From the Introduction

To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from **museums**, **historical sites**, presidential libraries, and local and state preservation societies.

Subchapter A. Elementary

Grade Level	Strand	TEKS	
Kindergarten	(1)History	The student understands that holidays are celebrations of special events.	 A) explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day; and (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
	(2) History	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation	(B) identify contributions of patriots and good citizens who have shaped the community.
	(15) Social studies skills	The student communicates in oral and visual forms	(B) create and interpret visuals, including pictures and maps.
Grade 1	(1)History	The student understands the origins of customs, holidays, and celebrations	 (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and (B) compare the observance of holidays and celebrations, past and present.
	(18) Social studies skills	The student communicates in oral, visual, and written forms	(B) create and interpret visual and written material
Grade 2	(1)History	The student understands the historical significance of	(A) explain the significance of various

		landmarks and celebrations in the community, state, and nation	community, state, and national celebrations such as Veterans Day , Memorial Day , Independence Day, and Thanksgiving; and (B) identify and explain the significance of various community, state, and national landmarks s uch as monuments and government buildings
Grade 3	(1)History	The student understands the concepts of time and chronology	(B) create and interpret timelines(C) apply the terms year, decade, and century to describe historical times.
Grade 4	5) History	The student understands important issues, events, and individuals of the 20th century in Texas.	A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;
	(21) Social studies skills.	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
			(D) identify different points of view about an issue, topic, historical event, or current event;
Grade 5	(17) Citizenship	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.	D) describe the origins and significance of national celebrations such as Memorial Day , Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day
	(21) Culture	The student understands the relationship between the arts and the times during which they were created	 (A) identify significant examples of art, music, and literature from various periods in U.S. history (B)) explain how examples of art, music, and literature reflect the times during which they were created.

Middle School

Grades 3-12 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

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

Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Note: The role of the United States military in all wars to "protect and defend:" the U.S. Constitution, "so help me God" (part of the oath of office for the United States President) would support the study of the founding documents, our common heritage.

Grade Level	Strand	TEKS	
Grade 6	(1) History	The student understands that historical events influence contemporary events.	A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade;
			B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions
	(21) Social studies skills	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology	(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
			(D) identify different points of view about an issue or current topic;
			(E) identify the elements of frame of reference that influenced participants in an event;
Grade 7	(7) History	The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries.	E) analyze the political, economic, and social impact of major events, including World War I , the Great Depression, and World War II, on the history of Texas
			(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts,
	(21) Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.	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;
Grade 8	Celebrate Freedom Week	Note; Grade 8 covers the first half of United States History through Reconstruction; therefore, The role of the United States military in all wars to "protect and defend:" the U.S. Constitution, "so help me God" (part of the oath of office for the United States President) would support the study of the founding documents, our common heritage.	
	23) Culture (29) Social Studies Skills	The student understands the relationship between the arts and the times during which they were created The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology	 (B) identify examples of American art, music, and literature that reflect society in different eras; (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;

High School

Grade Level	Strand	TEKS	
§113.41. United States History Studies Since 1877	(1)History	The student understands traditional historical points of reference in U.S. history from 1877 to the present.	A) identify the major characteristics that define an historical era;(B) identify the major eras in U.S. history from
			1877 to the present and describe their defining characteristics;
			(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
			(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.SSoviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)
	(4) History	The student understands the emergence of the United States as a world power between 1898 and 1920.	C) identify the causes of World War I and reasons for U.S. entry;
			D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;
			(E) analyze the impact of significant technological
			innovations in World War I such as machine guns,
			airplanes, tanks, poison gas, and trench warfare that

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		resulted in the stalemate on the Western Front;
		(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and
		(G) analyze significant events such as the Battle of Argonne Forest.
(15) Economics	The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920	(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States;
(25) Culture	The student understands the relationship between the arts and the times during which they were created	A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature
(26) Culture	The student understands how people from various groups contribute to our national identity	(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez
(29) Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
		C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;
		(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
		(E) evaluate the validity of a source based on language, corroboration with other sources, and

			information about the author, including points of view, frames of reference, and historical context; (F) identify bias in written, oral, and visual material; (G) identify and support with historical evidence a point of view on a social studies issue or event; and (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
§113.42. World History Studies	(1)History	The student understands traditional historical points of reference in world history	(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization
	(10) History	The student understands the causes and impact of World War I.	A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I; (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates; (C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles,

		including changes in boundaries and the mandate system; and
		(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics
(16) Geography	The student understands the impact of geographic factors on major historic events and processes	(A) locate places and regions of historical significance directly related to major eras and turning points in world history;
		(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
(20) Government	The student understands how contemporary political systems have developed from earlier systems of government	(D) explain the significance of the League of Nations and the United Nations.
28) Science, technology, and society	The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the	C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
(29) Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
		(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and

			point of view;
			(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
			(E) identify bias in written, oral, and visual material;
			G) construct a thesis on a social studies issue or event supported by evidence
§113.43. World Geography Studies	Geography	The student understands the growth, distribution, movement, and characteristics of world population.	(c)explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;
	(18) Culture	The student understands the ways in which cultures change and maintain continuity.	A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
	(21) Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
			(B) locate places of contemporary geopolitical significance on a map;
§113.44. United States Government	(7) Government	The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant	(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United
	20) Social studies skills.	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	States today D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference