texas and the United States using primary and secondary sources (G);
(D)	locate the Statue of Liberty, Ellis Island, Angel Island, and Galveston Island using geographic tools and explain their importance as landmarks that represent immigration to the United States (G);
(E)	describe how Harriet Tubman and other abolitionists helped people escape slavery on the Underground Railroad and during the Civil War (H);
(F)	explain the significance of Juneteenth as a Texas and U.S. holiday (C/G, G, H);
(G)	explain how the expansion of the Transcontinental Railroads led to the movement of people, goods, and ideas (E, G, H);
(H)	describe how the Louisiana Purchase, expedition of Lewis and Clark, and Manifest Destiny encouraged the westward expansion of the United States (E, G, H);
(I)	describe how advances in infrastructure led to the growth of the United States (H);
(J)	explain why American settlers wanted Native American land and identify ways Native Americans fought against the expansion of Anglo settlements (G, H);

(K)	identify and describe how innovations of the Industrial Revolution enabled faster transportation of goods and people (E, H); and
(L)	describe why the rise of industrialization leads to migration of people from rural to urban areas (E, G, H).
(6) Global Migration Patterns. The student understands global migration patterns. The student is expected to:	
(A)	describe the Transatlantic Slave Trade, the Trail of Tears, and Three Gorges Dam as examples of forced migration (C/G, G, H);
(B)	describe the Columbian Exchange and its impact on people and the diffusion of plant and animals in the Americas, Asia, and Europe (E, G, H);
(C)	locate the major regions of Africa (West Africa, East Africa, South Africa, and North Africa (G); and
(D)	describe the Bantu migration and its impacts on the increase in agriculture and technology (G, H).

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Grade 3: Early Civilizations

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) The Kindergarten-Grade 5 social studies TEKS provide a framework for cross-curricular connections and support. The standards are organized and written in a way that provides opportunities for students to learn social studies while developing the critical thinking skills necessary to be a responsible citizen and required by the comprehension strand in reading language arts. The standards provide multiple opportunities for students to evaluate events through multiple perspectives and use primary and secondary sources to analyze the author's purpose. The people and events in the social studies standards were intentionally chosen to support contemporaneous learning in reading language arts, science, and math and to support text structure analysis while also telling the history of our communities, state, nation, and world.
- (5) Grades 3-5 social studies develop the story of human history across the globe from ancient civilizations up to the age of exploration. Due to the expanse of world history and the time limitations of the school year, the full scope of world history is not addressed in these grades. Rather, each grade focuses on a specific theme in an effort to build understanding and ensure students grasp key themes throughout world history. Key social studies concepts are spiraled

across the grade levels to allow repeated coverage of these key recurring concepts in different civilizations, across different time periods, and with deepening layers of complexity. The focus for Grade 3 is the development of civilizations, Grade 4 carries on the story of the world by focusing on patterns of civilization, and Grade 5 continues the story by focusing on the interactions among civilizations. By emphasizing traceable concepts, the TEKS for Grades 3-5 provide a framework for students as they build an understanding of significant historical points of reference that are critical to understanding today's world.

- (6) In Grade 3, students build on knowledge and key concepts learned in grades K-2 by applying social studies concepts to learn about the development of civilizations from early human migrations to the emergence of early civilizations. Because students are still growing their understanding of time and place, the Grade 3 TEKS emphasize basic chronology and geography to ensure students build a sense of time and place. Grounding students in chronology and geography helps them gain perspective and a better understanding of history.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	use a timeline or sequence of related events to identify change or continuity over time;
(B)	compare different perspectives on the same issue or event;
(C)	identify the central claim in a primary or secondary source;

(D)	develop and communicate visually, orally, or in writing a claim and supporting evidence related to a social studies topic;
(E)	identify how physical geography shapes culture, settlement, and migration patterns;
(F)	use maps and other geographic tools and technologies to describe geographic relationships;
(G)	identify how the economic concepts of scarcity, distribution of resources, labor, and production impact issues and events;
(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives; and
(I)	use democratic procedures to simulate making decisions on school, local, or state issues.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions about an issue, topic, historical event, or current event considering multiple perspectives; and
(B)	differentiate and compare the information about a specific issue or event provided in primary and secondary sources.
(3) Early Human Migrations. The student understands that humans migrated from Africa and dispersed around the globe. The student is expected to:	
(A)	use a map to locate the continents, oceans, Oceania, and the Siberian Land Bridge (Beringia) (G);
(B)	identify types of landforms and physical features that served as physical barriers and corridors to human migration (G); and
(C)	use a map to locate routes of human migration over time from its origins in Africa into Asia, Europe, Oceania, and the Americas (G, H).
(4) 8000 BCE-3500 BCE--Neolithic Agricultural Revolution. The student understands the characteristics of hunting and gathering societies and why they shifted to agriculture. The student is expected to:	
(A)	use primary and secondary sources to examine burial sites, cave paintings, stone tools and monuments, and animal carvings and draw conclusions about the hunter-gatherer way of life and beliefs (H);
(B)	describe the transition from hunting and gathering to domesticating plants and animals (E, H); and
(C)	identify the historical significance of a barter economy, food surpluses, and the emergence of permanent settlements as results of the Neolithic Agricultural Revolution (E, H).
(5) 3000 BCE-600 BCE--Early Civilizations. The student understands how agriculture led to the rise of civilization The student is expected to:	
(A)	compare the location of river valley civilizations along the Nile River, the Tigris-Euphrates Rivers, the Indus River, and the Huang He River (G);

(B)	describe how seasonal flooding and rich soil promoted agricultural societies in the Nile, Tigris-Euphrates, Indus, and Huang He river valleys (G, H);
(C)	describe how agriculture led to the rise of civilizations (E, G, H);
(D)	explain how challenges related to irrigation led to cooperation and the first organized government (C/G); and
(E)	identify the characteristics of civilization including cities, government, belief systems, social hierarchy, record keeping, and specialization of labor (C/G, E, H).
(6) 3500 BCE-600 BCE--Early Civilizations. The student examines aspects of the Mesopotamian civilization. The student is expected to:	
(A)	use a timeline to identify the time period of Mesopotamian civilizations relative to present day (H);
(B)	describe the impact of social hierarchy and organized government on the people (C/G);
(C)	identify the characteristics of polytheism, how polytheism helped answer questions about Mesopotamian life, and the importance of the ziggurat (H);
(D)	describe cuneiform writing and how it was used for accounting, record keeping, and storytelling (E, H);
(E)	explain why the wheel, plow, and sail were important achievements of ancient Mesopotamian civilizations (C/G, H); and
(F)	explain how the Code of Hammurabi established the rule of law (C/G, H).
(7) 3500 BCE-600 BCE--Early Civilizations. The student understands historical points of reference and the geography of early civilization in ancient Egypt. The student is expected to:	
(A)	use a timeline to identify the time period of ancient Egypt relative to Mesopotamian civilizations (H);
(B)	use a map to locate the modern-day country of Egypt, Nile River, Nile Delta, Mediterranean Sea, Sahara Desert, and Red Sea (G); and
(C)	explain the influence of geography on agriculture, trade, and the emergence of ancient Egyptian civilization (E, G, H).
(8) 3500 BCE-600 BCE--Early Civilizations. The student examines aspects of ancient Egyptian civilization. The student is expected to:	
(A)	describe how social hierarchy within ancient Egypt impacted daily life, including the role of pharaohs, artisans, farmers, and enslaved peoples (C/G, E, H);
(B)	identify the characteristics of theocracy and how theocracy supported the belief that pharaohs were both gods and monarchs (C/G, H);

(C)	describe the importance of the afterlife, mummification, and the use of pyramids as tombs in the ancient Egyptian belief system (H);
(D)	describe the purpose of papyrus, hieroglyphic writing, and the impact of the Rosetta Stone (C/G, E, H); and
(E)	explain why geometry, the calendar, medical advancements, and the obelisk were important achievements of ancient Egypt (H).
(9) 1069 BCE-350 BCE--Early Civilizations. The student understands historical points of reference and the location of the early Kush civilization. The student is expected to:	
(A)	use a timeline to identify the time period of the Kush civilization relative to ancient Egypt (H); and
(B)	use a map to locate the modern-day country of Sudan, Nile River, Red Sea, Nubian Desert, and ancient cities of Meroë and Kerma (G).
(10) 2600 BCE-1700 BCE--Early Civilizations. The student understands historical points of reference and the location of early civilization in the Indus River Valley. The student is expected to:	
(A)	use a timeline to identify the time period of the Indus River Valley civilization relative to the Mesopotamian civilizations (H); and
(B)	use a map to locate the modern-day countries of India and Pakistan, Indian Ocean, Indus River, Himalayan Mountains, Arabian Sea, and ancient cities of Harappa and Mohenjo-Daro (G).
(11) 2600 BCE-1700 BCE--Early Civilizations. The student examines aspects of the Indus River Valley civilization. The student is expected to:	
(A)	describe grid planning, sewer systems, public wells, and drainage systems as innovations in the cities of Harappa and Mohenjo-Daro (G); and
(B)	analyze how writing seals and pottery found in the Indus River Valley reflect that civilization's way of life and beliefs (E, H).
(12) 1122 BCE-256 BCE--Early Civilizations. The student understands the historical points of reference and the influence of geography on the development of early civilization in China. The student is expected to:	
(A)	use a timeline to identify the time period of ancient China relative to the Indus River Valley civilization (H);
(B)	use a map to locate the modern-day country of China, Huang He (Yellow) River, Gobi Desert, Yellow Sea, and East China Sea (G); and
(C)	explain the importance of the Huang He River to agriculture, trade, and the emergence of Chinese civilization (E, G, H).
(13) 1122 BCE-256 BCE--Early Civilizations. The student examines aspects of the ancient Chinese civilization. The student is expected to:	
(A)	describe how the concept of the Mandate of Heaven emerged as a solution to the difficulty of governing a large region (H);

(B)	analyze how ancestor worship and the mythology of the dragon reflected the culture of Chinese civilization (H);
(C)	explain why coins, iron, jade, and bronze artisan works were important achievements of the ancient Chinese civilization (H); and
(D)	use primary and secondary sources to describe the purpose of early Chinese characters and oracle bones (C/G, E, H).
(14) 1600 BCE-600 BCE--Early Civilizations. The student understands historical points of reference and the location of early civilizations in Mesoamerica. The student is expected to:	
(A)	use a timeline to identify the time period of the Olmec civilization relative to ancient Egypt (H);
(B)	use a map to locate the modern-day countries of Mexico and Guatemala, the continents of North America and South America, Gulf of Mexico, and Mesoamerican region (G); and
(C)	explain the impact of the climate and geographic features on the development of the Olmec civilization (G, H).
(15) 1600 BCE-600 BCE--Early Civilizations. The student investigates aspects of the Olmec culture. The student is expected to:	
(A)	describe the pyramids of La Venta and Monte Albán created by the Olmec civilization and explain the purposes that the structures served (C/G, H);
(B)	use evidence from primary and secondary sources to develop a claim about how Olmec artwork reflected their way of life and beliefs (H); and
(C)	explain why the ball game, use of rubber, concept of zero, Mesoamerican calendar, and a writing system were important achievements of the Olmec civilization (H).

Grade 4: Patterns of Civilization 550 BCE-900 CE

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) The Kindergarten-Grade 5 social studies TEKS provide a framework for cross-curricular connections and support. The standards are organized and written in a way that provides opportunities for students to learn social studies while developing the critical thinking skills necessary to be a responsible citizen and required by the comprehension strand in reading language arts. The standards provide multiple opportunities for students to evaluate events through multiple perspectives and use primary and secondary sources to analyze the author's purpose. The people and events in the social studies standards were intentionally chosen to support contemporaneous learning in reading language arts, science, and math and to support text structure analysis while also telling the history of our communities, state, nation, and world.
- (5) Grades 3-5 social studies develop the story of human history across the globe from ancient civilizations up to the age of exploration. Due to the expanse of world history and the time limitations of the school year, the full scope of world history is not addressed in these grades. Rather, each grade focuses on a specific theme in an effort to build understanding and ensure students grasp key themes throughout world history. Key social studies concepts are spiraled

across the grade levels to allow repeated coverage of these key recurring concepts in different civilizations, across different time periods, and with deepening layers of complexity. The focus for Grade 3 is the development of civilizations, Grade 4 carries on the story of the world by focusing on patterns of civilization, and Grade 5 continues the story by focusing on the interactions among civilizations. By emphasizing traceable concepts, the TEKS for Grades 3-5 provide a framework for students as they build an understanding of significant historical points of reference that are critical to understanding today's world.

- (6) In Grade 4, students expand their knowledge of world civilizations by examining the great civilizations of the ancient world. Students focus on common patterns such as religion, government, trade, and innovation that emerged in each society. Students develop an understanding of the ancient world through examination of the patterns of civilization that emerged in Persia, Greece, Rome, India, China, Africa, and Mesoamerica.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	use a timeline or sequence of related events to identify change or continuity over time
(B)	compare different perspectives on the same issue or event
(C)	identify the central claim in a primary or secondary source
(D)	develop and communicate visually, orally, or in writing a claim and supporting evidence related to a social studies topic

(E)	identify how physical geography shapes culture, settlement, and migration patterns
(F)	use maps and other geographic tools and technologies to describe geographic relationships
(G)	identify how the economic concepts of scarcity, distribution of resources, labor, and production impact issues and events
(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
(I)	use democratic procedures to simulate making decisions on school, local, or state issues
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions about an issue, topic, historical event, or current event considering multiple perspectives
(B)	differentiate and compare the information about a specific issue or event provided in primary and secondary sources
(C)	define theocracy, monarchy, oligarchy, direct and representative democracy, and republic and compare each (C/G);
(3) 550 BCE-330 BCE--Southwest Asia-Persian Empire. The student understands historical points of reference and the influence of geography on the development of the Southwest Asia region. The student is expected to:	
(A)	use a timeline to identify the time period of the Persian Empire relative to present day (H);
(B)	use a modern map to locate the Southwest Asia region and identify the Tigris River, Euphrates River, Mediterranean Sea, and Persian Gulf (G); and
(C)	explain the impact of water ways on the development of trade, travel, and the ancient cities of Babylon and Persepolis (E, G, H).
(4) 550 BCE-330 BCE--Southwest Asia-Persian Empire. The student understands the development of new political systems and culture on the development of empires. The student is expected to:	
(A)	use primary and secondary sources to describe how Cyrus the Great promoted tolerance of cultures and religions, including Judaism (C/G, H);
(B)	describe the central ideas of Judaism, including monotheism, and the Ten Commandments as a moral and legal code (C/G, H); and
(C)	explain how the development of the Royal Road and postal system and the appointment of local rulers (satraps) supported unification and central authority in the Persian Empire (C/G, G, H).
(5) 500 BCE-200 BCE--Mediterranean. The student understands historical points of reference and the influence of geography on the development of the Mediterranean region. The student is expected to:	

(A)	use a timeline to identify the time period of classical Greece and the Roman Republic relative to the Persian Empire (H);
(B)	use a map to locate the Mediterranean region and identify the peninsulas where Greece, Italy, and Spain are located and the ancient cities of Athens, Sparta, and Rome (G); and
(C)	compare the impact of peninsulas, mountains, and access to the sea on the development of city-states, including Athens, Sparta, and Rome (C/G, G, H).
(6) 500 BCE-200 BCE--Mediterranean. The student understands political concepts and ideas of citizenship developed in classical Greece and the Roman Republic. The student is expected to:	
(A)	define and compare the political concepts of oligarchy, direct democracy, and republic (C/G, H);
(B)	identify trial by jury as a characteristic of direct democracy in Athens (C/G, H);
(C)	identify characteristics of the Roman Republic that have influenced the United States, including representative government, veto, separation of powers, jurists, and due process (C/G, H); and
(D)	compare the rights of citizens and noncitizens (C/G, H);
(E)	compare civic participation among citizens in Athens, Sparta, and Rome (C/G, H).
(7) 500 BCE-200 BCE--Mediterranean. The student understands cultural developments within classical Greece. The student is expected to:	
(A)	describe classical Greek accomplishments in math and science of simple machines, identification of the Earth's shape, geometry, and the building of the Parthenon (H);
(B)	explain the cultural significance of classical Greek oral traditions, mythology, literature, plays, sculpture, and architecture (G, H);
(C)	describe how the Socratic Method, Plato's Academy, and Aristotle's Lyceum reflected the Greek ideals about thinking and learning (H); and
(D)	use a map to locate the empire of Alexander the Great and trace the diffusion of Greek culture throughout Southwest Asia (C/G, H).
(8) 500 BCE-500 CE--Mediterranean. The student understands historical and cultural developments within the Roman civilization. The student is expected to:	
(A)	describe the historical significance of the use of concrete, plumbing, arches, and domes in Roman engineering (C/G, H);
(B)	explain how the development of Roman roads, aqueducts, and planned cities supported unification and centralized authority in the Roman Empire (C/G, G, H); and
(C)	describe daily life in the Roman Empire from different perspectives, including the roles of men and women (H)

(9) 500 BCE-500 CE--Mediterranean. The student understands how technology and communication interacted with belief systems in the Roman Empire. The student is expected to:	
(A)	describe the central ideas of Christianity, including the role of Jesus and the concepts of incarnation, repentance, and caring for the sick and poor (H);
(B)	describe how Christianity challenged the belief in divine rule (H); and
(C)	explain how Roman roads and the use of a common language facilitated the diffusion of Christianity (G, H).
(10) 350 BCE-200 BCE--South Asia. The student understands historical points of reference and the influence of geography on the development of the South Asian region. The student is expected to:	
(A)	use a timeline to identify the time period of the Mauryan and Gupta empires in relation to classical Greece and the Roman civilization (H);
(B)	use a map to locate the South Asian region on a modern map and identify the Indian Ocean, Himalayan Mountains, and Ganges River (G); and
(C)	explain the impact of the geographic features of the South Asian region on the development of civilizations (G).
(11) 350 BCE-550 CE--South Asia. The student understands historical and cultural developments within the Mauryan and Gupta empires. The student is expected to:	
(A)	describe the historical significance of the modern number system, value of pi, decimal system, and length of the year that was developed in the Mauryan and Gupta empires (H); and
(B)	explain the cultural significance of literature, plays, sculpture, and architecture in South Asia (H).
(12) 350 BCE-550 CE--South Asia. The student understands the influence of belief systems and social development in the South Asian region. The student is expected to:	
(A)	describe the central ideas of Hinduism, including reincarnation, dharma, and karma (H);
(B)	explain the development of the caste system as an example of a social hierarchy (H);
(C)	describe the central ideas of Buddhism, including the concepts of nirvana, meditation, and leading a moral life, and the role of Siddhartha Gautama (H);
(D)	map the diffusion of Buddhism from India beginning in the 4th century BCE to China, Korea, and Japan (G, H); and
(E)	describe how Ashoka promoted religious toleration within India and influenced the diffusion of Buddhism to Southeast Asia (C/G, H).

