

Texas Essential Knowledge and Skills for Social Studies (TEKS)
Statutory Authority: Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School TEKS <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html>

High School TEKS are focused on more narrowly defined content as courses diversify and students gain an understanding of the many specialties in the social studies realm.

In addition, State and federal laws mandate observation of Celebrate Freedom Week, a full week concerning the intent, meaning, and importance of the **Declaration of Independence** and **US Constitution**, including the **Bill of Rights**, and must include the study of the relationship of the ideas in the Declaration and 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.. During Celebrate Freedom Week, students shall recite the **Preamble to the Declaration of Independence**.

§113.41. United States History Studies Since 1877 (Focus is on the post-Reconstruction period in US history)

- Students analyze and evaluate the text, intent, meaning, and importance of the **Declaration of Independence** and the **U.S. Constitution**, including the **Bill of Rights**, and identify the full text of the **first three paragraphs of the Declaration of Independence**.
- Students explain the contributions of the Founding Fathers such as **Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.**
- Students discuss the meaning and historical significance of the motto "**E Pluribus Unum**"

§113.42. World History Studies (Focus is on the history of human kind)

- Students identify the impact of political and legal ideas contained documents including the **Declaration of Independence**, the **U.S. Constitution**
- Students explain the political philosophies of individuals such as **Thomas Jefferson**

§113.44. United States Government (Focus is on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels)

- Students identify the contributions of the political philosophies of the Founding Fathers, including **John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson**
- Students examine debates and compromises that impacted the creation of the founding documents
- Students identify significant individuals in the field of government and politics (**George Washington, Thomas Jefferson**)
- Students evaluate how the federal government serves the purposes set forth in the **Preamble to the U.S. Constitution**
- Students analyze how the **Federalist Papers** such as **Number 10, Number 39, and Number 51**

- Students evaluate **constitutional provisions** for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights
- Students describe the constitutionally prescribed procedures by which the **U.S. Constitution** can be changed and analyze the role of the **amendment process**
- Students 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
- Students examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "**Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,**" and compare and contrast this to the phrase, "separation of church and state."
- Students understand the structure and functions of the government created by the **U.S. Constitution**
- Students understand the rights guaranteed by the **U.S. Constitution** and identify the freedoms and rights guaranteed by each amendment in the **Bill of Rights**

Related Advanced Placement courses.

For those schools which offer the AP United States history course, content is prescribed in the College Board Publication *Advanced Placement Course in United States History*.

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf?course=ap-united-states-history>

- Period 3 in the College Board course description covers 1754-1800 and includes in depth study of the ideals, individuals and documents underlying the establishment of the American republic.

For those schools which offer the AP United States government course, content is prescribed in the College Board Publication, *Advanced Placement Course in United States Government*.

<https://apcentral.collegeboard.org/pdf/ap-us-government-and-politics-course-framework-effective-fall-2018.pdf>

- This course requires an in depth study of a set of foundational documents and Supreme Court opinions (Appendix A). In addition, this course requires a "Civic Connection" project.