Adopted rules include new rules, amendments to existing rules, and repeals of existing rules. A rule adopted by a state agency takes effect 20 days after the date on which it is filed with the Secretary of State unless a later date is required by statute or specified in the rule (Government Code, §2001.036). If a rule is adopted without change to the text of the proposed rule, then the *Texas Register* does not republish the rule text here. If a rule is adopted with change to the text of the proposed rule, then the final rule text is included here. The final rule text will appear in the Texas Administrative Code on the effective date.

TITLE 19. EDUCATION

PART 2. TEXAS EDUCATION AGENCY

CHAPTER 103. HEALTH AND SAFETY

SUBCHAPTER EE. COMMISSIONER'S RULES ON PREVENTION, AWARENESS, AND REPORTING OF CHILD ABUSE OR NEGLECT, INCLUDING TRAFFICKING OF A CHILD

19 TAC §103.1401, §103.1402

The Texas Education Agency (TEA) adopts an amendment to §103.1401 and new §103.1402, concerning prevention, awareness, and reporting of child abuse or neglect, including trafficking of a child. The amendment to §103.1401 and new §103.1402 are adopted with changes to the proposed text as published in the July 10, 2026 issue of the *Texas Register* (51 TexReg 4452) and will be republished. The adopted amendment to §103.1401 adds and clarifies definitions; updates the timeline to report abuse and neglect of a student from 48 hours to 24 hours to align with Senate Bill (SB) 571, 89th Texas Legislature, Regular Session, 2025; and expands the requirements for school system policies on reporting child abuse and neglect. New §103.1402 establishes the procedures for investigating school systems' compliance with laws regarding reporting child abuse and neglect.

REASONED JUSTIFICATION: Section 103.1401, Reporting Child Abuse or Neglect, Including Trafficking of a Child, relates to the reporting of child abuse and neglect and related training requirements for school districts and open-enrollment charter schools. The adopted amendment to §103.1401(a) clarifies the definition for child abuse and neglect and adds definitions for child abuse, law enforcement agency, and neglect for the purpose of Chapter 103, Subchapter EE. The adopted amendment to §103.1401(b)(1) reduces the timeline to report abuse and neglect of a student from 48 hours to 24 hours to align with SB 571, 89th Texas Legislature, Regular Session, 2025. Adopted new §103.1401(b)(9) requires school system policies on addressing sexual abuse, trafficking, and other maltreatment of children to include safeguards requiring transparency in digital communications between school employees and students. The adopted amendment to §103.1401(c) requires local education agencies (LEAs) to make available on the LEA website the policies for reporting child abuse and neglect adopted by the board of trustees.

In response to public comment, changes were made to §103.1401(b)(9) at adoption to establish circumstances a school district may consider to determine if a violation of the district's digital communications policy has occurred.

Adopted new §103.1402, Compliance Monitoring; Agency Review and Investigation, implements SB 571, 89th Texas Legislature, Regular Session, 2025, by establishing the procedures for investigating school systems' compliance with laws regarding reporting child abuse and neglect. Adopted new subsection (a) defines appropriate investigative protocols. Adopted new subsection (b) establishes TEA's responsibility to review records of school systems and the investigations conducted by school systems to ensure compliance with appropriate protocols and cooperation with law enforcement agencies and state agencies. Adopted new subsection (c) establishes that TEA may investigate regardless of whether a complaint has been filed. Adopted new subsection (d) establishes the provisions that govern compliance monitoring and review, and adopted new subsection (e) establishes the circumstances under which TEA may escalate or refer actions and the process for doing so.

In response to public comment, changes were made to §103.1402(a)(1) at adoption to include notification to the parent or guardian of a student victim.

SUMMARY OF COMMENTS AND AGENCY RESPONSES: The public comment period on the proposal began July 10, 2026, and ended August 10, 2026. Following are the comments received and agency responses.

Comment: One commenter supported transparency in digital communications but argued that the proposed prohibition on contact beyond the professional role is too broad. The commenter suggested referencing educator ethics standards instead and informing students and parents about employee conduct expectations.

Response: The agency agrees and updated the language of §103.1401(b)(9) at adoption to reference "a bona fide, reasonable, and verifiable circumstance" that does not compromise student safety or welfare and does not interfere with parental rights.

Comment: One commenter supported investigation protocols but requested stronger student protections, including parent notification, designated liaisons, student support measures, trauma-informed practices, absence accommodations, and explicit emphasis on student safety and support.

Response: The agency partially agrees and updated the language of §103.1402(a)(1) to address notification to the parent or guardian of a student victim. To the remainder of the comment, the agency cannot require support measures beyond what law allows.

Comment: The Texas American Federation of Teachers generally supported the rules and alignment with SB 571. The organization requested a clearer definition of "transparency in digital communications" and additional due-process protections for accused educators, including notice of allegations, opportunity to respond, and access to written statements.

Response: The agency partially agrees and updated the language of §103.1401(b)(9) at adoption to reference "a bona fide, reasonable, and verifiable circumstance." Due process protections are provided in 19 TAC Chapter 249 and 19 TAC Chapter 153.

Comment: The Texas School for the Deaf opposed proposed §103.1401(b)(9) as written because it could prohibit legitimate familial and community relationships. The organization requested exceptions for family and social relationships and suggested alternative language allowing governing boards to authorize appropriate exceptions.

Response: The agency agrees and updated the language of §103.1401(b)(9) at adoption to reference "a bona fide, reasonable, and verifiable circumstance."

Comment: The Texas Association of School Boards supported student safety goals but argued that §103.1401(b)(9) duplicates existing law and could create hardships for employees with family or community relationships with students. The association requested removal of the provision, alignment with existing statute, or explicit exceptions for familial and social relationships.

Response: The agency agrees and updated the language of §103.1401(b)(9) at adoption to reference "a bona fide, reasonable, and verifiable circumstance."

STATUTORY AUTHORITY. The amendment and new section are adopted under Texas Education Code (TEC), §22A.051(a)(2)(A), (B), (C), and (D), as transferred, redesignated, and amended by SB 571, 89th Texas Legislature, Regular Session, 2025, which establishes the requirements to report educator misconduct and provides the commissioner of education with the authority to review records of an educational entity to ensure compliance with the required reporting of educator misconduct; TEC, §22A.156, as transferred, redesignated, and amended by SB 571, 89th Texas Legislature, Regular Session, 2025, which provides the TEA with compliance monitoring and investigative authority related to misconduct by employees and contractors of educational entities; TEC, §37.086, as amended by SB 2069, 88th Texas Legislature, Regular Session, 2023, which requires each public school to post warning signs describing the increased penalties for trafficking of persons under Texas Penal Code, §20A.02(b-1); TEC, §38.004, which requires TEA to develop a policy governing the reports of child abuse or neglect; and TEC, §38.0041, which requires school districts and open-enrollment charter schools to adopt and implement policies addressing sexual abuse, sex trafficking, and other maltreatment of children.

CROSS REFERENCE TO STATUTE. The amendment and new section implement Texas Education Code, §22A.051(a)(2)(A), (B), (C), and (D), as transferred, redesignated, and amended by SB 571, 89th Texas Legislature, Regular Session, 2025; §22A.156, as transferred, redesignated, and amended by SB 571, 89th Texas Legislature, Regular Session, 2025; §37.086, as amended by SB 2069, 88th Texas Legislature, Regular Session, 2023; §38.004; and §38.0041.

§103.1401. Reporting Child Abuse or Neglect, Including Trafficking of a Child.

(a) The following words and terms, when used in this subchapter, have the following meanings.

(1) Child abuse--This term has the meaning assigned by Texas Family Code, §261.001(1).

(2) Child abuse or neglect--This phrase includes the trafficking of a child in accordance with Texas Education Code (TEC), §38.004.

(3) Law enforcement agency--This term has the meaning assigned by TEC, §22A.154.

(4) Neglect--This term has the meaning assigned by Texas Family Code, §261.001(4).

(5) Other maltreatment--This term has the meaning assigned by Human Resources Code, §42.002.

(6) Trafficking of a child--This term has the meaning assigned by Texas Penal Code, §20A.02(a)(5), (6), (7), or (8).

(b) The board of trustees of a school district or governing body of an open-enrollment charter school shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements outlined in Texas Family Code, Chapter 261.

(1) The policies must require that every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect submit a written or oral report to at least one of the following authorities within 24 hours or less, as determined by the board of trustees, after learning of facts giving rise to the suspicion:

(A) a law enforcement agency;

(B) the Texas Department of Family and Protective Services, Child Protective Services Division;

(C) a local office of Child Protective Services, where available; or

(D) the state agency that operates, licenses, certifies, or registers the facility in which the alleged child abuse or neglect occurred.

(2) The policies must require a report to the Texas Department of Family and Protective Services if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

(A) penalties under Texas Penal Code, §39.06; Texas Family Code, §261.109; and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) for failure to submit a required report of child abuse or neglect;

(B) applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including the following:

(i) Texas Family Code, §261.302 and §261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

(ii) Texas Family Code, §261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator;

(C) immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;

(D) oral reports made to the Texas Department of Family and Protective Services are recorded;

(E) confidentiality provisions relating to reports of suspected child abuse or neglect, including the following:

(i) the requirement for the individual making the report to provide the individual's name and telephone number;

(ii) the requirement for the individual making the report to provide the individual's home address or, if the individual making the report is a school employee, agent, or contractor, provide the individual's business address and profession; and

(iii) the limited circumstances under which the identity of the individual making a report may be disclosed;

(F) any disciplinary action that may result from noncompliance with the district's reporting policy;

(G) the prohibition under TEC, §26.0091, against using or threatening to use the refusal to consent to administration of a psychotropic drug to a child or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, except as authorized by TEC, §26.0091; and

(H) the Texas Department of Family and Protective Services is not authorized to accept an anonymous report of abuse or neglect.

(3) Each school district and open-enrollment charter school shall adopt and implement a policy addressing sexual abuse, trafficking, and other maltreatment of children. The policy must be included in any informational handbook provided to students and parents and must address the following:

(A) methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;

(B) actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and

(C) available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

(4) The policies must be consistent with Texas Family Code, Chapter 261, and 40 TAC Chapter 700 (relating to Child Protective Services) regarding investigations by the Texas Department of Family and Protective Services, including regulations governing investigation of abuse by school personnel and volunteers.

(5) The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator prior to making a report to one of the agencies identified in paragraph (1) of this subsection.

(6) The policies must include the current toll-free telephone number of the Texas Department of Family and Protective Services.

(7) The policies must provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by the Texas Department of Family and Protective Services.

(8) The policies must include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

(9) The policies must include safeguards requiring transparency in digital communications between school employees and students designed to prevent improper communication.

(A) These safeguards must include prohibition on contacting or meeting the student beyond the employee's professional role and on making efforts to gain access to or time alone with a student.

(B) In determining whether a violation of this policy has occurred, a school district may consider the totality of the circumstances if the contact arises out of a bona fide, reasonable, and verifiable circumstance outside of the employee's professional role and does not compromise the safety and welfare of the student or interfere with parental rights.

(c) The policies required by this section and adopted by the board of trustees shall be distributed to all school personnel at the beginning of each school year and made available on the website of the local education agency. The policies shall be addressed in staff development programs at regular intervals determined by the board of trustees.

(d) Training concerning prevention techniques for, and recognition of, sexual abuse, trafficking, and all other maltreatment of children, including the sexual abuse, trafficking, and other maltreatment of children with significant cognitive disabilities, must be provided as a part of new employee orientation to all new school district and open-enrollment charter school employees as required by TEC, §38.0041.

(1) The training must include:

(A) factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;

(B) warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;

(C) internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

(D) techniques for reducing a child's risk for sexual abuse, trafficking, or other maltreatment; and

(E) information on community organizations that have relevant research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff, students, and parents.

(2) Each school district and open-enrollment charter school must maintain records that include the name of each staff member who participated in training.

(3) To the extent that resources are not yet available from the Texas Education Agency or commissioner of education, school district and open-enrollment charter schools shall implement the policies and trainings with existing or publicly available resources. The school district or open-enrollment charter school may also work in conjunction with a community organization to provide the training at no cost to the district or charter school.

(e) Using a format and language that is clear, simple, and understandable to students, each public school and open-enrollment charter school shall post, in English and in Spanish:

(1) the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number;

(2) instructions to call 911 for emergencies; and

(3) directions for accessing the Texas Department of Family and Protective Services website (www.txabusehotline.org) for more information on reporting abuse, neglect, and exploitation.

(f) School districts and open-enrollment charter schools shall post the information specified in subsection (e) of this section at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large

print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

§103.1402. Compliance Monitoring; Agency Review and Investigation.

(a) When used in this section, the term "appropriate investigative protocols" means, for purposes of Texas Education Code (TEC), §22A.156, the minimum procedural standards expected of an educational entity, as defined by TEC, §22A.001(3), when conducting an internal investigation into allegations of misconduct described by TEC, §22A.051(a)(2)(A), (B), (C), or (D). At a minimum, appropriate investigative protocols include procedures that are reasonably designed and effectively implemented to:

(1) ensure all required reports and notifications are made to the Texas Department of Family and Protective Services, law enforcement, the Texas Education Agency (TEA), and the parent or guardian of a student victim, if not otherwise prohibited, within the timeframes and in the manner required by law;

(2) preserve and maintain investigative records sufficient to permit TEA review, including, but not limited to, documentation of actions taken and decisions made;

(3) provide for cooperation with investigations conducted by the Texas Department of Family and Protective Services, law enforcement, or TEA and avoid actions that may interfere with those investigations;

(4) include reasonable measures to protect student safety during the pendency of the investigation; and

(5) be conducted in an objective manner that avoids bias, undue influence, or favoritism and prioritizes student safety throughout the investigative process.

(b) As required by TEC, §22A.156, TEA shall:

(1) periodically review the records of educational entities to ensure compliance with TEC, §22A.151(b); and

(2) review the investigations conducted by educational entities involving allegations of misconduct described by TEC, §22A.051(a)(2)(A), (B), (C), or (D), to ensure the investigations are conducted using appropriate investigative protocols, including when cooperating with a law enforcement agency or the Texas Department of Family and Protective Services in accordance with the policy adopted under TEC, §38.004. If TEA determines that an educational entity failed to follow appropriate investigative protocols, the commissioner of education may authorize a special investigation under TEC, §39.003.

(c) TEA may directly investigate allegations of misconduct described by TEC, §22A.051(a)(2)(A), (B), (C), or (D), regardless of whether a report or complaint was filed with TEA.

(d) The following provisions govern compliance monitoring and review by TEA.

(1) TEA may conduct compliance monitoring to evaluate whether an educational entity has complied with:

(A) reporting requirements under TEC, Chapter 22A;

(B) cooperation and investigative protocol requirements under TEC, §22A.156, and this chapter; and

(C) applicable policies adopted under TEC, §38.004.

(2) Compliance monitoring under this section may include review of:

(A) reports, complaints, or data submitted to TEA;

(B) documentation related to reporting timelines, notifications, or investigative actions; and

(C) policies, training records, or investigative materials necessary to assess compliance.

(3) Compliance monitoring conducted under this subsection does not constitute a determination regarding the occurrence of abuse, neglect, or misconduct under the Texas Penal Code or Texas Family Code.

(4) An educational entity shall cooperate with compliance monitoring conducted by TEA and shall provide requested records or information within the timeframe specified by TEA, unless otherwise extended by TEA.

(e) TEA may take escalation or referral actions as provided in this subsection.

(1) Based on the results of compliance monitoring, TEA may:

(A) issue advisory guidance;

(B) initiate a compliance review;

(C) issue a formal notice of noncompliance; or

(D) require remedial training or other corrective action or take other action authorized by law.

(2) TEA may escalate its response on the basis of findings determined during compliance monitoring, including initiation of a compliance review or referral of the matter for further action.

(3) Escalation under this subsection may be warranted when TEA identifies circumstances including, but not limited to, substantial or repeated reporting delays; failure to follow appropriate investigative protocols under TEC, §22A.156, or this chapter; failure to cooperate with TEA review; systemic or pattern-based noncompliance; or conduct indicating concealment, interference, or disregard of statutory duties, or as determined by the commissioner.

(4) If TEA determines that an educational entity failed to follow appropriate investigative protocols, the commissioner may authorize a special investigation under TEC, §39.003.

(5) When information identified during compliance monitoring or review indicates potential educator misconduct or administrator culpability, TEA may refer the matter to the State Board for Educator Certification or appropriate division within TEA for investigation or enforcement, as authorized under applicable law.

(6) When information identified during compliance monitoring or review indicates a failure to comply with mandatory reporting laws or the presence of potential criminal conduct, TEA may refer the matter to law enforcement or the Texas Department of Family and Protective Services, in accordance with applicable statutory reporting requirements, as appropriate.

(7) Nothing in this section limits the authority of TEA or the commissioner to take any other action authorized by statute, including coordination among divisions or with external agencies, as appropriate.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 5, 2026.

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Cristina De La Fuente-Valadez
Director, Rulemaking
Texas Education Agency
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For further information, please call: (512) 475-1497

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CHAPTER 105. FOUNDATION SCHOOL PROGRAM

SUBCHAPTER BB. COMMISSIONER'S RULES CONCERNING CHARTER SCHOOL FUNDING

The Texas Education Agency (TEA) adopts the repeal of §105.1011 and new §105.1011, concerning additional state aid for open-enrollment charter school facilities. The proposed repeal is adopted without changes to the proposed text as published in the April 24, 2026 issue of the *Texas Register* (51 TexReg 2580) and will not be republished. The proposed new section is adopted with changes to the proposed text as published in the April 24, 2026 issue of the *Texas Register* (51 TexReg 2580) and will be republished. The adopted repeal and new rule implement changes made by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025, by defining eligibility criteria and implementing an annual certification provision to receive funding.

REASONED JUSTIFICATION: HB 2, 89th Texas Legislature, Regular Session, 2025, amended Texas Education Code (TEC), §12.106(d), to repeal the $60 million appropriation cap and amend the formula for the allotment to be either the lesser of the state average interest and sinking tax rate imposed by school districts for the current school year multiplied by the guaranteed level of state and local funds per student per cent of tax effort or the basic allotment multiplied by $0.06.

HB 2 amended TEC, §12.106(e), to expand the criteria under which a charter holder is not eligible to receive facilities funding. As amended, a charter holder is ineligible for funding if it has been assigned an unacceptable academic performance rating under TEC, Chapter 39, Subchapter C; a financial accountability performance rating lower than satisfactory under TEC, Chapter 39, Subchapter D; or any combination of these ratings during the two preceding school years. Additionally, HB 2 added new TEC, §12.106(e-2), which requires charter holders to annually certify that no individual associated with the charter school, including administrators, governing body members, or their close relatives, receives a financial benefit from a real estate transaction with the school.

To implement HB 2, the adopted repeal removes the previous requirements and adopted new §105.1011 establishes eligibility criteria and funding determination processes for open enrollment charter schools under TEC, §12.106(d), accountability rating standards, funding timelines, and the requirement for an annual certification.

In response to public comment, the adopted rule was revised to clarify that a charter school assigned a "Not Rated" designation for academic performance or financial accountability is not considered to have received an unacceptable rating for purposes of determining eligibility for facilities funding. Specifically, new subsection (a)(3) was added to describe and clarify eligibility criteria in TEC, §12.106(e).

In response to public comment, the adopted rule was revised to clarify the treatment of charter schools in their first two years of operation. Specifically, §105.1011(c) includes revised language at adoption that charter schools in their first two years of operation will automatically receive estimated funding based on the eligibility provisions in TEC, §12.106(e-1).

Also, in response to public comment, TEA revised §105.1011(e) to replace final eligibility determinations occurring only at settle-up with a process that allows TEA to update estimated funding upon the availability of final data.

SUMMARY OF COMMENTS AND AGENCY RESPONSES: The public comment period on the proposal began April 24, 2026, and ended May 26, 2026. Following are the public comments received and the agency responses.

Comment: An administrator raised concerns regarding equity, fiscal risk, and oversight related to the proposed repeal and replacement of §105.1011. The concern highlighted that the proposal did not provide comparable support for independent school districts, potentially creating funding imbalances and diverting state resources. Additionally, the commenter was concerned about increased long-term costs and insufficient safeguards for long-term performance. The administrator also noted that expanded charter growth could disrupt local school systems and that the proposal lacked sufficient transparency and oversight for the use of facilities funding.

Response: This comment is outside the scope of the proposed rulemaking. The issues raised by the commenter relate to broader state funding policy and statutory provisions determined by the Texas Legislature. HB 2 implements applicable law regarding charter school facilities funding and does not address the broader school finance policy issues raised in the comment. No changes to the rules were made in response.

Comment: The Texas Public Charter School Association (TPCSA) raised concerns with the proposed repeal and replacement of §105.1011. Specifically, TPCSA contended that an assigned "Not Rated" academic or financial accountability rating should not affect a charter school's eligibility for facilities funding, since statutory language of HB 2 under TEC, §12.106(e), identifies only "unacceptable" as the basis for disqualification. TPCSA advised that TEA clarify in rule that a "Not Rated" designation is not considered an unacceptable rating for purposes of determining facilities funding eligibility.

Response: The agency agrees and the rule has been revised at adoption to clarify that a "Not Rated" designation is not considered an unacceptable rating for purposes of determining eligibility under TEC, §12.106(e).

Comment: TPCSA advised that TEA include language in the rule to specify that schools are eligible for facilities funding unless they have unacceptable ratings academically, financially, or a combination of both for the two preceding school years.

Response: TEA disagrees that the suggested language is necessary. Eligibility for facilities funding, including the academic accountability and financial rating criteria, is established in TEC, §12.106(e). Because the eligibility requirements are prescribed in statute, additional language is not needed. Further, TEA has clarified in rule that a "Not Rated" academic or financial accountability designation is not considered an unacceptable rating for purposes of determining eligibility under TEC, §12.106(e). TEA

has determined that this clarification adequately addresses eligibility determinations and that no further rule language is necessary.

Comment: TPCSA suggested that charter schools in their first two years of operation receive estimated facilities funding prior to settle-up, consistent with the automatic eligibility provided under TEC, §12.106(e-1).

Response: The agency agrees and the rule was revised at adoption to clarify that newly established charter schools will receive estimated funding calculations before settle-up.

Comment: TPCSA recommended that final eligibility determinations occur as soon as TEA has access to the necessary final data and that funding estimate calculations be updated accordingly, rather than delaying those updates until settle-up.

Response: TEA agrees that final eligibility determinations and corresponding funding estimate updates should occur as soon as the data necessary to make those determinations becomes available.

19 TAC §105.1011

STATUTORY AUTHORITY. The repeal is adopted under TEC, §12.106(c), as amended by HB 2, 89th Texas Legislature, Regular Session, 2025, which authorizes the commissioner of education to adopt rules necessary for the administration of state funding under TEC, §12.106(d), for open-enrollment charter schools.

CROSS REFERENCE TO STATUTE. The repeal implements TEC, §12.106, as amended by House Bill 2, 89th Texas Legislature, Regular Session, 2025.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 5, 2026.

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Cristina De La Fuente-Valadez
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Texas Education Agency
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For further information, please call: (512) 475-1497

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19 TAC §105.1011

STATUTORY AUTHORITY. The new section is adopted under TEC, §12.106(c), as amended by House Bill 2, 89th Texas Legislature, Regular Session, 2025, which authorizes the commissioner to adopt rules necessary for the administration of state funding under TEC, §12.106(d), for open-enrollment charter schools.

CROSS REFERENCE TO STATUTE. The new section implements TEC, §12.106, as amended by House Bill 2, 89th Texas Legislature, Regular Session, 2025.

§105.1011. Additional State Aid for Open-Enrollment Charter School Facilities.

(a) For the purpose of determining a Texas Education Code (TEC), Chapter 12, Subchapter D open-enrollment charter school's eligibility to receive funding as provided under TEC, §12.106(d), the following apply under TEC, §12.106(e):

(1) an unacceptable academic performance rating under TEC, Chapter 39, Subchapter C, is defined as an overall score below 60, an overall "F" rating, or an overall "D" rating that is considered an unacceptable rating under TEC, §39.0543;

(2) a financial accountability rating lower than satisfactory under TEC, Chapter 39, Subchapter D, is defined as a score below 70 or substandard achievement; and

(3) a rating of "Not Rated" for academic performance or financial accountability is not considered an unacceptable rating.

(b) If ratings under TEC, Chapter 39, Subchapter C or D, were not issued for prior school years due to a declared natural disaster affecting the charter school's county, the most recent two available final accountability ratings from preceding school years will be used to determine eligibility.

(c) For charter schools that operated during the previous school year, the estimated funding under TEC, §12.106(d), for the current school year will be based on the school's eligibility status from the immediate prior year, and for charter schools in their first two years of operation, estimated funding will be automatically based on eligibility provisions under TEC, §12.106(e-1).

(d) During the school year for which funding under TEC, §12.106(d), is provided, the charter holder will provide an annual certification, in a manner prescribed by the commissioner of education, that no individual covered under TEC, §12.106(e-2)(1), (2), or (3), derives any financial benefit from a real estate transaction with the charter school.

(e) Upon the availability of final data for which funding under TEC, §12.106(d), would be provided, the Texas Education Agency will update estimated funding to reflect final eligibility using the two most recent preceding school years' final accountability ratings assigned under TEC, Chapter 39, Subchapters C and D, and the applicable annual certification to determine eligibility for funding under TEC, §12.106(e).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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CHAPTER 113. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES

The State Board of Education (SBOE) adopts new §§113.1-113.6, 113.21-113.23, and 113.32-113.39, concerning Texas Essential Knowledge and Skills (TEKS) for social studies. The new sections were adopted with changes to the proposed text as published in the May 15, 2026 issue of the *Texas Register* (51 TexReg 3210) and will be republished. The adopted new TEKS update the social studies standards and implement

House Bill (HB) 27, HB 824, and Senate Bill (SB) 24, 89th Texas Legislature, Regular Session, 2025.

REASONED JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

The TEKS for social studies and economics were originally adopted effective September 1, 1998. The Kindergarten-Grade 12 social studies TEKS and the TEKS for economics were revised effective August 23, 2010. In 2015, the SBOE adopted revisions to the TEKS for certain Advanced Placement (AP) and International Baccalaureate (IB) social studies courses to require that students demonstrate proficiency in the TEKS for the corresponding AP and IB courses, in addition to the AP or IB course requirements. In 2018, the SBOE approved streamlining revisions to the social studies TEKS for Kindergarten-Grade 8 and four high school social studies courses (United States History Studies, World History Studies, World Geography, and United States Government). The SBOE also streamlined the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits and consolidated the TEKS for economics into Chapter 113. In April 2020, the SBOE approved proposed revisions to Chapter 113, Subchapter D, to update references to course numbers and titles to reflect the revisions to the social studies TEKS.

In 2021, SB 1063, 87th Texas Legislature, Regular Session, amended TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. SB 1063 required that the SBOE adopt TEKS for the personal financial literacy and economics course and that the required curriculum for the course allocate two-thirds of the instructional time to personal financial literacy and one-third of instructional time to economics. At its June 2022 meeting, the SBOE adopted TEKS for the new course, §113.76, Personal Financial Literacy and Economics, and the rule became effective August 1, 2022.

In 2021, the 87th Texas Legislature passed HB 4509, Regular Session, and SB 3, Second Called Session, to require the teaching of informed patriotism and the founding documents of the United States and require the SBOE to adopt essential knowledge and skills for social studies that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the United States government. The SBOE approved proposed amendments to Chapter 113, Subchapters A-C, to update the standards for Kindergarten-Grade 8 and five high school courses (Economics with Emphasis on the Free Enterprise System and Its Benefits, United States History Studies Since 1877, World History Studies, World Geography Studies, and United States Government) to align with SB 3 requirements.

In October 2024, the chairman of the SBOE established an ad hoc committee on social studies standards. The committee was charged with evaluating Texas's current social studies learning standards, researching best practices in history and civics education, and providing recommendations for developing exemplary state standards to ensure that Texas students receive a high-quality social studies education that prepares them for informed citizenship.

The goal of the committee was to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of world, United States, and Texas history; geography; and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

In 2025, the 89th Texas Legislature, Regular Session, passed HB 27, which revised the high school social studies graduation requirement for students who enter Grade 9 in the 2026-2027 school year and thereafter. Under HB 27, students must successfully complete a one-half credit personal financial literacy course instead of the one-half credit economics course or one-half economics and personal financial literacy and economics course to satisfy the economics requirement under the Foundation High School Program. Additionally, the bill permits students in this cohort to select the third social studies credit required for graduation from one credit in economics, world geography, or world history. As a result, the bill requires the approval of a one-credit economics course for this cohort while the current one-half economics course offerings remain in place for students not subject to HB 27. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course that contains substantively similar and rigorous academic content.

HB 824, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-3), to require the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge, including the role of government officials, the voting process, the eligibility requirements to run for elected office, Robert's Rules of Order, and the elected officials who represent the student.

Additionally, SB 24, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-11), to require the SBOE to adopt social studies TEKS for Grades 4-12 that develop each student's understanding of communist regimes and ideologies and that provide age and developmentally appropriate instruction and information on the topic.

During the April 10, 2025 Ad Hoc Committee on Social Studies meeting, a public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in United States history, Texas history, world history, geography, and civics in Kindergarten-Grade 12, was conducted. Texas Education Agency (TEA) staff presented an update on the status and progress of the Social Studies Ad Hoc Committee's charges, and the Committee of the Full Board (COFB) heard public testimony at the June 2025 meeting. A survey to collect input on key topics, strand titles, course sequencing/layering, and effective practices to inform the social studies TEKS revision was distributed in August 2025.

At the September 2025 meeting, the SBOE approved the social studies framework course sequence and strands for Kindergarten-Grade 8. The SBOE designated content advisors for the social studies TEKS review, and an application to serve on social studies TEKS review work groups was posted on the TEA website in October 2025. A discussion item regarding content advisor recommendations for key topics to be included in the social studies TEKS framework was presented to the COFB at

the November 2025 meeting. The content advisors were also directed to address instructional requirements from HB 27, HB 824, and SB 24 in their recommendations. At the January 2026 meeting, the SBOE approved key topics and subtopics to be included in the new TEKS for social studies. Work group meetings were convened in February 2026 to develop draft recommendations for the new social studies TEKS. As part of the SBOE's process for the review and revision of the TEKS, education service centers (ESCs) collected feedback from educators in their regions on the work group drafts and submitted the feedback to TEA.

The SBOE held a public hearing and discussed the proposed new TEKS for social studies at a special called meeting in February 2026. In March 2026, TEA convened additional work groups to address the feedback from the SBOE and ESC focus groups to finalize their recommendations. At the April 2026 meeting, the SBOE held a public hearing on the proposed new TEKS. At the meeting, the SBOE removed §113.26, Personal Financial Literacy (One-Half Credit), Adopted 2026, from the proposal and directed staff to post both the proposed new course as presented in the April agenda and an alternative version presented during the meeting on the TEA website for informal public feedback. At that time, the SBOE also approved the remaining proposed new rules in 19 TAC Chapter 113, Subchapters A-D, for first reading and filing authorization. Proposed new 19 TAC Chapter 113, Subchapters A-D, were presented to the SBOE for second reading and final adoption at the June 2026 meeting. At that time, the SBOE approved §§113.1-113.6, 113.21-113.23, 113.29, and 113.32-113.39 for adoption. One course, §113.29, Foundations of Economics (One Credit), Adopted 2026, was approved with an effective date of 20 days after filing as adopted with the Texas Register.

The following changes were made since published as proposed.

Subchapter A

Subsection (b)(6) in §§113.1-113.6 was amended by updating the paragraph to read, "Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include."

Section 113.1(b)(6)(A) was amended by inserting the phrase "use primary and secondary sources, including stories, artifacts, and documents to learn about people, events, and places in the past" and striking the phrase "distinguish, with adult assistance, between a photograph or artifact and a story or textbook as different ways of learning about the past and identify what each source shows about people or places."

Section 113.1(b)(6)(B) was amended by striking the phrase "with adult assistance."

Section 113.1(b)(6)(C) was modified by changing the sequential terms and by replacing the phrase "how things changed" with "the change."

Subsection (b) in §§113.1-113.6 was amended by inserting new paragraphs (8)-(10) related to social studies skills.

Subsection (c) in §§113.1-113.3 was amended by striking all "with adult assistance" phrases.

Proposed §113.1(c)(1)(B) related to the Three Sisters crops was deleted.

Section 113.1(c)(1)(B) was amended by reordering the social studies tags.

Section 113.1(c)(3)(A) was amended by inserting the phrase "a globe" after the phrase "using pictures."

Proposed §113.1(c)(4) related to the Plymouth Colony was deleted.

Section 113.1(c)(4)(B) was amended to read, "explain that the Pilgrims were people from England who came to America seeking religious freedom to practice and share their Christian faith, make choices about their government, and work together to build a community (H, G/Civ, Geo/C, S)."

Section 113.1(c)(4)(C) was amended to read "explain that the Mayflower Compact was an agreement based on Christian values to work together, to choose leaders, and to follow rules for the good of the community (H, G/Civ, Geo/C, S)."

New §113.1(c)(4)(D) was added to read, "locate on a map England and Massachusetts (Geo/C, S)."

Section 113.1(c)(6)(A) was amended to read, "identify a portrait of George Washington as a primary source and describe details in the portrait that tell about who George Washington was and the time period in which he lived (S)."

Section 113.1(c)(6)(D) was amended by inserting the phrase "including his role in uniting the nation and as the first president of the United States" after the phrase "Father of Our Country."

Section 113.1(c)(7)(A) was amended to read, "identify examples of goods and services (G/Civ, E, S)."

Section 113.1(c)(7)(B) was amended to read, "identify examples of wants and needs (G/Civ, E, S)."

Section 113.1(c)(7)(D) was amended by inserting the phrase "including important family decisions to purchase food and water as a need instead of toys and snacks as wants" after the word "buy."

Section 113.1(c)(8)(B) was amended by replacing the verb "recognize" with the verb "identify."

Section 113.1(c)(9)(A) was amended by striking the phrase "and independence."

Proposed §113.1(c)(9)(D) related to the Pledge of Allegiance was deleted.

Proposed §113.1(c)(10)(D) related to the demonstration of respectful discussion was deleted.

Section 113.1(c)(10)(D) was amended by striking the phrase "liberties, rights, and" after the word "protecting."

Section 113.1(c)(11)(A) was amended to read "retell the story about Father Damián Massanet, who came to Texas to help people build missions and teach Christianity to American Indians (H, Geo/C, S)."

Section 113.1(c)(11)(B) was amended to read, "retell the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to present day San Antonio, Texas (H, Geo/C, S)."

Section 113.1(c)(11)(C) was amended to read, "retell the story about Sam Houston that describes his leadership role in Texas independence from Mexico, including his role as a general (H, Geo/C, S)."

Section 113.1(c)(12)(D) was amended to read, "recite the state song 'Texas, Our Texas,' including the first verse and refrain,

identify the song from the melody, and demonstrate good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (G/Civ, S)."

Proposed §113.1(c)(13)(C) related to community helpers was deleted.

New §113.1(c)(13)(C) was added to read, "identify ways people honor members of the military on Memorial Day and Veterans Day, including saying thank you for your service, attending parades, and flying the American flag (G/Civ, S)."

Section 113.1(c)(14)(A) was amended to read, "retell, using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights his contributions as an inventor, including the invention of bifocals and the lightning rod, and as a business owner (H, G/Civ, S)."

New §113.1(c)(14)(C) was added to read, "retell, using pictures, the story of Bessie Coleman, who was born in Atlanta, Texas, and became the first African American and Native American woman to earn an international pilot's license, showing courage in pursuing her dream of flight (H, Geo/C, S)."

Section 113.2(b)(1)(C) was amended by adding the phrase "and natural gas" after the phrase "including oil."

Section 113.2(b)(6)(A) was amended by striking the phrase "with adult assistance."

Section 113.2(c)(1)(A) was amended to read, "locate North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande on a map and identify their relative location using cardinal directions north, south, east, and west (Geo/C, S)."

Section 113.2(c)(1)(B) was amended to read, "retell the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598 after safely crossing the desert (H, Geo/C, S)."

Section 113.2(c)(2)(B) was amended to read, "identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities, freedom to worship God, and to advance the Christian faith (G/Civ, Geo/C, S)."

Section 113.2(c)(2)(C) was amended by replacing the verb "recognize" with the verb "identify."

Section 113.2(c)(2)(D) was amended to read, "retell the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C)."

Section 113.2(c)(3)(C) was amended by replacing the word "people" with the word "Pilgrims."

Section 113.2(c)(3)(D) was amended by replacing the verb "recognize" with the verb "identify."

Proposed §113.2(c)(3)(E) related to decision making was deleted.

Section 113.2(c)(4)(C) was amended by inserting the phrase "William Dawes, and Samuel Prescott" after the name "Paul Revere."

Proposed §113.2(c)(4)(G) related to Boston and Philadelphia was deleted.

Section 113.2(c)(5)(B) was amended to read, "recite the first stanza and identify the song from the melody of 'America the Beautiful' (H, Geo/C, S)."

Section 113.2(c)(5)(C) was amended to read, "explain the meaning of 'America the Beautiful' by Katherine Lee Bates, including features of America's landscape (H, Geo/C, S)."

New §113.2(c)(5)(D) was added to read, "identify historical symbols of liberty in Philadelphia, Pennsylvania, including the Liberty Bell and Independence Hall (G/Civ, Geo/C)."

Section 113.2(c)(5)(E) was amended by striking the phrase "and the Liberty Bell in Philadelphia, Pennsylvania" after "Independence Hall."

Section 113.2(c)(6)(A) was amended by adding the phrase "including attending parades and watching fireworks displays" after the phrase "July 4th."

Proposed §113.2(c)(7)(A) related to the Comanche was deleted.

Section 113.2(c)(8)(B) was amended by adding the phrase "including food, clothing, and languages" after the word "cultures."

Section 113.2(c)(8)(C) was amended to read, "retell the story about Antonio de Olivares founding the mission near the San Antonio River that became the Alamo (H, Geo/C, S)."

Section 113.2(c)(10)(B) was amended to read, "recite the first four stanzas from and identify from the melody the song 'Deep in the Heart of Texas' (H, Geo/C, S)."

Proposed §113.2(c)(11)(A) and (B) related to slavery were deleted.

Section 113.2(c)(11)(A) was amended to read, "describe how the country was divided over different views on slavery, including people who supported slavery and people who did not, which led to the Civil War (H, S)."

Section 113.2(c)(11)(B) was amended to read, "retell events of Abraham Lincoln's life using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S)."

Section 113.2(c)(11)(C) was amended to read, "identify Abraham Lincoln as the president who ended slavery and protected liberty for all people in America (H, G/Civ, S)."

Proposed §113.2(c)(12)(A) and (B) were deleted, and the deleted content was summarized and moved to be included within paragraph (12).

Section 113.2(c)(13)(C) was amended to correct the spelling of "Pattillo."

Proposed §113.2(c)(13)(D) related to Henry O. Flipper was deleted.

New §113.2(c)(13)(E) was added to read, "describe H.L. Hunt as a wildcatter and speculator who worked in Texas to develop land and oil projects, showing courage and skill (H, E, S)."

Section 113.2(c)(14)(B) was amended by inserting the word "including" after the word "consumers."

Section 113.2(c)(14)(C) was amended by inserting the phrase "to meet needs and wants" after the word "services."

Section 113.2(c)(14)(D) was amended by inserting the phrase "including to earn money, care for the family, and contribute to the community" after the word "jobs."

Proposed §113.2(c)(14)(E) related to helping communities was deleted.

Section 113.2(c)(14)(E) was amended by inserting the phrase "including teacher, business owner, and truck driver" after the word "community."

Proposed §113.2(c)(14)(G) and (H) related to producing goods and services and business owners were deleted.

Proposed §113.2(c)(15)(A) related to racial segregation was deleted.

Section 113.3(b)(6)(A) was amended by replacing the verb "explain" with the verb "interpret."

Proposed §113.3(b)(6)(E) related to answering questions about the past was deleted.

Proposed §113.3(c)(2)(A) related to characteristics of early civilizations was deleted.

Section 113.3(c)(2)(A) was amended to read, "identify the Clovis in North America and Texas (H, G/Civ, Geo/C, E, S)."

Section 113.3(c)(2)(E) was amended by striking the phrase "Greek and" before the word "Roman."

Section 113.3(c)(2)(F) was amended to read, "identify the continent of Africa on a map and identify contributions from ancient African kingdoms, including art, trade, and irrigation (H, Geo/C, E)."

New §113.3(c)(4)(D) was added to read, "recite the phrase from the Declaration of Independence, 'We hold these truths to be self-evident, that all men are created equal,' and identify the phrase as coming from the Declaration (H, G/Civ)."

Section 113.3(c)(5)(A) was amended to read, "identify 'Give me liberty, or give me death!' as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S)."

Proposed §113.3(c)(5)(D) related to George Washington was deleted.

Section 113.3(c)(5)(F) was amended by striking the phrase "the Black Robe Regiment were" before the word "pastors" and deleting the word "who."

Section 113.3(c)(6)(B) was amended by inserting the phrase "including leaders" after the word "everyone."

Section 113.3(c)(6)(E) was amended by placing the word "are" with the phrase "is a set of" and deleting the phrase "and freedoms."

Section 113.3(c)(6)(F) was amended to read, "describe the story of the Constitutional Convention, including James Madison and the debates to decide what kind of government the United States would have (H)."

Section 113.3(c)(7)(B) was amended by replacing the phrase "who wrote" with the word "writing."

Section 113.3(c)(7)(C) was amended by replacing the phrase "Verse 1" with the phrase "the first verse."

Section 113.3(c)(8)(A) was amended by reordering the social studies tags.

Section 113.3(c)(8)(C) was amended by inserting a comma after the word "blended."

Section 113.3(c)(8)(E) was amended by inserting a comma after the word "Mexico" and correcting the spelling of "Texas's."

Section 113.3(c)(8)(H) was amended by replacing the word "Goliad" with the phrase "the Alamo."

Section 113.3(c)(8)(N) was amended to read, "sequence, using a timeline, major events of the Texas Revolution, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S)."

Section 113.3(c)(9) was amended by inserting the phrase "America and" before the word "Texas."

Section 113.3(c)(9)(A) was amended by inserting the phrase "including vaquero skills and irrigation through acequias" after the word "era."

Section 113.3(c)(9)(D) was amended by replacing the phrase "rural communities" with the word "railroads."

Section 113.3(c)(10) was amended by replacing the phrase "recognize that voting is" with the phrase "identify voting as."

Section 113.3(c)(11)(E) was amended by inserting the phrase "forcing them to work without pay in harmful conditions" after the word "freedom."

New §113.3(c)(11)(F) was added to read, "identify that Africans were enslaved and transported to the Americas against their will and they remained enslaved in the United States (H)."

Section 113.3(c)(11)(H) was amended by adding the phrase "and recite and explain the meaning of 'four score and seven years ago'" after the word "slavery."

Section 113.3(c)(11)(N) was amended to read, "identify Robert Smalls as an African American who helped the Union cause by boldly taking control of a Confederate ship, the Planter, and sailing it to freedom, carrying his family and other enslaved people to safety (H, G/Civ, S)."

Section 113.3(c)(11)(O) was amended to correct a capitalization error in the word "Confederate."

Section 113.3(c)(11)(P) was amended to correct a capitalization error in the word "states."

Section 113.4(b)(6)(A) was amended by replacing the phrase "and explaining" with the word "interpreting."

Section 113.4(b)(6)(C) was amended to read, "sequence events to illustrate how civilizations changed over time (H, Geo/C, S)."

Section 113.4(c)(1) was amended to read, "The Neolithic Revolution and the Fertile Crescent and Connections to America and Texas. The student understands the Neolithic Revolution and the Fertile Crescent and their connections to America and Texas."

Proposed §113.4(c)(1)(B) related to hunter-gatherer societies was deleted.

New §113.4(c)(1)(D) was added to read, "describe the transition from hunting and gathering to herding and farming that produced a more stable food supply and less scarcity and allowed civilizations to develop (H, Geo/C, E)."

Section 113.4(c)(1)(G) was amended by replacing the word "Egyptians" with the word "Egyptian."

Proposed §113.4(c)(2)(B) related to hunting and gathering was deleted.

Proposed §113.4(c)(2)(C) related to producing food was deleted.

Section 113.4(c)(2)(C) was amended by inserting the phrase "and traded goods" after the word "traveled."

Proposed §113.4(c)(2)(E) related to access to resources was deleted.

Section 113.4(c)(2)(F) was amended to read, "identify Mayan civilization contributions, including architecture, writing, astronomy, and counting (H, Geo/C)."

Proposed §113.4(c)(2)(G) related to artifacts from Poverty Point was deleted.

Section 113.4(c)(3)(A) was amended by striking the phrase "and label."

Section 113.4(c)(3)(B) was amended to read, "identify the Gault Site in Williamson County (H, Geo/C, S)."

Proposed §113.4(c)(3)(C) related to artifacts at the Gault site was deleted.