(13) 250 BCE-250 CE--East Asia. The student understands historical points of reference and the influence of geography on the economic development of the East Asian region. The student is expected to:	
(A)	use a timeline to identify the time period of the Han Dynasty relative to the Mauryan and Gupta empires (H);
(B)	use a map to locate the East Asia region and identify the Huang He River, Yangtze River, Gobi Desert, Taklamakan Desert, Himalaya Mountains, and Pacific Ocean (G);
(C)	explain how geographic features of the East Asia region influenced settlement patterns; and (E,G)
(D)	explain how geographic features influenced economic activities of East Asia (E,G).
(14) 250 BCE-250 CE--East Asia. The student understands the influence of political systems on the development of the society in the East Asian region. The student is expected to:	
(A)	explain the cycle of dynasties in China and the Mandate of Heaven (C/G, H);
(B)	describe the five relationships, civic duty, and personal responsibility as central ideas of Confucianism (C/G, H).
(C)	explain the purpose for the creation of the civil service exam system and how it affected a person's status and established a model for later systems (C/G, H); and
(15) 250 BCE-250 CE--East Asia. The student understands historical and cultural developments within the East Asian region. The student is expected to:	
(A)	describe the historical significance of the Han Dynasty innovations of the magnetic compass, paper making, porcelain, silk, woodblock printing, and coins (E, H); and
(B)	describe daily life in the Han Dynasty from the perspective of farmers, merchants, and nobles (H).
(16) 500 CE-1000 CE--West Africa. The student understands historical points of reference and the influence of geography on the development of West Africa. The student is expected to:	
(A)	use a timeline to identify the time period of the Kingdom of Ghana relative to the Han Dynasty (H);
(B)	use a map to locate the West Africa region and identify the cities of Kumbi and Saleh, the Sahara Desert, Niger River and Sénégal River (G); and
(C)	explain the impact of geographic features of the West Africa region on the development of societies civilizations (G).
(17) 500 CE-1000 CE--West Africa. The student understands the influence of political systems on the development of the economies and societies in West Africa. The student is expected to:	
(A)	explain the role of griots in oral histories and traditions in West African civilizations (H);

(B)	identify how the location and scarcity of natural resources led to the development of the gold and salt trade in the Kingdom of Ghana (E, G, H);
(C)	describe how the gold and salt trade led to the tribute system in the Kingdom of Ghana (C/G, E, H);
(D)	use a map to locate the Kingdom of Ghana and the gold and salt trade routes (E, G, H); and
(E)	describe the role of women in the gold and salt trades (E, H).
(18) 250 BCE-900 CE--Mesoamerica. The student understands historical points of reference and the influence of geography on the development of the Mesoamerican region. The student is expected to:	
(A)	use a timeline to identify the time period of the Mayan civilization relative to the Kingdom of Ghana (H);
(B)	use a map to locate the Mesoamerican region and identify the Yucatán Peninsula, Chichén Itzá, and the Guatemalan Highlands (G); and
(C)	explain the impact of geographic features of the Mesoamerican region on the development of cities (G).
(19) 250 BCE-900 CE--Mesoamerica. The student understands historical and cultural developments within the Mesoamerica region. The student is expected to:	
(A)	describe the Mayan mathematical and scientific accomplishments of the concept of zero, number system, pyramids, use of astronomical techniques to predict eclipses, and development of the Long Calendar (H);
(B)	explain the cultural significance of word pictures, symbols, and written stories in the Mayan civilization (H);
(C)	describe how the Mayans adapted and modified their physical environment for agricultural purposes (G, H); and
(D)	describe the economic and cultural role of chocolate and corn (E, H).
(20) 600 CE-900 CE--Southwest Asia. The student understands historical points of reference and the influence of geography on the development of the Southwest Asian region. The student is expected to:	
(A)	use a timeline to identify the time period of the Umayyad and Abbasid caliphates relative to the Mayan Civilization (H);
(B)	use a map to locate the Southwest Asia region and identify the Arabian Peninsula and the cities of Mecca, Medina, Jerusalem, Damascus, and Baghdad (G); and
(C)	explain the impact of geographic features on the development of culture in the Southwest Asia region (C/G, G, H).
(21) 600 CE-900 CE--Southwest Asia. The student understands how belief systems affect the growth of civilizations. The student is expected to:	

(A)	describe the central ideas of Islam, including the Five Pillars of Islam, and the role of Muhammad (H); and
(B)	map the diffusion of Islam across Africa, Asia, and Europe from 632-900 (G, H).
(22) 600 CE-900 CE –Southwest Asia. The student understands the impact of the establishment of Islamic caliphates on the development of the Southwest Asian region. The student is expected to:	
(A)	explain the relationship between religious toleration and the government policy of taxation (C/G, E, H);
(B)	describe how the building of libraries and schools reflected the Islamic emphasis on education and learning (H);
(C)	explain the historical significance of Arabian art and literature (H); and
(D)	describe the Islamic mathematics and scientific accomplishments of algebra, scientific observations and experiments, and medical textbooks (H).

Grade 5: Interaction of Civilizations 600-1650 CE

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) The Kindergarten-Grade 5 social studies TEKS provide a framework for cross-curricular connections and support. The standards are organized and written in a way that provides opportunities for students to learn social studies while developing the critical thinking skills necessary to be a responsible citizen and required by the comprehension strand in reading language arts. The standards provide multiple opportunities for students to evaluate events through multiple perspectives and use primary and secondary sources to analyze the author's purpose. The people and events in the social studies standards were intentionally chosen to support contemporaneous learning in reading language arts, science, and math and to support text structure analysis while also telling the history of our communities, state, nation, and world.
- (5) Grades 3-5 social studies develop the story of human history across the globe from ancient civilizations up to the age of exploration. Due to the expanse of world history and the time limitations of the school year, the full scope of world history is not addressed in these grades. Rather, each grade focuses on a specific theme in an effort to build understanding and ensure students grasp key themes throughout world history. Key social studies concepts are spiraled

across the grade levels to allow repeated coverage of these key recurring concepts in different civilizations, across different time periods, and with deepening layers of complexity. The focus for Grade 3 is the development of civilizations, Grade 4 carries on the story of the world by focusing on patterns of civilization, and Grade 5 continues the story by focusing on the interactions among civilizations. By emphasizing traceable concepts, the TEKS for Grades 3-5 provide a framework for students as they build an understanding of significant historical points of reference that are critical to understanding today's world.

- (6) In Grade 5, students continue the story of world history by examining the interactions among world civilizations. Students learn about the connections and diffusion that took place as a result of global interactions in and among Asia, Africa, and Europe. Additionally, students explore key eras and turning points that marked the beginnings of the modern world.
- (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) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	use a timeline or sequence of related events to identify change or continuity over time;
(B)	compare different perspectives on the same issue or event;
(C)	identify the central claim in a primary or secondary source;
(D)	develop and communicate visually, orally, or in writing a claim and supporting evidence related to a social studies topic;

(E)	identify how physical geography shapes culture, settlement, and migration patterns;
(F)	use maps and other geographic tools and technologies to describe geographic relationships;
(G)	identify how the economic concepts of scarcity, distribution of resources, labor, and production impact issues and events;
(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple; and perspectives
(I)	use democratic procedures to simulate making decisions on school, local, or state issues.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to create and answer questions about an issue, topic, historical event, or current event considering multiple perspectives; and
(B)	identify and ask questions about the credibility of different kinds of primary and secondary sources.
(3) Pre 600 CE--Byzantine Empire. The student recognizes the role of the Byzantine Empire after the fall of the Roman Empire. The student is expected to:	
(A)	use a timeline to identify the time period of the Byzantine Empire relative to present day (H);
(B)	use a map to locate the Byzantine Empire after the fall of Rome, including the cities of Constantinople and Alexandria (G);
(C)	identify the reasons for the fall of Rome (C/G, H); and
(D)	describe how the Code of Justinian preserved Roman law and influenced legal traditions (C/G).
(4) 600-1600 CE--Interregional Trade Networks. The student understands historical points of reference and the influence of geography on the development of interregional trade networks in Africa, Asia, and Europe. The student is expected to:	
(A)	use a timeline to identify the Silk Road, Trans-Saharan, and Indian Ocean trade routes in the period of 600 and 1600 relative to present day (H);
(B)	use a map to locate the continent of Asia and identify the Silk Road trade routes and geographic features, including the Taklamakan Desert and Himalayan Mountains, and the cities of Chang'an, Kashgar, and Constantinople (G);
(C)	use a map to locate East Africa, India, Southeast Asia, Indian Ocean, Arabian Sea, Bay of Bengal, and South China Sea (G);
(D)	use a map to locate the continent of Africa and identify the Trans-Saharan region, the Kingdom of Mali, and the city of Timbuktu (G); and

