

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

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

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.32(m) and §75.48 of this title (relating to Social Studies, Texas and United States History).

Source: The provisions of this §113.21 adopted to be effective September 1, 1998, 22 TexReg 7684.

§113.22. Social Studies, Grade 6.

(a) Introduction.

- (1) In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include *Sadako and the Thousand Paper Cranes*. Motivating resources are also available from museums, art galleries, and historical sites.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
 - (4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).
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(b) Knowledge and skills.

(6.1) **History.** The student understands that historical events influence contemporary events.

The student is expected to:

- (A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- (B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.

(6.2) **History.** The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies.

The student is expected to:

- (A) explain the significance of individuals or groups from selected societies, past and present; and
- (B) describe the influence of individual and group achievement on selected historical or contemporary societies.

(6.3) **Geography.** The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.

The student is expected to:

- (A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;
- (B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and
- (C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.

(6.4) **Geography.** The student understands the characteristics and relative locations of major historical and contemporary societies.

The student is expected to:

- (A) locate major historical and contemporary societies on maps and globes;
- (B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- (C) explain ways in which human migration influences the character of places and regions; and

- (D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- (6.5) **Geography.** The student understands how geographic factors influence the economic development, political relationships, and policies of societies.
- The student is expected to:
- (A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and
- (B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.
- (6.6) **Geography.** The student understands the impact of physical processes on patterns in the environment.
- The student is expected to:
- (A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;
- (B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and
- (C) analyze the effects of physical processes and the physical environment on humans.
- (6.7) **Geography.** The student understands the impact of interactions between people and the physical environment on the development of places and regions.
- The student is expected to:
- (A) identify and analyze ways people have adapted to the physical environment in selected places and regions;
- (B) identify and analyze ways people have modified the physical environment; and
- (C) describe ways in which technology influences human capacity to modify the physical environment.
- (6.8) **Economics.** The student understands the various ways in which people organize economic systems.
- The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;

- (6.9) **Economics.** The student understands the role factors of production play in a society's economy.
- (6.10) **Economics.** The student understands categories of economic activities and the means used to measure a society's economic level.
- (6.11) **Government.** The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments.
- (6.12) **Government.** The student understands alternative ways of organizing governments.
- (B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and
- (C) explain the impact of scarcity on international trade and economic interdependence among societies.
- The student is expected to:
- (A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and
- (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.
- The student is expected to:
- (A) define and give examples of primary, secondary, tertiary, and quaternary industries; and
- (B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.
- The student is expected to:
- (A) describe characteristics of limited and unlimited governments;
- (B) identify examples of limited and unlimited governments;
- (C) identify reasons for limiting the power of government; and
- (D) compare limited and unlimited governments.
- The student is expected to:
- (A) identify alternative ways of organizing governments such as rule by one, few, or many;
- (B) identify examples of governments with rule by one, few, or many;
- (C) identify historical origins of democratic forms of government; and

(6.13) **Citizenship.** The student understands that the nature of citizenship varies among societies.

- (D) compare how governments function in selected world societies such as China, Germany, India, and Russia.

The student is expected to:

- (A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;
- (B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and
- (C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.

(6.14) **Citizenship.** The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies.

The student is expected to:

- (A) identify and explain the importance of voluntary civic participation in democratic societies; and
- (B) explain relationships among rights and responsibilities in democratic societies.

(6.15) **Culture.** The student understands the similarities and differences within and among cultures in different societies.

The student is expected to:

- (A) define the concepts of culture and culture region;
- (B) describe some traits that define cultures;
- (C) analyze the similarities and differences among selected world societies; and
- (D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda.

(6.16) **Culture.** The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.

The student is expected to:

- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and
- (B) compare characteristics of institutions in selected contemporary societies.

(6.17) **Culture.** The student understands relationships that exist among world cultures.

The student is expected to:

- (A) explain aspects that link or separate cultures and societies;
- (B) explain the impact of political boundaries that cut across culture regions;
- (C) analyze how culture traits spread;
- (D) explain why cultures borrow from each other;
- (E) evaluate how cultural borrowing affects world cultures; and
- (F) evaluate the consequences of improved communication among cultures.

(6.18) **Culture.** The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them.

The student is expected to:

- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
- (B) relate ways in which contemporary expressions of culture have been influenced by the past;
- (C) describe ways in which societal issues influence creative expressions; and
- (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.

(6.19) **Culture.** The student understands the relationships among religion, philosophy, and culture.

The student is expected to:

- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
- (B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.

- (6.20) **Science, technology, and society.** The student understands the relationships among science and technology and political, economic, and social issues and events.

The student is expected to:

- (A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;
- (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and
- (C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.

- (6.21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

The student is expected to:

- (A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- (D) identify different points of view about an issue or topic;
- (E) identify the elements of frame of reference that influenced participants in an event; and
- (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(6.22) **Social studies skills.** The student communicates in written, oral, and visual forms.

The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

(6.23) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.22 adopted to be effective September 1, 1998, 22 TexReg 7684.

§113.23. Social Studies, Grade 7.

(a) Introduction.

- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Barbara Jordan or Lorenzo de Zavala and William B. Travis' letter "To the People of Texas and All Americans in the World." Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
- (4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(7.1) **History.** The student understands traditional historical points of reference in Texas history.

The student is expected to:

- (A) identify the major eras in Texas history and describe their defining characteristics;
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.

(7.2) **History.** The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas.

The student is expected to:

- (A) compare the cultures of Native Americans in Texas prior to European colonization;
- (B) identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions;
- (C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;

- (D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;
- (E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and
- (F) contrast Spanish and Anglo purposes for and methods of settlement in Texas.

(7.3) **History.** The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.

The student is expected to:

- (A) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis; and
- (B) explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.

(7.4) **History.** The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.

The student is expected to:

- (A) identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo; and
- (B) analyze the causes of and events leading to Texas statehood.

(7.5) **History.** The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.

The student is expected to:

- (A) explain reasons for the involvement of Texas in the Civil War; and
- (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

(7.6) **History.** The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.

The student is expected to:

- (A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop; and
- (B) explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.

(7.7) **History.** The student understands how individuals, events, and issues shaped the history of Texas during the 20th century.

The student is expected to:

- (A) define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking;
- (B) evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries;
- (C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;
- (D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas;
- (E) trace the emergence of the two-party system in Texas during the second half of the 20th century.

(7.8) **Geography.** The student uses geographic tools to collect, analyze, and interpret data.

The student is expected to:

- (A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and
- (B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.

(7.9) **Geography.** The student understands the location and characteristics of places and regions of Texas.

The student is expected to:

- (A) locate places and regions of importance in Texas during the 19th and 20th centuries;
- (B) compare places and regions of Texas in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(7.10) **Geography.** The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries.

The student is expected to:

- (A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and
- (B) explain ways in which geographic factors have affected the political, economic, and social development of Texas.

(7.11) **Geography.** The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries.

The student is expected to:

- (A) analyze why immigrant groups came to Texas and where they settled;
- (B) analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas;
- (C) analyze the effects of the changing population distribution in Texas during the 20th century; and
- (D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

(7.12) **Economics.** The student understands the factors that caused Texas to change from an agrarian to an urban society.

The student is expected to:

- (A) explain economic factors that led to the urbanization of Texas;
- (B) trace the development of major industries that contributed to the urbanization of Texas; and
- (C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(7.13) **Economics.** The student understands the interdependence of the Texas economy with the United States and the world.

The student is expected to:

- (A) analyze the impact of national and international markets and events on the production of goods and services in Texas;
- (B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and
- (C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

(7.14) **Government.** The student understands the basic principles reflected in the Texas Constitution.

The student is expected to:

- (A) identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- (B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution.

(7.15) **Government.** The student understands the structure and functions of government created by the Texas Constitution.

The student is expected to:

- (A) describe the structure and functions of government at municipal, county, and state levels;
- (B) identify major sources of revenue for state and local governments; and
- (C) describe the structure and governance of Texas public education.

(7.16) **Citizenship.** The student understands the rights and responsibilities of Texas citizens.

The student is expected to:

- (A) summarize the rights guaranteed in the Texas Bill of Rights; and
- (B) identify civic responsibilities of Texas citizens.

(7.17) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society.

The student is expected to:

- (A) identify different points of view of political parties and interest groups on important Texas issues;
- (B) describe the importance of free speech and press in a democratic society; and
- (C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

(7.18) **Citizenship.** The student understands the importance of effective leadership in a democratic society.

The student is expected to:

- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States; and
- (B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.

(7.19) **Culture.** The student understands the concept of diversity within unity in Texas.

The student is expected to:

- (A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;
- (B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and
- (C) identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

(7.20) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.

The student is expected to:

- (A) compare types and uses of technology, past and present;
- (B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;
- (C) analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas;
- (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;
- (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and
- (F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.

(7.21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

The student is expected to:

- (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

- (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(7.22) **Social studies skills.** The student communicates in written, oral, and visual forms.

The student is expected to:

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

(7.23) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.23 adopted to be effective September 1, 1998, 22 TexReg 7684.

§113.24. Social Studies, Grade 8.

(a) Introduction.

- (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in §113.32 of this title (relating to United States History Studies Since Reconstruction (One Credit)). The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence; landmark cases of the U.S. Supreme Court; biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include excerpts from the letters of John and Abigail Adams, an excerpt from the Seneca Falls Declaration of Sentiments and Resolutions, and poems of the Civil War era. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
 - (4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).
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(b) Knowledge and skills.