Section 113.4(c)(4)(C) was amended to read, "explain how early civilizations farmed in fertile river valleys, hunted on the plains, used coastal resources, and gathered plants (H, Geo/C)."

Proposed §113.4(c)(4)(E) related to captive taking was deleted.

Section 113.4(c)(4)(E) was amended by adding the phrase "specialization and" after the word "used."

Proposed §113.4(c)(4)(G) related to political organizations of American Indian tribes was deleted.

Section 113.4(c)(6)(D) was amended to read, "identify the influence of the Greek language on English vocabulary (H, Geo/C)."

Section 113.4(c)(6)(F) was amended to read, "describe how Greek myths were used to explain daily life, including weather (H, Geo/C)."

New §113.4(c)(6)(J) was added to read, "explain the reasons for adopting the Second Amendment, including the natural right of self-defense, the importance of an armed citizenry, and concerns regarding standing armies and government tyranny (G/Civ)."

Section 113.4(c)(7)(C) was amended by adding the word "republican" after the phrase "explain how" and by adding the phrase "with a senate" after the word "government."

Section 113.4(c)(7)(G) was amended to read, "explain the meaning and significance of the Latin phrase 'E Pluribus Unum' that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C)."

Proposed §113.4(c)(7)(H) related to the Roman contribution of republicanism was deleted.

Section 113.4(c)(8)(F) was amended to read, "identify that the Jewish diaspora occurred when many Jewish people were forced to leave their homeland and settle in other parts of the world, including by the Romans (H, Geo/C)."

Section 113.5(b)(1)(A) was amended by adding the word "Africa" before the word "Asia."

Proposed §113.5(b)(6)(D) related to comparing accounts of events was deleted.

Section 113.5(c)(1)(A) was amended by inserting the word "France" after the word "Portugal."

Section 113.5(c)(1)(B) was amended to read, "identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages that taught people what the Bible meant when many could not read and influenced kings and leaders (H, Geo/C)."

Proposed §113.5(c)(1)(D) related to monasteries as centers for learning was deleted.

Section 113.5(c)(1)(D) was amended by replacing the verb "explain" with the verb "describe."

Section 113.5(c)(2)(A) was amended by replacing the reference to "Mali" with the phrase "the Mali Empire."

Proposed §113.5(c)(2)(B) related to routes of Sub-Saharan trade was deleted.

Section 113.5(c)(2)(B) was amended to read, "describe Mansa Musa of the Mali Empire as one of the wealthiest rulers in history whose wealth came from gold, salt, and slavery using Sub-Saharan trade routes (H, Geo/C)."

Proposed §113.5(c)(2)(C) related to Mansa Musa was deleted.

New §113.5(c)(2)(C) was added to read, "identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged and identify Marco Polo as an important explorer (H, Geo/C, E)."

New §113.5(c)(2)(D) was added to read, "identify the widespread practice of slavery in the world of the Middle Ages, including the kingdoms of Africa, the nations of southeast Asia, the Indian subcontinent, and the nations of the Middle East (H, Geo/C)."

Section 113.5(c)(3) was amended by correcting a capitalization error in the word "medieval."

Section 113.5(c)(3)(F) was amended by replacing the word "helping" with the phrase "respectful treatment of."

Section 113.5(c)(3)(J) was amended to read, "explain that the Magna Carta, created in 1215 in England with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about individual rights and English legal traditions (H, G/Civ, Geo/C)."

Section 113.5(c)(4)(A) was amended by striking the following locations: Appalachian Mountains, Rocky Mountains, Great Lakes, and Mississippi River.

Proposed §113.5(c)(4)(C) related to the Cahokia was deleted.

Section 113.5(c)(4)(D) was amended by replacing the phrase "road networks for communication and regional trade" with the phrase "regional trade that helped meet the supply and demand for goods."

Section 113.5(c)(4)(F) was amended by replacing the phrase "was a knotted string" with the phrase "were knotted strings."

Section 113.5(c)(4)(G) was amended to read, "explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, and musical traditions (H, Geo/C)."

Proposed §113.5(c)(5)(A) related to Caddo locations in Texas was deleted.

Section 113.5(c)(5)(A) was amended to read, "identify the geography of the Caddo, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C)."

Section 113.5(c)(5)(D) was amended by adding the phrase "and traded" after the word "lived."

Section 113.5(c)(5)(E) was amended by adding the phrase "migrating and" after the phrase "grass huts."

Proposed §113.5(c)(5)(F)-(I), (L), and (M) related to the Jumano and Apache were deleted.

Section 113.5(c)(6)(A) was amended by adding the word "trade" after the word "Italian."

Section 113.5(c)(6)(D) was amended by replacing the word "that" with the word "who."

Section 113.5(c)(7)(A) was added to read, "identify France, Portugal, Spain, and England as major countries that supported exploration and explain the reasons for exploration, including accumulating wealth and glory and spreading religion during the Age of Exploration (H, G/Civ, Geo/C, E)."

Proposed §113.5(c)(7)(A)-(C) related to the Silk Road and the Age of Exploration were deleted.

Section 113.5(c)(7)(G) was amended by replacing the word "his" with the word "ColumbusêžŒs."

Section 113.5(c)(7)(H) was amended by removing the phrase "who was" and replacing the word "that" with the word "who."

Proposed §113.6(b)(6)(D) related to comparing accounts of events was deleted.

Section 113.6(c)(1)(A) was amended by replacing the word "the" with the word "a" and correcting a capitalization error in the word "Protestant."

Section 113.6(c)(1)(B) was amended by replacing the phrase "religious and political authority" with the phrase "church leaders and kings."

Section 113.6(c)(1)(C) was amended by striking the phrase "and compare how this innovation also helped spread ideas when American founders shared arguments for independence."

Section 113.6(c)(1)(D) was amended to read, "explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to later migrate to America, shaping early Separatist, Puritan, and Quaker colonial settlements (H, G/Civ, Geo/C)."

Section 113.6(c)(1)(F) was amended by replacing the phrase "idea that government power should be divided with different parts of government checking each other known as the" with the phrase "influence on American government, including his ideas about."

Proposed §113.6(c)(2)(A) related to Spain's early exploration of America was deleted.

Section 113.6(c)(2)(A) was amended by replacing the word "encountering" with the phrase "and conquered with Tlaxcalan allies."

Section 113.6(c)(2)(B) was amended by replacing the word "encountered" with the word "conquered."

Proposed §113.6(c)(2)(C) related to alliances built by Cortes was deleted.

Proposed §113.6(c)(2)(E) related to the fall of the Inca Empire was deleted.

New §113.6(c)(2)(E) was added to read, "describe the encomienda system and explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C, E)."

Section 113.6(c)(2)(G) was amended to read, "identify the middle passage as part of the Transatlantic slave trade as the forcible, inhumane transport of enslaved Africans to the Americas."

Proposed §113.6(c)(2)(H) related to the encomienda system was deleted.

Proposed §113.6(c)(2)(I) related to Friar Bartolomé de las Casas was deleted.

Section 113.6(c)(2)(I) was amended inserting the phrase "including claiming the land for France that would become the Louisiana Purchase" after the word "America."

Proposed §113.6(c)(2)(J) related to the Pueblo Revolt was deleted.

Proposed §113.6(c)(2)(L) related to inhumane treatment of Africans during conveyance and enslavement was deleted.

Proposed §113.6(c)(2)(N)-(P) related to slavery were deleted.

Section 113.6(c)(3)(B) was amended by striking the word "that" after the word "identify."

Section 113.6(c)(3)(E) was amended by adding the phrase "including in modern-day San Antonio and El Paso" after the word "Christianity."

Proposed §113.6(c)(3)(F) related to Spanish Catholic missions was deleted.

Proposed §113.6(c)(3)(G) related to establishing missions in Texas was deleted.

Proposed §113.6(c)(3)(J) related to how Spain influenced Texas was deleted.

Proposed §113.6(c)(4)(A) related to the Ottoman Empire was deleted.

New §113.6(c)(4)(A) was amended to read, "explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E)."

Section 113.6(c)(4)(C) was amended to read, "explain how changes among Christians following the Protestant Reformation influenced events in England, creating conflicts between Catholics and Protestants, including the defeat of the Spanish Armada and the Glorious Revolution (H, G/Civ, Geo/C)."

Section 113.6(c)(5)(K) was amended by correcting the spelling of the word "Powhatan" and by inserting the word "the" before the phrase "Powhatan Confederacy."

Section 113.6(c)(5)(L) was amended by inserting the phrase "including length of service" after the word "colonies."

Section 113.6(c)(6)(C) was amended to read, "explain the influence of Enlightenment ideas, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals later shaped American and Texan beliefs about fair government (H, G/Civ, Geo/C)."

Proposed §113.6(c)(6)(E) related to English ideas of rights was deleted.

New §113.6(c)(6)(E) was added to read, "explain the influence of the English Bill of Rights and the Magna Carta on colonial self-government (H, G/Civ, Geo/C)."

Section 113.6(c)(7)(B) was amended to read, "explain the effects of the French and Indian War on Great Britain, including

increased debt, greater control over the colonies, and increased taxes from the colonies (H, G/Civ, Geo/C, E)."

Proposed §113.6(c)(7)(H) related to the American Revolution was deleted.

Section 113.6(c)(8)(D) was amended by adding the phrase "from Great Britain" after the word "independence."

Section 113.6(c)(8)(F) was amended by striking the phrase "and her advocacy for women's rights."

New §113.6(c)(8)(K) was added to read, "describe Phillis Wheatley as the first African American woman to publish a book of poetry, an enslaved writer whose work advanced the ideal of liberty during the Revolutionary era (H, G/Civ)."

Section 113.6(c)(9)(A) was amended to read, "explain the weaknesses of the Articles of Confederation, including that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E)."

Section 113.6(c)(9)(B) was amended to read, "describe how the Northwest Ordinance established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C)."

Section 113.6(c)(9)(C) was amended to read, "explain how delegates at the Constitutional Convention made decisions and describe the Connecticut Compromise (H, G/Civ, Geo/C)."

New §113.6(c)(9)(D) was added to read, "identify and recite the phrase from the Constitution 'We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America' (H, G/Civ)."

Section 113.6(c)(9)(F) was amended to read, "explain the basic principles of American government found in the U.S. Constitution to prevent tyranny by defining 'popular sovereignty' as power derived from the people, 'republicanism' as elected representatives, 'limited government' as the people protected from unfair use of governmental power, and 'separation of powers' by dividing powers between three branches of government (H, G/Civ, Geo/C)."

Proposed §113.6(c)(9)(F) related to separation of powers was deleted.

Section 113.6(c)(9)(G) was amended to read, "identify and describe the purpose of the three branches of government, including the executive, judicial, and legislative branches (G/Civ)."

Proposed §113.6(c)(9)(J) related to the Bill of Rights and the Constitution was deleted.

New §113.6(c)(9)(J) was added to read, "identify that the Constitution protects individual rights and freedoms with the Bill of Rights (G/Civ)."

Subchapter B

The implementation date for §113.21 was modified by updating the implementation date from 2030-2031 to 2031-2032.

Section 113.21(b)(1)(D) was modified by striking the word "the" before "African Americans'" and by replacing "acquiring" with "acquisition" after "African Americans'."

Section 113.21(b)(1)(F) was modified by replacing "conclude the course by studying" with the word "examine."

Subsection (b)(2)(A) in §§113.21-113.23 was amended by replacing "emulate the preservation of" with the word "preserve."

Subsection (b)(6) in §§113.21-113.23 was amended by updating the paragraph to read, "Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include."

Subsection (b)(6)(B) in §§113.21-113.23 was amended by adding "audience, and context" and striking "and potential bias" after the word "purpose."

Section 113.21(b)(6)(E) was modified by striking "including the perspectives of groups whose voices are less represented in traditional historical accounts" after the word "event."

Subsection (b) in §§113.21-113.23 was amended by inserting new paragraphs (8)-(10).

Section 113.21(c)(1)(A) was modified by replacing "Ideals" with "ideals."

Section 113.21(c)(1)(B) was modified by replacing the verb "explain" with the verb "describe" and adding "and Afro-Mexicans" after "enslaved Africans."

Proposed §113.21(c)(1)(D) related to Miguel Hidalgo's call for independence was deleted.

Section 113.21(c)(2)(B) was modified by replacing "expanded" with "doubled," "affected" with "strengthened," and striking the phrase "and future economic growth during Thomas Jefferson's presidency" after "Mississippi River."

Section 113.21(c)(2)(C) was modified by replacing "within colonial" with "in early."

Section 113.21(c)(2)(D) was modified by adding "President" before "Thomas Jefferson."

Section 113.21(c)(2)(E) was amended to read, "identify the First Barbary War, including the Battle of Tripoli Harbor, as the United States' first major overseas use of military force, and explain that it tested the new United States Navy (H, G/Civ)."

Section 113.21(c)(2)(G) was amended to read, "explain how the key events of the War of 1812, including the Battle of New Orleans under Andrew Jackson's leadership, the writing of the Star-Spangled Banner, and how these events strengthened national pride and contributed to the emergence of an American national culture (H, Geo/C)."

Proposed §113.21(c)(2)(H) related to limits on free trade during the War of 1812 and the effects on the United States was deleted.

Section 113.21(c)(3) was modified by adding "Geography" after "Texas Settlement."

Proposed §113.21(c)(3)(B) related to locating major Texas cities on a map was deleted.

Section 113.21(c)(3)(B) was amended to read, "identify on a map how climate and natural resources in Texas, including timber and farmland, influenced where people settled (Geo/C)."

Section 113.21(c)(4) was modified by adding "Motivations" after "Texas Settlement."

Section 113.21(c)(4)(C) was modified by replacing "Texas" with the word "Mexican."

Section 113.21(c)(4)(D) was amended by inserting the phrase "including distributing land grants through the empresario system" after "Mexican Texas."

Proposed §113.21(c)(4)(E) related to empresario system supporting settlement in Texas was deleted.

Proposed §113.21(c)(4)(F) related to interactions between American Indians and settlers was deleted.

Section 113.21(c)(5) was modified by adding "America and" before "Texas."

Section 113.21(c)(5)(C) was amended to read, "describe how the presidency of Andrew Jackson expanded suffrage and expanded federal power during the nullification crisis and the Indian Removal Act (H, G/Civ, E)."

Section 113.21(c)(6)(D) was amended by inserting "and the role of Santa Anna" after "Texas Revolution."

Section 113.21(c)(6)(E) was amended to read, "explain the contribution of Sam Houston's leadership of the Texian army, including his role in securing independence at the Battle of San Jacinto (H)."

New §113.21(c)(6)(F) was added to read, "identify how the Treaties of Velasco helped end the Texas Revolution and led to the establishment of the Republic of Texas (H)."

Section 113.21(c)(7)(A) was amended by striking the phrase "and U.S. President James K. Polk's actions" after "Texas in 1845."

Proposed §113.21(c)(7)(D) related to the outcomes of the Mexican American War was deleted.

Proposed §113.21(c)(7)(E) related to comparing population movements in Antebellum America was deleted.

Section 113.21(c)(8) was modified by striking "and Reconstruction" and "Antebellum" after the phrase "people of the Civil War."

Section 113.21(c)(8)(E) was amended to read, "identify the contributions on public opinion against slavery of Frederick Douglas, Harriet Beecher Stowe, and William Lloyd Garrison (H)."

Proposed §113.21(c)(8)(F) related to contributions of Harriet Beecher Stowe and William Lloyd Garrison was deleted.

Section 113.21(c)(8)(F) was amended to add "the "Moses of her People" after "Tubman's nickname."

Section 113.21(c)(8)(G) was amended to read, "explain how major events increased sectional disagreements over slavery between the North and South and helped lead to the Civil War, including the Missouri Compromise, the Compromise of 1850 and its impact on Texas, Bleeding Kansas, and the Dred Scott decision (H, G/Civ, E)."

Section 113.21(c)(8)(J) was modified by adding "and identify major Civil War generals, including Grant, Sherman, Lee and Jackson" after "Appomattox," and striking "Court House" after "Appomattox."

Section 113.21(c)(8)(M) was amended to read, "explain the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address and recite, 'Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.' (H, S)."

New §113.21(c)(8)(O) was added to read, "identify that Memorial Day was created to honor and remember the sacrifice of American soldiers after the Civil War (H)."

Section 113.21(c)(9) was modified by striking "Civil War and" after "people of the" and striking the word "Antebellum" before "Texas."

Section 113.21(c)(9)(C) was modified by replacing "amendment" with "Amendment."

Section 113.21(c)(9)(D) was amended to read, "identify that the 14th Amendment gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ)."

New §113.21(c)(9)(E) was added to read, "describe the amendment process of the United States Constitution (G/Civ)."

Section 113.21(c)(9)(F) was modified by replacing "amendment" with "Amendment."

Proposed §113.21(c)(9)(H) related to the Freedmen's Bureau was deleted.

New §113.21(c)(10)(A) was added to read, "compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement of Texas (H, Geo/C)."

Section 113.21(c)(10)(B) was amended to read, "describe how immigrants entered the United States through Ellis Island and Angel Island and in Texas through Galveston and El Paso, and identify federal immigration restrictions, including the Chinese Exclusion Act (H, G/Civ, Geo/C)."

Section 113.21(c)(10)(D) was amended to read, "describe the Spanish-American War, including the service of Texan soldiers in the Rough Riders under Theodore Roosevelt (H)."

Section 113.21(c)(10)(E) was amended to read, "identify Jim Crow laws and how the Supreme Court case Plessy v. Ferguson established the 'separate but equal' doctrine (H, G/Civ)."

Section 113.21(c)(10)(G) was modified by adding "including the contributions of Alexander Graham Bell and Thomas Edison" after the phrase "during the late 1800s."

Proposed §113.21(c)(10)(I) related to industrialization causing many Americans to move was deleted.

New §113.21(c)(10)(J) was added to read, "identify how migration contributed to the growth of Texas cities and the development of the United States as a melting pot (H, Geo/C)."

Proposed §113.21(c)(10)(M) related to the impact of the Galveston Hurricane of 1900 was deleted.

New §113.21(c)(10)(O) was added to read, "describe the significance of the Galveston Hurricane of 1900, including the significant loss of life and the development of the Galveston Sea Wall (H, Geo/C)."

Proposed §113.21(c)(11)(D) related to important events affecting American Indians after the Civil War was deleted.

Section 113.21(c)(11)(D) was modified by replacing "Mexican American" with "Mexican-American."

The implementation date for §113.22 and §113.23 was modified by updating the implementation date from 2030-2031 to 2032-2033.

Subsection (b)(6)(E) in §113.22 and §113.23 was modified by striking the phrase "including the perspectives of groups whose voices are less represented in traditional historical accounts" after "historical event."

Section 113.22(c)(1)(C) was modified by replacing the verb "analyze" with "explain," striking the phrase "immediate and long-term" before the word "effects," and replacing the word "issues" with "policies."

Section 113.22(c)(1)(D) was modified by replacing the verb "analyze" with "explain the," striking the phrase "immediate and long-term" before the word "effects" and striking the phrase "which expanded United States influence and involvement in international affairs" after "Panama Canal."

Proposed §113.22(c)(1)(F) related to the impact of Spindletop was deleted.

New §113.22(c)(1)(F) was amended to read, "explain how Henry Ford's use of the assembly line developed in division labor and economies of scale leading to more profits for Ford and better quality of life for Americans through access to cars at a reasonable price (H, E)."

Proposed §113.22(c)(1)(G) related to Henry Ford was deleted.

Section 113.22(c)(2)(B) was amended by adding "about Texas" after "Zimmermann Telegramm" and striking the phrase "including the threat of German support for Mexico to attempt to regain Texas."

Proposed §113.22(c)(2)(E) related to the Espionage and Sedition Acts was deleted.

New §113.22(c)(2)(E) was added to read, "explain how the Espionage and Sedition Acts limited civil liberties, including speech and dissent during World War I reflecting tensions between the need to preserve liberty and need to preserve life (H, G/Civ)."

Section 113.22(c)(2)(F) was modified to read, "explain how the Selective Service Act created a draft to raise troops for World War I."

New §113.22(c)(2)(H) was added to read, "identify that Armistice Day was a holiday to mark the end of World War I and later became Veterans Day (H)."

New §113.22(c)(3)(A)-(D) related to communism and other totalitarian regimes were added.

Section 113.22(c)(4)(A) was amended to read, "identify domestic challenges for the United States following World War I related to racial violence, including the Tulsa Race Riots and intolerance of Black Americans, Catholics, Jews, Mexicans, Mexican-Americans, and immigrants by the Ku Klux Klan (H)."

Proposed §113.22(c)(4)(B) related to domestic challenges for the United States following World War I was deleted.

Section 113.22(c)(4)(C) was amended by striking "increased consumer spending" after "Great Migration" and adding "and how increased consumer demand contributed to economic growth" after the phrase "the stock market."

Section 113.22(c)(4)(F) was amended to read, "explain the causes the Great Depression, including the stock market crash of 1929 and bank failures, and describe its effects on American society, including widespread unemployment, the growth of Hoovervilles, and fears of communism (H, E)."

Proposed §113.22(c)(4)(H) related to the Great Depression contributing to fears was deleted.

Section 113.22(c)(4)(G) was amended to read, "describe the presidency of President Franklin D. Roosevelt during the Great Depression, including his use of radio and fireside chats to communicate with the American public (H, G/Civ)."

Section 113.22(c)(4)(H) was amended to read, "describe the role of Texan Sam Rayburn in supporting New Deal legislation and later as Speaker of the U.S. House of Representatives (H, G/Civ)."

Proposed §113.22(c)(4)(J) related to the Great Depression worsening the economic recovery was deleted.

Section 113.22(c)(4)(I) was modified by replacing "patterns and processes" with "causes" and adding the phrase "and the effects on agriculture and migration" after the word "over-farming."

Section 113.22(c)(5)(A) was modified by striking the phrase "and how these programs reflected Progressive ideas about government responsibility, conservation, and reform" after "Civilian Conservation Corps (CCC)."

Section 113.22(c)(5)(B) was amended to read, "describe the purpose of the Social Security Act (H/G/Civ)."

Proposed §113.22(c)(6) related to communism and other totalitarian regimes was deleted.

Proposed §113.22(c)(6)(A) related to the Communist (Bolshevik) Revolution of 1917 was deleted.

Proposed §113.22(c)(6)(B) related to the differences between the Reds and the Whites during the Russian Civil War was deleted.

Proposed §113.22(c)(6)(C) related to defining the Bolshevik government in Russia was deleted.

New §113.22(c)(6)(E) was added to read, "explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of the law, protections for individual liberty, and freedom of religion (H, G/Civ, E)."

Section 113.22(c)(6)(F) was amended to read, "explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including propaganda, the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ)."