(E)	identify geographic features that served as physical barriers and corridors along the Silk Road, Indian Ocean, and Trans-Saharan trade networks (G).
(5) 600-1600 CE--Interregional Trade Networks. The student understands the impact of interregional trade networks between Africa, Asia, and Europe. The student is expected to:	
(A)	explain how supply and demand led to interregional trade (E);
(B)	compare goods traded across the Silk Road, Indian Ocean, and Trans-Saharan trade networks (E); and
(C)	explain how trade influenced the diffusion of Buddhism, Hinduism, Islam, and Christianity (E, G).
(6) 800-1600 CE--European Interaction. The student understands how trade led to the diffusion of goods, ideas, innovation, and disease within Europe. The student is expected to:	
(A)	use a map to locate the continent of Europe and identify the Mediterranean Sea, Alps, Iberian Peninsula, and the cities of Rome, Constantinople, London, and Paris (G); and
(B)	explain the role trade routes played in the spread of the bubonic plague (E, G).
(7) 800-1600 CE--European Interaction. The student understands how new political and social systems developed in Europe when existing systems failed to meet societal needs. The student is expected to:	
(A)	explain why the Catholic Church assumed economic, political, and social power after the fall of Rome (C/G, E, G, H);
(B)	describe the development of feudalism (C/G, H);
(C)	compare the social and political roles within the feudal system in Western Europe (C/G, H); and
(D)	describe life in the manorial system from different perspectives of the lords and peasants (E, H).
(8) 800-1600 CE--European Interaction. The student understands how conflicts contributed to changes in systems in Europe in the Middle Ages. The student is expected to:	
(A)	identify how the closing of Jerusalem to pilgrims contributed to the Catholic Church's call for the Crusades (H);
(B)	explain why the Crusades led to the diffusion of Arabic knowledge and goods to Europe (H); and
(C)	describe the conflict of the Crusades from three different perspectives, feudal Europe, Byzantine Empire, and Islamic (H).

(9) 800-1600 CE--European interaction. The student understands how new economic and political systems develop when existing systems fail to meet societal needs. The student is expected to:	
(A)	describe how Magna Carta (1215) introduced the concept of limited government (C/G);
(B)	explain how the smaller population in Europe resulting from the bubonic plague contributed to the transition from feudalism to a commercial economy (C/G, E, H); and
(C)	explain how Marco Polo spurred interest in Asian goods and contact in Europe (H).
(10) 1180-1600 CE--Feudal Japan. The student understands how new political and social systems develop when existing systems fail to meet societal needs. The student is expected to:	
(A)	use a map to locate Japan, China, Korea, the Pacific Ocean, Sea of Japan, and Mount Fuji (G);
(B)	describe the rise of a military society in feudal Japan, including the role of the shogun and the samurai (C/G, H); and
(C)	compare the feudal system in Japan with the feudal system in Western Europe (C/G, H).
(11) 1200-1368 CE--Mongol Empire. The student understands the development of the Mongol Empire and the impact of its expansion. The student is expected to:	
(A)	use a timeline to identify the time period of the Mongol Empire relative to the Byzantine Empire and the Crusades (H);
(B)	map the expansion of the Mongol Empire over time (G); and
(C)	explain how the Pax Mongolica facilitated trade and diffusion along the Silk Road (E, G).
(12) 1368-1644 CE--Ming Dynasty. The student understands factors that led to the expansion and contraction of Chinese global interactions. The student is expected to:	
(A)	use a timeline to identify the time period of the Ming Dynasty relative to the Mongol Empire (H);
(B)	use a map to locate China, Mongolia, Beijing, and Nanjing (G); and
(C)	describe the purpose for the explorations by Zheng He and the reason they ended (H).
(13) 1450-1600 CE--Renaissance. The student understands how the European Renaissance built upon the knowledge and innovations of classical civilizations. The student is expected to:	
(A)	use a timeline to identify the time period of the Renaissance relative to the Middle Ages and the Mongol Empire (H);

(B)	use a map to locate the cities of Florence, Rome, Venice, and Milan and the Mediterranean Sea (G);
(C)	explain how renewed interest in classical Greece and Rome and wealth from trade contributed to new artistic expression during the Renaissance (H);
(D)	explain how the Renaissance marked a transition from Medieval Europe to modern Europe (H);
(E)	identify how Leonardo da Vinci and Michelangelo contributed to the new artistic expressions during the Renaissance (H);
(F)	identify how Dante Alighieri and William Shakespeare contributed to Renaissance literature (H); and
(G)	explain the impact of Johannes Gutenberg's invention of the printing press on shaping modern Europe (H).
(14) 1450-1750 CE--Reformation. The student understands how challenges to the Catholic Church led to conflict and change. The student is expected to:	
(A)	use a timeline to identify the time period of the Reformation relative to the Renaissance (H);
(B)	describe how challenges to the Catholic Church by Martin Luther and John Calvin gave rise to the Protestant Reformation (H); and
(C)	analyze how the Protestant Reformation contributed to division and conflict in Europe and gave rise to multiple Christian branches (G, H).

Grade 6

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) In Grades 6-8, the focus is on the Americas as students explore the history of the American continents and the place of Texas and the United States in the world. Students learn about the rich history of Texas and the United States from before the arrival of Europeans to the modern day. Integrating the history of Texas with that of the United States highlights both the uniqueness of our state and its important place in American history. It also allows students to make connections with events and issues that affected the history of our state and nation. Throughout Grades 6-8, each grade level is organized into chronological eras. However, the dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods.
- (5) In Grade 6, students examine the history of the Americas, including world events, from the civilizations of the Aztecs and Incas to the European arrival and colonization of the Americas to the American Revolution. The history of Texas is embedded into and highlighted within these time frames to illustrate the relationship between Texas, the United States, and the world. The inclusion of Texas history in the chronological framework for Grade 6 allows students to

explore and make connections between early Texas history and that of the rest of North America, including Indigenous peoples in Texas, exploration of Texas, and Spanish settlements.

- (6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (7) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	describe continuity and change over time through reasoning skills;
(B)	identify bias, point of view, or the frame of reference that created a perspective;
(C)	explain how interpretations may be limited by available sources and the exclusion of underrepresented perspectives;
(D)	formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
(E)	explain the impact of geographic patterns and processes on social, economic, and political issues or events over time, scales of inquiry, or place;
(F)	use geographic tools to interpret spatial data to explain geographic relationships;
(G)	interpret economic data and models to describe economic concepts, issues, or policies;

(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives; and
(I)	describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives; and
(B)	evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.
(3) 1300-1535 CE--Mesoamerica and South America. The student understands how geography shaped the Aztec (Mexico) and Incan way of life. The student is expected to:	
(A)	locate on map Central and South America, the Andes Mountains, the Yucatán Peninsula, Mexico, Peru, Chile, Pacific Ocean, Mexico City (Tenochtitlan), and Cuzco (G);
(B)	compare the impact of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations (G);
(C)	compare the labor contributions of men and women in the Aztec and Incan economies (E, H);
(D)	compare methods used by the Aztec and Incan civilizations to expand territorial control (C/G, H); and
(E)	describe the significance to the development of infrastructure of Aztec (Mexico) city planning, canal system, and chinampas and Incan Road system, terrace farming, and the quipu (C/G, E, G, H).
(4) Indigenous nations (800s to 1600s). The student understands how geography shaped the Inuit, Algonquin, Mississippians, and Puebloan way of life. The student is expected to:	
(A)	use a map to locate transportation corridors and barriers, including the Mississippi River, Great Lakes, Hudson Bay, Ottawa River, St. Lawrence River, Ohio River, Tennessee River, Gulf of Mexico, Rocky Mountains, and Chihuahuan Desert (G);
(B)	use primary and secondary sources to examine burial sites, cave paintings, stone tools, and animal carvings to draw conclusions about human migration to the Americas (G, H);
(C)	locate on a map the physical characteristics of the Americas and the regions of Texas, including the Gulf Coast Plains, Mountains and Basins, Great Plains, and Central Plains (G);
(D)	identify the Indigenous groups who resided in the local region before exploration (H,G); and
(E)	compare how physical geography influenced the cultures of Indigenous nations in Texas and the United States (C/G, E, G, H).
(5) Exploration to colonization (1492 to 1600s). The student understands motivations for and methods of European exploration during the Age of Exploration. The student is expected to:	