(8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877.

The student is expected to:

- (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.

(8.2) **History.** The student understands the causes of exploration and colonization eras.

The student is expected to:

- (A) identify reasons for European exploration and colonization of North America; and
- (B) compare political, economic, and social reasons for establishment of the 13 colonies.

(8.3) **History.** The student understands the foundations of representative government in the United States.

The student is expected to:

- (A) explain the reasons for the growth of representative government and institutions during the colonial period;
- (B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and
- (C) describe how religion contributed to the growth of representative government in the American colonies.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

The student is expected to:

- (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;
- (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

- (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and
 - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.
- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

The student is expected to:

- (A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government;
- (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
- (C) explain the origin and development of American political parties;
- (D) explain the causes of and issues surrounding important events of the War of 1812;
- (E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
- (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
- (G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

The student is expected to:

- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
- (B) explain the political, economic, and social roots of Manifest Destiny;
- (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;
- (D) explain the major issues and events of the Mexican War and their impact on the United States; and
- (E) identify areas that were acquired to form the United States.

(8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

The student is expected to:

- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
- (B) compare the effects of political, economic, and social factors on slaves and free blacks;
- (C) analyze the impact of slavery on different sections of the United States; and
- (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.

(8.8) **History.** The student understands individuals, issues, and events of the Civil War.

The student is expected to:

- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
- (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and

- (8.9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation.
- (8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data.
- (8.11) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present.
- (8.12) **Geography.** The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.
- (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.
- The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
- (B) describe the economic difficulties faced by the United States during Reconstruction; and
- (C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.
- The student is expected to:
- (A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
- The student is expected to:
- (A) locate places and regions of importance in the United States during the 18th and 19th centuries;
- (B) compare places and regions of the United States in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.
- The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;

- (8.13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity.
- (8.14) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.
- (8.15) **Economics.** The student understands the origins and development of the free enterprise system in the United States.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents.
- (B) describe the consequences of human modification of the physical environment of the United States; and
- (C) describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.
- The student is expected to:
- (A) identify economic differences among different regions of the United States;
- (B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and
- (C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- The student is expected to:
- (A) analyze the War of 1812 as a cause of economic changes in the nation; and
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation; and
- (B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
- The student is expected to:
- (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;
- (B) summarize the strengths and weaknesses of the Articles of Confederation;

- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and
- (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

(8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society.

The student is expected to:

- (A) summarize the purposes for and processes of changing the U.S. Constitution;
- (B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and
- (C) identify the origin of judicial review and analyze examples of congressional and presidential responses.

(8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system.

The student is expected to:

- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
- (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

(8.19) **Government.** The student understands the impact of landmark Supreme Court cases.

The student is expected to:

- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and
- (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.

(8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States.

The student is expected to:

- (A) define and give examples of unalienable rights;

- (B) summarize rights guaranteed in the Bill of Rights;
- (C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;
- (D) identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries;
- (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and
- (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.

(8.21) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process.

The student is expected to:

- (A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America;
- (B) evaluate the contributions of the Founding Fathers as models of civic virtue; and
- (C) identify reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.

(8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society.

The student is expected to:

- (A) identify different points of view of political parties and interest groups on important historical and contemporary issues;
- (B) describe the importance of free speech and press in a democratic society; and
- (C) summarize a historical event in which compromise resulted in a peaceful resolution.

(8.23) **Citizenship.** The student understands the importance of effective leadership in a democratic society.

The student is expected to:

- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and
- (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.

(8.24) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.

The student is expected to:

- (A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;
- (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;
- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;
- (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- (E) identify the political, social, and economic contributions of women to American society.

(8.25) **Culture.** The student understands the major reform movements of the 19th century.

The student is expected to:

- (A) describe the historical development of the abolitionist movement; and
- (B) evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.

(8.26) **Culture.** The student understands the impact of religion on the American way of life.

The student is expected to:

- (A) trace the development of religious freedom in the United States;
- (B) describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and

(8.27) **Culture.** The student understands the relationship between the arts and the times during which they were created.

- (C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life.

The student is expected to:

- (A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;
- (B) analyze the relationship between fine arts and continuity and change in the American way of life; and
- (C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.

(8.28) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States.

The student is expected to:

- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process;
- (B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;
- (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and
- (D) explain how technological innovations led to rapid industrialization.

(8.29) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.

The student is expected to:

- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;
- (B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and
- (C) identify examples of how industrialization changed life in the United States.

(8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

The student is expected to:

- (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(8.31) **Social studies skills.** The student communicates in written, oral, and visual forms.

The student is expected to:

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

(8.32) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.24 adopted to be effective September 1, 1998, 22 TexReg 7684.