New §113.22(c)(6)(H) was amended to read, "describe how the long history of antisemitism, including Jew Badge, Jewish ghettos, and racial pseudo-science shaped Nazi policies, including Nuremburg Laws and the November Pogrom previously known as Kristallnacht (H, G/Civ, E)."

New §113.22(c)(6)(I) was added to read, "compare fascist ideas with American constitutional principles, including strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E)."

Proposed §113.22(c)(6)(J) related to fears of communist revolution and antisemitism was deleted.

New §113.22(c)(7)(A) was added to read, "identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ)."

New §113.22(c)(7)(B) was added to read, "identify the countries comprised of the Axis and Allies Powers (H)."

Section 113.22(c)(7)(C) was amended to read, "describe the early Axis invasions, including Japan's invasion of China, Italy's invasion of Ethiopia, and Germany's invasion of Poland with initial Soviet cooperation (H)."

Section 113.22(c)(7)(F) was modified by adding "a need for wartime production during" after "identify how" and striking "in the South and West" after "defense industries."

Section 113.22(c)(7)(G) was amended to read, "identify the causes and effects of Japanese internment during World War II (H, S)."

Proposed §113.22(c)(7)(O) related to the Holocaust was deleted.

New §113.22(c)(7)(Q) was added to read, "describe the Holocaust as the systemic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H)."

New §113.22(c)(7)(S) was added to read, "describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system (H)."

Section 113.22(c)(8)(C) was amended to read, "identify the role of oil production and transportation as part of the American Arsenal of Democracy during World War II, including oil production in the Permian Basin, the Big Inch and Little Big Inch pipelines, refining in the Texas Gulf Coast and the petrochemical industry along the Houston Ship Channel (H, E)."

Section 113.22(C)(8)(E) was amended to read, "identify that Axis prisoners of war were detained in camps in Texas during World War II, including campus in Hearne and Fort Bliss (H, G/Civ)."

Section 113.22(c)(9)(C) was modified by adding "symbolizing the contrast between communism and western traditions of liberty and representative government" after "Berlin Wall."

Proposed §113.22(c)(9)(F) related to how modern Israel was established was deleted.

New §113.22(c)(9)(F) was added to read, "explain the establishment in 1948 of Israel in the ancestral homeland of the Jewish people (H, G/Civ)."

Section 113.22(c)(9)(K) was amended to read, "describe the significance of the assassination of President John F. Kennedy in Dallas, Texas in 1963, including transfer of presidency of the presidency to Lyndon B. Johnson (H, G/Civ)."

New §113.22(c)(9)(L) was added to read, "describe the important contributions of NASA mathematicians Katherine Johnson, Dorothy Vaughn, and Mary Jackson, whose calculations helped make early American spaceflight possible (H, G/Civ, E)."

New §113.22(c)(10)(A) was added to read, "explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice (H, G/Civ)."

Section 113.22(c)(10)(B) was modified by replacing "sparked by" with the phrase "following the protests by."

Section 113.22(c)(10)(F) was amended to read, "describe the significance of the assassination of Dr. Martin Luther King Jr., including speedy passage of the Civil Rights Act of 1968 (H, G/Civ)."

Section 113.22(c)(10)(G) was modified by replacing "Mexican Americans" with "Mexican-Americans."

Proposed §113.22(c)(10)(B) related to the impact of Great Society programs was deleted.

New §113.22(c)(11)(B) was added to read, "explain how the Great Society programs expanded the federal government in contrast of the founding fathers, who believed in limited government (H, G/Civ)."

Section 113.22(c)(11)(D) related to the cultural revolution of the 1960s and early 1970s was deleted.

New §113.22(c)(11)(D) was added to read, "identify societal changes for women from the 1960s through the early 1970s from laws, including Title IX of the Education Amendments of 1972 expanding equal access in school sports, but also from the counterculture movement, including changing attitudes toward marriage that increased rates of divorce (H, Geo/C)."

Proposed §113.22(c)(11)(E) related to the impact of internal migration was deleted.

New §113.22(c)(11)(E) was amended to read, "describe demographic changes in the United States after World War II, including suburbanization, the Baby Boom, and urban migration patterns (H, Geo/C)."

Section 113.22(c)(11)(F) was amended to read, "describe the Vietnam War, including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism according to the Containment Policy and Domino Theory (H, G/Civ, E)."

Section 113.22(c)(11)(H) was modified by adding "including the 26th Amendment and draft resistance" and striking "changes in civic participation and public opinion resulting from the release of the Pentagon Papers" (H, G/Civ, Geo/C).

Section 113.22(c)(12)(B) was amended to read, "describe how the Watergate scandal decreased public trust in government and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ)."

Section 113.22(c)(13)(B) was amended to read, "describe United States diplomatic efforts in the Middle East, including the Camp David Accords and the Iran Hostage Crisis (H, G/Civ)."

Section 113.22(c)(14)(A) was amended to read, "identify Ronald Reagan's presidential leadership, including domestic economic recovery after the oil crisis and foreign relations with the Soviet Union to end the Cold War, including the fall of the Berlin Wall (H, G/Civ, E)."

Proposed §113.22(c)(15)(C) related to the impact of the Gulf War was deleted.

New §113.22(c)(15)(C) was added to read, "explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East (H, G/Civ)."

Proposed §113.22(c)(16)(D) related to the causes and effects of the 2008 economic crisis was deleted.

Proposed §113.22(c)(17) related to contemporary American and Texas was deleted.

Section 113.23(b)(1) was modified by adding "the major ideas of western civilization as manifest in" after the phrase "In Grade 8, students study" and striking "from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity" before the phrase "the history of Texas."

New §113.23(b)(1)(A) was added to read, "Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas."

Section 113.23(b)(1)(B) was amended to read, "Students examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas."

Proposed §113.23(c)(1)(A) and (B) related to the days before contact and understanding the geography of Texas were deleted.

New §113.23(c)(1)(A)-(F) related to the Influence of American Founding Documents and Principles were added.

Proposed §113.23(c)(2) related to the days before contact and understanding the prehistoric past of Texas was deleted.

Section 113.23(c)(2)(A) was modified by inserting "Spaniard" before "Alvar Nuñez Cabeza de Vaca."

Proposed §113.23(c)(2)(B) related to the effects of Spanish exploration in Texas was deleted.

Section 113.23(c)(2)(B) was amended to read, "explain the significance of La Salle, including how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E)."

New §113.23(c)(2)(C) was added to read, "identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas, which worked in tension with other imperial goals (H, G/Civ)."

Proposed §113.23(c)(3)(A)-(D) and (F) relating to Alexis de Tocqueville and Lorenzo de Zavala, Enlightenment ideas, the Mexican War for Independence, the Panic of 1819, and empresarios were deleted.

New §113.23(c)(3)(A) was added to read, "identify how the French invasion of Spain and the ideas of the American Revolution encouraged early leaders of the Mexican War for Independence (H)."

New §113.23(c)(3)(B) was added to read, "explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the depopulation of Texas that came from Spanish campaigns (H)."

Section 113.23(c)(3)(C) was amended to read, "explain how the federalist Mexican Constitution of 1824 limited government similarly to the U.S. Constitution and how the State Colonization Law of 1825 based on federalism encouraged settlement to revitalize Texas (H, G/Civ)."

New §113.23(c)(3)(D) was amended to read, "identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson, and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E)."

Proposed §113.23(c)(4) related to Spanish colonial period and how Europeans shaped early Texas was deleted.

Proposed §113.23(c)(4)(A) relating to Federalist and Centralist political view in Mexico was deleted and replaced by , "identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority, leading to increased tension in Mexican Texas (H, G/Civ)."

Section 113.23(c)(4)(B) was modified by replacing the verb "explain" with "identify" and adding "the Mier y Terán Report, the Law of April 6, 1830," after "Fredonian Rebellion, "and striking "the Turtle Bayou Revolutions."

Proposed §113.23(c)(4)(C) related to Mier y Terán Report was deleted.

Section 113.23(c)(4)(D) was modified by adding "Mexican General Antonio Lopez de Santa Anna" after "describe the roles of."

Proposed §113.23(c)(4)(E) related to the principles expressed in the Texas Declaration of Independence and the United States Declaration of Independence was deleted.

Section 113.23(c)(4)(E) was amended to read, "identify and recite the Travis Letter (H, S)."

Proposed §113.23(c)(4)(H) related to the poems The American Flag and The Defence of the Alamo was deleted.

Section 113.23(c)(4)(H) was modified by striking "ended the Texas Revolution" after the phrase "from further attacks."

New §113.23(c)(4)(I) was added to read, "compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S)."

Proposed §113.23(c)(4)(J) related to Federalist Papers was deleted.

Section 113.23(c)(4)(J) was modified by replacing "structure" with "primary structures," adding "of 1836" after "Constitution of the Republic of Texas" and adding the phrase "three branches of government and" before "the Bill of Rights."

Proposed §113.23(c)(4)(K) related to comparing the United States Constitution and the Texas Constitution was deleted.

New §113.23(c)(4)(K) was added to read, "describe how ideas from Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States Constitution and 1836 Texas Constitution (Geo/C)."

New §113.23(c)(4)(L) was added to read, "compare the Enlightenment ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ)."

New §113.23(c)(4)(M) was added to read, "contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican-American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ)."

Proposed §113.23(c)(5)(A) relating to why the Republic of Texas sought diplomatic recognition was deleted and replaced by, "describe Mexican military efforts to reclaim Texas, how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H)."

Section 113.21(c)(5)(B) was modified by replacing "explain the" with "identify that," replacing "the Republic of Texas" with "Texans," and adding the phrase "contributed to concerns that Texans could not live safely with American Indians" after "John "Jack" Hays."

Proposed §113.23(c)(5)(C) relating to the Córdova Rebellion was deleted and replaced by, "explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ)."

Proposed §113.23(c)(5)(D) and (E) related to the Mexican military the Santa Fe Expedition were deleted.

Section 113.23(c)(5)(D) was modified by replacing the verb "compare" with the verb "contrast" and adding the phrase "and identify similarities to debates in the Roman Republic over territorial expansions and the preservation of republican government."

Section 113.23(c)(5)(E) was modified by adding "made by American leaders" after "explain arguments."

Proposed §Section 113.23(c)(5)(G) related to the role of Texas Rangers was deleted.

Section 113.23(c)(5)(G) was amended to read, "identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources (H, G/Civ)."

Proposed §113.23(c)(5)(J) and (K) related to locating on a map areas of Texas that ceded to the United States and the conditions of annexation were deleted.

Section 113.23(c)(6)(A) was modified by adding "Manifest Destiny" before "the Texas Annexation," striking "from U.S. and Mexican perspectives" after "Rio Grande boundary dispute," and adding "new" before "citizens."

Section 113.23(c)(6)(B) was modified by replacing "for border defense" with the phrase "to protect settlers and the Texas frontier."

Proposed §113.23(c)(6)(C)-(E) related to United States policies toward American Indian groups, the purpose of the Compromise of 1850, and causes of conflict between Texans and the Comanche were deleted.

Section 113.23(c)(6)(C) was modified by adding "and the Compromise of 1850" after "new territories."

Proposed §113.23(c)(6)(G) related to the Texas Ordinance of Secession was deleted.

Proposed §113.23(c)(6)(I) related to the surrender o the United States Army's Department of Texas was deleted.

Section 113.23(c)(7)(A) was amended to read, "explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense, and identify how Confederate conscription forced many Texas men who were not supporters of the Confederacy into the army (H)."