(A)	describe how the Ottoman Empire's control of land trade routes to Asia led Europeans to seek sea routes to Asia (E, G, H);
(B)	explain how global innovations in shipbuilding, cartography, and navigation enabled European exploration (E, G, H);
(C)	use a map to trace the exploration routes of Christopher Columbus, Hernan Cortes, Jacques Cartier, Henry Hudson, Hernando de Soto, and Francisco Coronado (G, H); and
(D)	identify the religious, economic, and political motivations for European transatlantic exploration in the 15th and 16th centuries (C/G, E, G, H).
(6) Exploration to colonization (1492 to 1600s). The student understands the impacts of European exploration. The student is expected to:	
(A)	analyze maps to identify competing European land claims in the Americas (G);
(B)	describe the impact of the Columbian Exchange of animals, plants, peoples, ideas, and technology (E, G, H); and
(C)	compare the English, French, and Spanish relationships with Indigenous nations and analyze how the relationships led to conflict, cooperation, and the spread of disease (E, G, H).
(7) Colonial life (1500s to 1763). The student understands the social, economic, and political structure and challenges of Spanish colonial life. The student is expected to:	
(A)	locate on a map the original Spanish colonial settlements of Veracruz, San Antonio, St. Augustine, and El Paso (G);
(B)	explain how the Spanish used missions and presidios to establish territorial control in New Spain (C/G, G, H);
(C)	summarize the impacts of the mission and presidio systems from the perspectives of the Spanish and Indigenous nations (C/G, G, H);
(D)	describe how Spanish and Portuguese colonization contributed to the development of the transatlantic slave trade (E, H); and
(E)	describe how the Spanish encomienda system used forced labor and explain how the system impacted Indigenous peoples (E, H).
(8) Colonial life (1500s to 1763). The student understands the social, economic, and political structure and challenges of French colonial life. The student is expected to:	
(A)	locate on a map French colonies in North America and the Caribbean (G);
(B)	analyze the political and economic purposes of French land claims in the Americas (C/G, E, G, H); and

(C)	describe from multiple perspectives how the French fur trade and military outposts impacted relations with Indigenous nations, Spain, and England (C/G, E, G, H).
(9) Colonial life (1500s to 1763). The student understands the social, economic, and political structures and challenges of English colonial life. The student is expected to:	
(A)	locate on a map the 13 English colonies (G);
(B)	compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (G);
(C)	compare how geography impacted the economic development of the New England, Mid-Atlantic, and Southern colonies (E, G);
(D)	trace the progression of slavery in North America from the origins of the transatlantic slave trade to the plantation system (E, G, H);
(E)	define mercantilism and explain its role in the economic relationship between England and the 13 colonies (C/G, E, H);
(F)	use primary and secondary sources to explain how the distance from Great Britain, the Mayflower Compact, the First Great Awakening, and religious freedom led to the growth of self-government (C/G, G, H);
(G)	use primary and secondary sources to analyze how the Virginia House of Burgesses and the Fundamental Orders of Connecticut contributed to the growth of representative government in the English colonies (C/G, H);
(H)	explain how Ann Hutchison, William Penn, Thomas Hooker, and Roger Williams expanded religious and political freedom, (C/G, H); and
(I)	identify how enslaved Africans and colonists resisted slavery in the colonies (C/G, E, H).
(10) Colonial life (1500s to 1763). The student understands the causes and effects of the French and Indian War. The student is expected to:	
(A)	analyze the causes of the French and Indian War, including English expansion into the Ohio River Valley and alliances with Indigenous nations (C/G, E, G, H);
(B)	explain how the Albany Plan of Union created unity among some of the colonists (C/G, H); and
(C)	use maps to illustrate the territorial changes resulting from the Treaty of Paris of 1763 (G).
(11) The road to independence (1763-1776). The student understands significant issues, events, and individuals leading to the Revolutionary War. The student is expected to:	
(A)	explain the results of the Marques de Rubi's inspection of New Spain and identify its impact on the settlement of Texas (C/G, G, H);
(B)	use primary and secondary sources to analyze the Proclamation of 1763 from the perspectives of colonial settlers, Indigenous nations, and the British (C/G, H);

(C)	explain how colonial ideals were influenced by the First Great Awakening, Enlightenment ideas, and the diversity of the colonies (C/G, H);
(D)	identify how the Scientific Revolution, humanism, religious reformation, and changing views on government influenced Enlightenment ideas (C/G, H);
(E)	explain how debt from the French and Indian War led to British enforcement of new economic policies, including the Sugar and Currency Acts of 1764 (C/G, E, H);
(F)	explain how the Townshend Act was a result of colonial boycotts of the Stamp Act (C/G, E, H);
(G)	describe the roles of the Sons of Liberty, Daughters of Liberty, and the Committees of Correspondence in organizing colonial resistance to British policies (C/G, E, H);
(H)	compare British and colonial perspectives on the Boston Massacre (C/G, H);
(I)	explain the relationship between the Tea Act, Boston Tea Party, Intolerable Acts, and First Continental Congress (C/G, E, H); and
(J)	explain the significance of the Battles of Lexington and Concord and the Battle of Bunker Hill during the early stages of the American Revolution (C/G, G, H).
(12) American Revolution (1776-1783). The student understands significant issues, events, and individuals of the Revolutionary War. The student is expected to:	
(A)	identify the strategic advantages and disadvantages of the British and Continental forces (C/G, E, G, H);
(B)	explain the role of the Second Continental Congress as a colonial governing body (C/G);
(C)	identify John Locke's concepts of natural rights and social contract as expressed in Thomas Paine's pamphlet "Common Sense" and the Declaration of Independence (C/G, H);
(D)	summarize the colonial grievances expressed by Thomas Jefferson in the Declaration of Independence (C/G, H);
(E)	explain how the espionage of James Armistead, diplomacy of Joseph Brant, and investments of Haym Salomon impacted the American Revolution (C/G, E, H);
(F)	explain how Abigail Adams, Molly Brant, Deborah Sampson, and Phyllis Wheatley challenged traditional roles by advocating for women's rights, engaging in political negotiations, fighting on the battlefield, and advocating for abolition, respectively, during the American Revolution (C/G, H);
(G)	explain the military significance of George Washington as commander in chief of the Continental Army, Baron Von Steuben at Valley Forge, John Paul Jones in the Continental Navy, and Nathanael Greene in the Southern campaign (C/G, G, H);
(H)	evaluate the impact of the Battle of Trenton and the Battle of Saratoga as turning points during the American Revolution (C/G, G, H);
(I)	explain the contributions of Bernardo de Galvez, John Adams, and Benjamin Franklin in facilitating foreign alliances during the American Revolution (C/G, E, H);

(J)	evaluate the impact of geography on the outcome of the Battle of Yorktown and the military role of Marquis de Lafayette in the final stages of the American Revolution (G, H); and
(K)	explain the political and territorial outcomes of the Treaty of Paris of 1783 from the perspectives of Indigenous nations, Great Britain, and the United States (C/G, G, H).
(13) Influence of the American Revolution (1783 to 1800s). The student understands the political and social impacts of revolutions. The student is expected to:	
(A)	explain how Patriots, Loyalists, Indigenous nations, and enslaved people were impacted differently by the American Revolution (C/G, H);
(B)	describe how the American Revolution influenced the French Revolution of 1789 (C/G, E, H); and
(C)	analyze the influence of the American Revolution and French Revolution on the Haitian Revolution and the Mexican War for Independence (C/G, E, H).
(14) The Articles of Confederation. The student understands the purpose of the Articles of Confederation. The student is expected to:	
(A)	explain why the Second Continental Congress chose a confederation as the structure of the first government (C/G, H);
(B)	identify how ideas from the Great Law of Peace of the Haudenosaunee (Iroquois) Confederacy influenced the Articles of Confederation (C/G, H); and
(C)	evaluate the effectiveness of the Articles of Confederation as the first constitution of the United States (C/G, E, G, H).

Grade 7

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) In Grades 6-8, the focus is on the Americas as students explore the history of the American continents and the place of Texas and the United States in the world. Students learn about the rich history of Texas and the United States from before the arrival of Europeans to the modern day. Integrating the history of Texas with that of the United States highlights both the uniqueness of our state and its important place in American history. It also allows students to make connections with events and issues that affected the history of our state and nation. Throughout Grades 6-8, each grade level is organized into chronological eras. However, the dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods.
- (5) In Grade 7, students study the history of the United States and Texas from the creation and ratification of the Constitution through Reconstruction. Students examine the establishment of the U.S. Constitution and American identity; westward expansion; the Texas Revolution, the establishment of the Republic of Texas and eventual statehood; industrialization and reform; and the Civil War and Reconstruction. The history of Texas is embedded into

and highlighted within these time frames to illustrate the relationship between Texas, the United States, and the world. The inclusion of Texas history in the chronological framework for Grade 7 allows students to examine and make connections between key events in Texas and the United States, including westward expansion, reform movements, the Civil War, and Reconstruction.

- (6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (7) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	describe continuity and change over time through reasoning skills;
(B)	identify bias, point of view, or the frame of reference that created a perspective;
(C)	explain how interpretations may be limited by available sources and the exclusion of underrepresented perspectives;
(D)	formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
(E)	explain the impact of geographic patterns and processes on social, economic, and political issues and events over time, scales of inquiry, or place;
(F)	interpret spatial data using geographic tools to explain geographic relationships;

(G)	interpret economic data and models to describe economic concepts, issues, or policies;
(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives; and
(I)	describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives; and
(B)	evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.
(3) Making of the U.S. Constitution (1787-1789). The student understands the ideas that influenced the development and ratification of the U.S. Constitution. The student is expected to:	
(A)	identify how ideas from Magna Carta and the English Bill of Rights influenced the creation of the Constitution of the United States (C/G, H);
(B)	explain how John Locke's ideas on natural rights and Baron de Montesquieu's ideas on separation of powers influenced the U.S. Constitution (C/G, H);
(C)	explain how the weaknesses of the Articles of Confederation led to the Constitutional Convention of 1787;
(D)	describe how debates over congressional representation, slavery, and states' rights resulted in compromises during the Constitutional Convention of 1787 (C/G, E, G, H);
(E)	compare the arguments between Federalists and Anti-Federalists over the principles of limited government, popular sovereignty, republicanism, checks and balances, separation of powers, federalism, and individual rights (C/G, H);
(F)	describe how John Jay, Alexander Hamilton, and James Madison contributed to the Federalist Papers (C/G, H); and
(G)	explain the role of the Bill of Rights in the ratification of the U.S. Constitution (C/G, H).
(4) U.S. Constitution (1783-1817). The student understands the purpose and functions of the U.S. Constitution and the impact on American society. The student is expected to:	
(A)	interpret the preamble to the U.S. Constitution and how it defines the purpose of government and popular sovereignty (C/G);
(B)	describe how the federal system of government is limited by the sharing of powers between federal and state governments (C/G);
(C)	explain how the U.S. Constitution establishes three branches of government and a system of checks and balances (C/G);

(D)	explain why there is a process to amend the U.S. Constitution (C/G);
(E)	explain how colonial grievances listed in the Declaration of Independence were addressed in the U.S. Constitution and the Bill of Rights (C/G);
(F)	identify rights guaranteed in the Bill of Rights (C/G);
(G)	explain the importance of the freedoms of speech, religion, press, and assembly and the right to petition the government guaranteed by the First Amendment (C/G); and
(H)	determine the extent to which the principles of individual rights and popular sovereignty were denied to free and enslaved Africans, Indigenous peoples, and women living in the United States (C/G, H).
(5) Challenges of a new country (1783-1817). The student understands the foreign and domestic challenges during George Washington's presidency. The student is expected to:	
(A)	explain how George Washington set precedents for operating the executive branch, including establishing the first cabinet and serving only two terms (C/G, H);
(B)	describe the role of supply and demand, private enterprise, and competition in the emerging American free enterprise economy (E, H);
(C)	identify examples of the benefits of the free enterprise system, including competition in the marketplace, production of a variety of goods and services, and choice by buyers and sellers to determine what will be produced and consumed;
(D)	describe Alexander Hamilton's financial plan to create a stable economic system by establishing a national bank (C/G, E, H);
(E)	explain the causes of the Whiskey Rebellion and how federal government responded (C/G, H);
(F)	describe how the Judiciary Act of 1789 established the U.S. court system (C/G);
(G)	identify how Washington addressed foreign challenges by issuing the Proclamation of Neutrality (C/G, H);
(H)	explain how the Treaty of Greenville addressed trade and border disputes (C/G, E, G, H); and
(I)	identify how Washington's Farewell Address included concerns about involvement in foreign affairs and the development of political factions (C/G).
(6) Challenges of a new country (1783-1817). The student understands the foreign and domestic challenges during the presidencies of John Adams and Thomas Jefferson. The student is expected to:	
(A)	compare the viewpoints of the Democratic-Republicans and Federalists over the issues of government power and tariffs (C/G, E, G, H);

(B)	explain how the Alien Act, Sedition Act and Embargo Act of 1807 impacted the power of the federal government (C/G, E, H);
(C)	summarize the significance of judicial review as established by Marbury v. Madison (C/G);
(D)	summarize how conflict between France and Great Britain impacted U.S. trade relationships leading to the War of 1812 (C/G, E, H);
(E)	analyze how Napoleon Bonaparte's territorial loss after the Haitian Revolution led to the Louisiana Purchase (C/G, G, H); and
(F)	explain the reasons for the purchase of the Louisiana territory and how it expanded executive power (C/G, E, G, H).
(7) Challenges of a new country (1783-1817). The student understands the foreign and domestic challenges during James Madison's presidency. The student is expected to:	
(A)	explain how the impressment of sailors, political pressure from the Warhawks, expansion of the United States into sovereign Indigenous territories, and the British threat to U.S. sovereignty led to the War of 1812 (C/G, E, G, H);
(B)	use primary and secondary sources to analyze events of the War of 1812, including the writing of the Star-Spangled Banner, the burning of the U.S. capital, and the Battle of New Orleans (C/G, E, G, H); and
(C)	summarize the impact of the War of 1812, including the development of industrialization and demand for slave labor and the rise of nationalism (C/G, E, G, H).
(8) Expansion and division (1817-1850s). The student understands early westward expansion and its effects on political, economic, geographic, and social development of the nation. The student is expected to:	
(A)	explain how the Northwest Ordinance of 1787 addressed slavery, public education, and the addition of new western states (C/G, G, H);
(B)	explain how the Adams-Onís Treaty of 1819 resolved the border dispute between the United States and Spain (G, H);
(C)	explain how the Mexican War for Independence led to the decline of Spanish colonial rule in the Americas (C/G, H);
(D)	describe using primary and secondary sources how the Missouri Compromise of 1820 and the Monroe Doctrine defined U.S. foreign and domestic policy (C/G, G, H);
(E)	explain the reasons for and impact of the Mexican empresario system on Anglo immigration to Coahuila y Tejas, including the role of Stephen F. Austin (E, G, H);
(F)	use primary and secondary sources to evaluate the impact of expanded suffrage during the presidency of Andrew Jackson (C/G, H);
(G)	explain how regional differences contributed to the Nullification Crisis and explain how the crisis was addressed; (C/G, E, H); and

(H)	explain the relationship between the Indian Removal Act of 1830, Worcester v. Georgia, and the Trail of Tears during the presidency of Andrew Jackson (C/G, G, H).
(9) Expansion and division (1817-1850s). The student understands how the Texas Revolution shaped the history of Texas and the United States. The student is expected to:	
(A)	explain how conflict between Federalists and Centralists in Mexico and debates over slavery impacted the founding of Texas (C/G, H);
(B)	use primary and secondary sources to explain how the Fredonian Rebellion, the Mier y Teran Report, the law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin led to the Texas Revolution (C/G, H);
(C)	explain the significance of the Battle of Gonzalez and the Runaway Scrape in the early stages of the Texas Revolution (G, H);
(D)	use primary and secondary sources to compare differing perspectives on the siege and fall of the Alamo (H);
(E)	explain how William B. Travis's letter "To the People of Texas and All Americans in the World" illustrates the motivation of the volunteers who stayed to defend the Alamo against General Santa Anna and the Mexican Army (H);
(F)	describe how the U.S. Declaration of Independence and Constitution influenced the drafters of the Texas Declaration of Independence and Texas Constitution of 1836 (C/G, H);
(G)	explain the significance of the Goliad Massacre, including the roles of James Fannin, José de Urrea, and Francita Alavez (H);
(H)	evaluate the impact of geography on the Battle of San Jacinto and the prominent role of Sam Houston in the final stages of the Texas Revolution (G, H); and
(I)	compare the structure and ideas in the Texas Constitution of 1836 to the U.S. Constitution (C/G, H).
(10) Expansion and division (1817-1850s). The student understands how the Republic of Texas shaped early Texas statehood. The student is expected to:	
(A)	identify the challenges Sam Houston addressed as the first president of the Republic of Texas, including debt, relations with Indigenous nations, recognition of Texas as a sovereign republic, and the establishment of a new government (C/G, E, G, H);
(B)	identify the policies of Mirabeau Lamar as the second president of the Republic of Texas, including the attempt to expand the Republic of Texas, support for public education, expansion of the Texas Rangers and the Navy, and dissolution of relations with Indigenous nations (C/G, E, G, H);
(C)	identify the challenges Sam Houston addressed as the third president of the Republic of Texas, including increased debt resulting from Lamar's presidency, relations with Indigenous nations and Mexico, and annexation of Texas to the United States (C/G, E, G, H);
(D)	compare the U.S. and Texas perspectives on the annexation of Texas (H); and
(E)	describe the development of the free enterprise system in Texas (E, H).
(11) Expansion and division (1817-1850s). The student understands the fulfillment of continental westward expansion and its effects on political, economic, geographic, and social development of the nation. The student is expected to:	

(A)	explain how U.S. expansionism and the annexation of Texas led to the U.S.-Mexican War (G, H);
(B)	explain how the annexation of Texas, signing of the Treaty of Guadalupe Hidalgo, acquisition of Oregon Territory, and the passage of Compromise of 1850 were shaped by the idea of Manifest Destiny during Polk's presidency (C/G, G, H);
(C)	use a map to illustrate the territorial expansion of the United States, including the 13 British colonies, lands acquired in the Treaty of Paris of 1783, the Louisiana Purchase, Florida, Texas, Oregon, Mexican Cession, lands acquired in the Gadsden Purchase, and Alaska (C/G, G, H);
(D)	identify reasons for westward expansion including available land, demand for natural resources and desire for religious freedom that contributed to manifest destiny (E, H);
(E)	identify how different territories were acquired by the United States through war, treaty, purchase, and annexation (C/G, E, G, H); and
(F)	analyze the effects of westward expansion on Indigenous peoples, enslaved peoples, Tejanos, Mexicans, and Texians (C/G, G, H).
(12) Industrialization and reform (1800-1850s). The student understands the political, economic, and social changes in the United States caused by industrialization and reform. The student is expected to:	
(A)	explain how British industrialization influenced the emergence of the American factory system (E, H);
(B)	describe the impact of the U.S. free enterprise system during the Industrial Revolution on Texas, the South, and the North, including subsistence farmers, plantation owners, factory owners, and free and enslaved workers (E, H);
(C)	explain how the potato famine in Ireland, failed revolution in Germany, and war and economic strife in China led to increases in emigration to the United States (C/G, E, H);
(D)	analyze the push-pull factors that led to urbanization of northern cities to the United States of (E, G, H);
(E)	use primary and secondary sources to identify the goals and evaluate the impact of the abolition, institutional reform, public education, temperance, and women's rights reform movements on society (C/G, H); and
(F)	compare economic and social differences between the North and South that contributed to sectionalism before the Civil War, including the differing effects of the Industrial Revolution.
(13) Civil War era (1850s-1865). The student understands individuals, issues, and events leading to the U.S. Civil War. The student is expected to:	
(A)	compare how the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act increased conflicts over slavery (C/G, E, G, H);
(B)	analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists (C/G, H);
(C)	explain how the decision in Dred Scott v. Sandford impacted debates over the expansion of slavery, both free and enslaved (C/G, H);
(D)	describe the impact of the telegraph and phonograph used by the media to nationalize the first Lincoln-Douglas around the discussion of slavery (C/G, H);

(E)	describe the political and social impact of the abolition movement, Harper's Ferry, "Uncle Tom's Cabin," Frederick Douglass, Sojourner Truth, and the Underground Railroad (C/G, E, H);
(F)	analyze Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants" as examples of civic engagement and free speech (C/G, H);
(G)	identify how the ideas of liberty and egalitarianism in Alexis De Tocqueville's "Democracy in America" are reflected in the abolition movement in the United States (C/G, H); and
(H)	explain ways enslaved people overtly and covertly resisted the institution of slavery (C/G, E, G, H).
(14) Civil War era (1850s-1865). The student understands how events and issues shaped the history of Texas and the United States during the Civil War. The student is expected to:	
(A)	explain how slavery was central to the decision by Texas and other southern states to secede from the Union and form the Confederacy after the election of Abraham Lincoln (C/G, H);
(B)	explain the significance of the first inaugural addresses of Presidents Abraham Lincoln and Jefferson Davis and the firing on Fort Sumter (C/G, G, H);
(C)	explain how Unionists in Texas and other Confederate states opposed secession (C/G, H);
(D)	explain the geographic significance of the battles of Vicksburg and Galveston (G, H);
(E)	explain how the Emancipation Proclamation, Battle of Gettysburg, and the Gettysburg Address shifted the trajectory of the Civil War (C/G, E, G, H);
(F)	explain the significance of Lincoln's second inaugural address, Robert E. Lee's surrender at Appomattox Court House, and the Battle of Palmito Ranch during the final stages of the Civil War (C/G, H);
(G)	identify the economic and demographic advantages of the North and explain how those advantages influenced the outcome of the Civil War (H); and
(H)	explain how the assassination of Abraham Lincoln affected the direction of Reconstruction efforts in Texas and the United States (H).
(15) Reconstruction (1865-1880s). The student understands the foundations of Reconstruction and how it influenced the regional development of the United States. The student is expected to:	
(A)	explain the significance of Juneteenth (C/G, H);
(B)	compare the Reconstruction policies of Andrew Johnson and the Radical Republicans (C/G, H);
(C)	explain the requirements of the Reconstruction Act of 1867 and their impact on Texas and other southern states (C/G, H);

(D)	describe the impact of the 13th, 14th, and 15th amendments to the U.S. Constitution on Texas and the United States (C/G, H);
(E)	explain the goals of the Freedmen's Bureau and the opposition the bureaus faced in trying to achieve these goals in Texas and other southern states (C/G, H);
(F)	analyze how Black Codes, sharecropping, and convict leasing replaced the institution of slavery in Texas and the newly liberated South (C/G, H); and
(G)	explain how African Americans from the South serving in local, state, and national governments contributed to social and economic change (C/G, H);
(H)	explain how the global Long Depression and the birth of the Ku Klux Klan led to the Compromise of 1877 and the end of southern Reconstruction (C/G, H); and
(I)	describe how the Texas Constitution of 1876 marked an end to the Reconstruction period.

DRAFT

Grade 8

TEKS with edits

(a) Introduction.

- (1) Social studies education cultivates informed citizens by engaging and motivating students through inquiry; taking different perspectives; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. Developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the workforce, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The student expectations are grounded in at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
 - (A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
 - (B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
 - (C) Geography (G): the study of relationships among peoples, places, and environments;
 - (D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based strategies used by practitioners in the field for implementation of social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) In Grades 6-8, the focus is on the Americas as students explore the history of the American continents and the place of Texas and the United States in the world. Students learn about the rich history of Texas and the United States from before the arrival of Europeans to the modern day. Integrating the history of Texas with that of the United States highlights both the uniqueness of our state and its important place in American history. It also allows students to make connections with events and issues that affected the history of our state and nation. Throughout Grades 6-8, each grade level is organized into chronological eras. However, the dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods.
- (5) In Grade 8, students explore the history of the United States and Texas from the post-Reconstruction period to the 1970s. Students learn about the rise of industrialization and its impact on Texas and the United States. They also examine key time periods in the 20th century, including World War I and the Roaring 20s, the Great Depression, World War II, the Cold War, and the civil rights movement. The history of Texas is embedded into and highlighted

within these time frames to illustrate the relationship between Texas, the United States, and the world. The inclusion of Texas history in the chronological framework for Grade 8 allows students to examine and make connections between key events impacting Texas and the United States, including industrialization, the Great Depression, and the civil rights movement.

- (6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (7) 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.

(b) Knowledge and skills.

(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:

(A)	describe continuity and change over time through reasoning skills;
(B)	identify bias, point of view, or the frame of reference that created a perspective;
(C)	explain how interpretations may be limited by available sources and the exclusion of underrepresented perspectives;
(D)	formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
(E)	explain the impact of geographic patterns and processes on social, economic, and political issues and events over time, scales of inquiry, or place;
(F)	interpret spatial data using geographic tools to explain geographic relationships;
(G)	interpret economic data and models to describe economic concepts, issues, or policies;

(H)	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives; and
(I)	describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.
(2) The student applies literacy practices to think in the discipline. The student is expected to:	
(A)	apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives; and
(B)	evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.
(3) Rise of the industrial United States (1876-1920s). The student understands the causes and effects of the closing of the frontier. The student is expected to:	
(A)	explain the impact of the transcontinental railroad routes on Indigenous people, buffalo, the cattle industry, settlement in the west, and the transportation of goods and people in the United States and Texas (E, G, H);
(B)	describe how the Morrill-Land Grant Act contributed to the development of colleges that specialized in agriculture in Texas and the United States (C/G, E, H);
(C)	explain the economic impact of the closing of the frontier on the development of West Texas and on ranchers, subsistence farmers, and commercial farmers throughout the West (E, G); and
(D)	describe how westward expansion and nativism led to the American assimilation of American Indians and relocation efforts of the Homestead Act, Dawes Act, American Indian boarding schools, and the Red River War (C/G, G, H).
(4) Rise of the industrial United States (1876-1920s). The student understands the political, social, geographic, and economic impact of rapid industrialization on the United States and Texas. The student is expected to:	
(A)	use maps to explain the relationship between industrialization and urbanization on the settlement patterns of the United States and Texas (G, H);
(B)	analyze from multiple perspectives the impact of industrialization on immigrants, women, and children (E, H);
(C)	explain the causes and effects of increased Chinese immigration, the Chinese Exclusion Act, and the Supreme Court decision in United States v. Wong Kim Ark (C/G, H);
(D)	describe how the factory system impacted working conditions (E, H);
(E)	explain how the working conditions of laborers led to the formation of labor unions (C/G, H);
(F)	explain how the free enterprise system allowed John D. Rockefeller, JP Morgan, Andrew Carnegie, and Cornelius Vanderbilt to become the first titans of industry (E, H);
(G)	describe the impact of the Galveston Hurricane of 1900 and explain how it led Galveston to create a new form of city government that was adopted by cities across the country (C/G, E, H);

(H)	explain how the free enterprise system enabled Texans to expand railroads, build the oil industry, and diversify Texas's economy as profits from cotton farming declined; and
(I)	explain the significance of Spindletop and the boom-and-bust cycle in the Texas oil industry (E, H).
(5) Rise of the industrial United States (1876-1920s). The student understands the social and political impact of the progressive reforms on the United States and Texas. The student is expected to:	
(A)	identify how income inequality, lack of congressional representation, the temperance movement, and the women's suffrage movement influenced the passage of the 16th, 17th, 18th, and 19th amendments respectively (C/G, E, H);
(B)	describe the social and economic effects of the 18th amendment, including its eventual repeal with 21st amendment (C/G, E, H);
(C)	identify how Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, W.E.B. DuBois, and Presidents Theodore Roosevelt and William H. Taft contributed to progressive reforms (C/G, H);
(D)	identify how the Grange, Southern Farmers Alliance, and Greenbacks affected agrarianism in Texas (C/G, E, H); and
(E)	explain the reasons for the establishment of the National Park Service (C/G, G, H).
(6) Emerging World Power and the Roaring Twenties (1890s-1920s). The student understands the emergence of the United States as a political and economic world power. The student is expected to:	
(A)	identify how Cuban and Filipino independence movements, America's desire for sugar, and the sinking of the USS Maine led to conflict with Spain in 1898 (C/G, E, G, H);
(B)	explain how the Spanish-American War led to the United States becoming a world power (C/G, G, H);
(C)	explain the geographic significance of the U.S. occupations and annexation of Hawaii (C/G, E, G, H);
(D)	locate on map Puerto Rico, Guam, the Philippine Islands, and Cuba and describe their significance as territories relinquished by Spain as a result of the Spanish-American War (C/G, E, G, H); and
(E)	explain how people in territories relinquished by Spain reacted to U.S. imperialism and the Big Stick Policy (C/G, G, H).
(7) Emerging World Power and the Roaring Twenties (1890s-1920s). The student understands events, issues, and impact of World War I. The student is expected to:	
(A)	explain how militarism, alliances, imperialism, and nationalism led to World War I (C/G, H);
(B)	explain how Germany's unrestricted submarine warfare and the Zimmerman Telegram led to the U.S. entry into World War I (C/G, H);

(C)	analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare on World War I (H);
(D)	describe the causes and consequences of the Camp Logan Riot of 1917 (C/G, H);
(E)	explain how the debates over Woodrow Wilson's Fourteen Points and the Treaty of Versailles led to U.S. isolationism and punitive measures against Germany (C/G, H); and
(F)	map the territorial changes in Europe after World War I (C/G, H).
(8) Emerging World Power and the Roaring Twenties (1890s-1920s). The student understands the changes in American society following World War I. The student is expected to:	
(A)	explain how immigration quotas, nativism, and the first Red Scare affected attitudes towards immigration (C/G, E, H);
(B)	explain the conflict between Mexican Americans and immigrants with the Texas Rangers during the Mexican Revolution of 1910 (H);
(C)	explain the push-pull factors of the Great Migration, including increased racial violence, the resurgence of the Ku Klux Klan, and economic opportunities in the North (G, H);
(D)	analyze how cultural expressions in the work of Aaron Douglas, Langston Hughes, and Zora Neale Hurston reflected the evolution of African American identity during the Harlem Renaissance (G, H);
(E)	identify how the creative and intellectual accomplishments of the Harlem Renaissance contributed to political activism and set the foundation for the Civil Rights Movement (G, H);
(F)	analyze how women in the 1920's increasingly challenged traditional attitudes, gender roles, and social norms (H);
(G)	explain how mass production led to the accessibility of consumer products, and analyze the impact of automobiles on American society (E, H); and
(H)	explain how the boom of consumerism and the availability of credit in the 1920s led to a change in the standard of living (E, H).
(9) The Great Depression and World War II (1929-1950s). The student understands the causes and effects of the Great Depression. The student is expected to:	
(A)	explain how speculation and the overproduction of goods led to the Black Tuesday stock market crash and bank failures (E, H);
(B)	identify how Black Tuesday and bank failures led to the Great Depression (E, H);
(C)	analyze how extended drought and farming practices led to the Dust Bowl (E, G, H);
(D)	explain how the Dust Bowl led to westward migration (E, G, H);

(E)	explain why Hoover's attempt to address increased poverty levels, unemployment, foreclosures, and homelessness were unsuccessful (E, G, H); and
(F)	explain how competition for jobs during the Great Depression resulted in deportations of immigrants and citizens and the Mexican Repatriation program (E, H).
(10) The Great Depression and World War II (1929-1950s). The student understands how the New Deal was a response to issues created by the Great Depression. The student is expected to:	
(A)	explain how Franklin Delano Roosevelt's New Deal policies expanded the role of government (C/G, E, H);
(B)	explain how the Civilian Conservation Corps and the Works Progress Administration addressed unemployment caused by the Great Depression (C/G, E, H);
(C)	explain how the Federal Deposit Insurance Corporation and the Securities and Exchange Commission addressed bank failures and stock market volatility that occurred during the Great Depression (C/G, E, H);
(D)	explain how the Social Security Act provided relief to vulnerable populations (C/G, E, H);
(E)	explain how the Indian Reorganization Act of 1934 addressed poverty for Indigenous communities (C/G, E, H); and
(11) The Great Depression and World War II (1929-1950s). The student understands the causes, events, and effects of World War II. The student is expected to:	
(A)	trace how the failure of the League of Nations, worldwide economic depression, a rise in authoritarian governments in Europe, increased European nationalism, and the German invasion of Poland led to World War II (C/G, E, H);
(B)	identify reasons for Japanese imperialism and the U.S. economic response to imperialism (E, H);
(C)	explain how the attack on Pearl Harbor led to the U.S. entry into World War II and the incarceration of Japanese Americans (C/G, H);
(D)	identify how the incarceration of Japanese Americans led to the landmark Supreme Court decision <i>Korematsu v. United States</i> (C/G, H);
(E)	locate on a map German, Japanese, and Italian incarceration and prisoner of war (POW) camps in Texas (C/G, G, H);
(F)	describe the contributions of General Dwight Eisenhower, Admiral Chester W. Nimitz, Colonel Oveta Culp Hobby, Petty Officer Doris (Dorie) Miller, Sergeant Marcario Garcia, and Major Audie Murphy from Texas in World War II (H);
(G)	describe how war bonds, the increase in women in the workforce, rationing, and Victory Gardens were influenced by mass media on the homefront (C/G, E, H);
(H)	describe the U.S. military events of fighting the war on multiple fronts, the U.S. advancement through the Pacific Islands, Battle of Midway, and invasion of Normandy during World War II (C/G, G, H);
(I)	describe the Holocaust and the genocide of various groups in Europe in the 1930s and 1940s (H);

(J)	describe the impact World War II on the oil, aerospace, and petrochemical industries in Texas during (E, H);
(K)	explain the roles of the Manhattan Project and the bombing of Hiroshima and Nagasaki in ending World War II and starting the Cold War (C/G, H); and
(L)	map the territorial changes in Europe that resulted from World War II (C/G, E, H).
(12) Cold War and civil rights (1950s-1975). The student understands the causes, events, and effects of the Cold War. The student is expected to:	
(A)	compare the political and economic ideologies of the U.S. and the Soviet Union and explain how the differences led to the Cold War (C/G, E, H);
(B)	identify factors contributing to rising tensions between the U.S. and the Soviet Union after World War II (H, E, C/G, G);
(C)	analyze how McCarthyism led to the Second Red Scare and challenged individual rights (C/G, H);
(D)	explain Texas's contribution to the space race (E, H);
(E)	identify the U.S. government's policy of containment in Europe and Asia (C/G, H);
(F)	identify the causes and effects of U.S. involvement in the Korean War (C/G, H); and
(G)	explain how the Domino Theory shaped U.S. involvement in the Vietnam War (C/G, H).
(13) Cold War and civil rights (1950s-1975). The student understands the civil rights movement. The student is expected to:	
(A)	explain the factors that led to the civil rights movement, including economic disparities, desegregation of the military, and social awareness of the murder of Emmett Till (H, C/G, E);
(B)	explain how the landmark Supreme Court decisions <i>Hernandez v. Texas</i> , <i>Sweatt v. Painter</i> , and <i>Brown v. Board of Education of Topeka</i> , challenged the status quo and expanded individual rights (C/G, H);
(C)	describe how African Americans who used their First Amendment rights to protest by means of sit-ins, boycotts, and marches during the 1960s demonstrated engaged citizenship both in Texas and across the United States (C/G, H);
(D)	summarize the American ideals expressed in Martin Luther King's "Letter from a Birmingham Jail" and "I Have A Dream" speech and their impact (C/G, H);
(E)	explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (C/G, H);
(F)	compare the contributions of Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., Malcolm X, and Lulu White during the civil rights movement (C/G, H);

(G)	describe the roles of Cesar Chavez, Hector P. Garcia, Larry Itliong, and Dolores Huerta in securing civil rights for Mexican Americans and Filipino Americans (C/G, H);
(H)	compare the goals of the American Indian, civil rights, pride, and women's liberation movements of the 1960s and 1970s (C/G, H); and
(I)	explain how participation in the government by contacting elected and appointed leaders in state and local governments can lead to societal change (C/G).
(14) Cold War and civil rights (1950s-1975). The student understands domestic and foreign issues of the 1960s and 1970s. The student is expected to explain how President Lyndon B. Johnson's Great Society responded to the civil and social issues addressed by minority groups during the Civil Rights movement. (C/G, H).	

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