Section 113.23(c)(7)(B) was amended to read, "identify major military events involving Texas during the Civil War, including the Battle of Galveston, the Battle of Sabine Pass, and The Red River Campaign (H, Geo/C)."

Section 113.23(c)(7)(C) was amended to read, "explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast (H)."

Proposed §113.23(c)(7)(D) related to causes of frontier violence was deleted.

Section 113.23(c)(7)(D) was amended to read, "explain the significance of the Great Hanging in Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H)."

Section 113.23(c)(7)(E) was amended to read, "explain the significance of the announcement of Order No. 3 by General Gordon Granger on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H)."

Proposed §113.23(c)(7)(F) related to the roles of major Texas Confederate military units was deleted.

Section 113.23(c)(7)(F) was modified by replacing "the policies" with "Reconstruction amendments" and correcting a capitalization error in the word amendments.

Proposed §113.23(c)(7)(G) related to the roles of the Unionists in Texas was deleted.

Section 113.23(c)(7)(G) was amended to read, "explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines, during Reconstruction (H. G/Civ)."

Section 113.23(c)(7)(H) was modified by striking the phrase "Texas Freedom Colonies and" after "including."

Section 113.23(c)(7)(I) was modified by adding the phrase "including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor" after "Texas."

New §113.23(c)(7)(L) was added to read, "identify the effect of the Civil War and the 'equal protection' language of the 14th Amendment as expanding the power of the federal government, including the idea that 'these United States' became 'the United States' (H, G/Civ)."

Proposed §113.23(c)(8)(C) relating to systematic elimination of the bison was deleted and replaced by, "describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict, including the role of the bison (buffalo) (H, G/Civ, Geo/C)."

Section 113.23(c)(9)(A) was amended to read, "describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported industrial growth in Texas (H, Geo/C)."

Section 113.23(c)(9)(B) was modified by adding the phrase "tenant farming and" before the word "sharecropping."

Proposed §113.23(c)(9)(C) relating to cattle drives and ranching operations was deleted and replaced by, "identify that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets (H, E)."

Section 113.23(c)(9)(D) was modified by adding the phrase "including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits" after the phrase "land use in Texas."

Section 113.23(c)(9)(E) was modified by replacing the verb "explain" with the verb "identify."

Proposed §113.23(c)(9)(F) relating to the outcomes of major labor conflicts was deleted and replaced by, "identify how conflicts between supporters of free enterprise and organized labor led to the Great Southwest Railroad Strike and the Galveston Long-

shoremen's Strike that resulted in mob violence and resistance to organized labor (H, E)."

Section 113.23(c)(9)(H) was modified by adding the phrase "how economic opportunities associated with the free enterprise influenced" after "identify."

Section 113.23(c)(10)(C) was modified by adding "Corpus Christi" after "Midland."

Section 113.23(c)(10)(E) was amended to read, "explain how the Mexican Revolution increased border tensions, including Pancho Villa's raids (H)."

New §113.23(c)(10)(G) was added to read, "describe the role of Annie Webb Blanton in women's suffrage, which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C)."

Section 113.23(c)(11)(A) was amended to read, "describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution of the Ku Klux Klan and opposition to the Ferguson political machine, and how these efforts led to transparency in government (H, Geo/C)."

Section 113.23(c)(11)(C) was modified by replacing "explain how" with "identify expansion of federal" and striking "expanded" after "Dust Bowl."

Proposed §113.23(c)(11)(D) relating to the role of Jane Yelvington McCallum in women's suffrage was deleted and replaced by, "identify the effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agriculture goods, and higher prices for consumers, in Texas (H, G/Civ, E)."

Proposed §113.23(c)(11)(E) related to the purpose of the Texas Centennial Exposition was deleted.

Proposed §113.23(c)(11)(G) related to the service of Texans in World War II was deleted.

Section 113.23(c)(11)(G) was amended to read, "explain how expanded oil consumption, the increased number of military bases and homefront industrial mobilization expanded economic opportunities in Texas communities during World War II (H, Geo/C, E)."

New §113.23(c)(11)(H) was added to read, "contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E)."

New §113.23(c)(11)(I) was added to read, "explain how World War II mobilization ended the Great Depression through increased industrial production, employment, and federal spending, and compare this outcome with the more limited economic recovery under New Deal policies (H, Geo/C, E)."

Proposed §113.23(c)(11)(K) related to identifying on a map World War II prisoner-of-war camps was deleted.

Proposed §113.23(c)(11)(L) related to the treatment and conditions of prisoners-of-war was deleted.

Proposed §113.23(c)(12)(A) relating to early labor and civil rights activism in Texas was deleted and replaced by, "explain how early civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under law, including the Felix Longoria episode (H, Geo/C, E)."

Section 113.23(c)(12)(B) was modified by replacing "rights" with "protection under the law."

Section 113.23(c)(12)(C) was amended to read, "explain how Mexican-Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law (H, G/Civ/S)."

Section 113.23(c)(12)(D) was amended to read, "explain how national civil rights milestones affected Texas including, Brown v. Board of Education and the role of James L. Farmer in organizing freedom rides (G/Civ)."

Section 113.23(c)(12)(E) was modified by adding the phrase "infrastructure development" after "urbanization."

Proposed §113.23(c)(12)(F) relating to how popular culture shaped Texas's image was deleted and replace by, "identify Civil Rights Act of 1964 and the Voting Rights Act of 1965 as major pieces of Great Society legislation during Lyndon B. Johonson's presidency focused on expanding equal protection of the law (H, G/Civ)."

Proposed §113.23(c)(12)(G) related to physical changes in Texas during the postwar period was deleted.

New §113.23(c)(13)(A)-(E) related to communism and other totalitarian regimes and the role Texas played in combating communism were added.

New §113.23(c)(14) related to Texas in the 1960s and 1970s and how Texas leaders and national events shaped reshaped the government was added.

New §113.23(c)(14)(A) was added to read, "identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ)."

Proposed §113.23(c)(15)(A), (B), (D), (E), and (G) related to Great Society legislation, the Cold War and the Space Race, societal changes in Texas during the 1960s, how the Vietnam War affected Texas, and Texas's passage of the Equal Rights Amendment were deleted.

Section 113.23(c)(14)(B) was modified by replacing "demonstrates" with "demonstrated."

New §113.23(c)(14)(D) was added to read, "explain how events in the Middle East, including the Yom Kippur War resulted in the oil embargo that led to the growth in the Texas economy (H, E)."

Proposed §113.23(c)(15) related to Texas in the 1950s and Civil Rights Era was deleted.

New §113.23(c)(15)(A)-(E) related to Contemporary Texas and the evolution of Texas's identify into the modern era were added.

Proposed §113.23(c)(16)(A)-(F) related to Contemporary Texas and economic change from 1970s to present were deleted.

Subchapter C

Proposed §113.33(d)(1)(B) relating to sociological ideas was deleted and replaced by, "identify prominent sociologists and their key ideas, including Adam Smith, August Comte, Karl Marx, Max Weber, Emile Durkheim, Jane Addams, Harriet Martineau, and Robert Merton (H)."

Section 113.33(d)(1)(D) was modified by adding the phrase "including interpreting literature, media, popular culture, and historical documents" after the word "studied."

Proposed §113.33(d)(2)(A) relating to scientific steps used by social scientists was deleted and replaced by, "explain how the scientific method is used to study the social world, including formulating a question, developing a hypothesis, designing a study, drawing conclusions, and reporting the results (S)."

Proposed §113.33(d)(8)(A) relating to social capital as a resource was deleted and replaced by, "explain how social capital is a form of capital that generates benefits for individuals and groups, including building strong relationships, accessing resources, exchanging ideas, creating opportunities, and increasing trust (Geo/C, E)."

Proposed §113.33(d)(8)(B) relating to access to social networks was deleted and replaced by, "explain how social capital fosters entrepreneurship and business creation, including establishing networks, exchanging innovative ideas, accessing financial resources, and building business resilience (Geo/C, E)."

Proposed §113.33(d)(8)(D) related to systems of social stratification was deleted.

Proposed §113.33(d)(8)(E) related to W.E.B. Du Bois' contributions was deleted.

New §113.33(d)(9)(A)-(E) related to social stratification as a hierarchical organization were added.

Subsection (c)(5) in §§113.34-113.39 was amended by updating the paragraph to read, "Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions."

The SBOE approved the new sections for first reading and filing authorization at its April 10, 2026 meeting and for second reading and final adoption at its June 26, 2026 meeting.

The effective date is July 1, 2027.

SUMMARY OF COMMENTS AND RESPONSES: The public comment period on the proposal began May 15, 2026, and ended at 5:00 p.m. on June 15, 2026. The SBOE also provided an opportunity for registered oral and written comments at its June 2026 meeting in accordance with the SBOE board operating policies and procedures. Following is a summary of public comments received and corresponding responses.

Comment. Seventy-two teachers, 13 administrators, 82 parents, 4 counselors, 101 community members, 1 college representative, and 2 out-of-state commenters expressed concern that the proposed social studies curriculum and Texas Essential Knowledge and Skills (TEKS) revisions may be influenced by external organizations and potential conflicts of interest rather than the expertise of classroom educators, curriculum specialists, historians, and other subject-matter experts. Commenters further asserted that the proposed standards could minimize or underrepresent the contributions and experiences of racial minorities, women, and non-Christian religions and may not accurately reflect the diverse history of Texas. They emphasized that Texas students deserve honest, complete, grade-appropriate, research-based, and fact-based history instruction that is free from political influence and developed through a transparent process. The commenters requested that the SBOE postpone or pause the vote and revision process.

Response. The SBOE disagrees with the commenters' assertion that the proposed standards could minimize minority contributions based on Texas Education Code (TEC), §28.002, to identify the essential knowledge and skills for required curriculum, including social studies, and by noting that the standards include study of diverse individual and groups that have shaped Texas, the United States, and world history. The SBOE disagrees with the commenters' proposal to postpone the adoption of TEKS based on statutory requirements for revision of standards by June of 2026 under Senate Bill (SB) 24 and SB 27, 89th Texas Legislature, Regular Session, 2025. The SBOE disagrees with the commenters' assertion that the TEKS review and revision process is not transparent and lacks appropriate input from experts. The SBOE TEKS review and revision process was adopted by a bipartisan elected SBOE in 2023; required representation from numerous experts, educators, and stakeholder groups to ensure maximum participation from across the state; and provided access to work products publicly throughout the process. The commenters' allegation of a potential conflict of interest is outside the scope of the SBOE rulemaking and social studies TEKS review and revision processes.

Comment. One community member stated to have known Dr. Don Frazier and named specific examples of his honest interactions and high level of integrity and requested that the SBOE criticize content and not persons.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Five teachers, two parents, three administrators, and one community member expressed concern that the proposed curriculum and content-advisor process raise religious neutrality and constitutional concerns. The commenters explained that separation of church and state has a constitutional basis and cited concerns involving Founding Fathers, Supreme Court precedent, and government involvement in religion. The commenters requested that the process be delayed, restarted, reconsidered, or reviewed with meaningful teacher input and attention to legally and educationally appropriate standards.

Response. The SBOE disagrees with the commenters' proposal to postpone the adoption of TEKS based on statutory requirements for revision of standards by June of 2026 under SB 24 and SB 27, 89th Texas Legislature, Regular Session, 2025. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025. The SBOE disagrees with the commenters' assertion that the TEKS review and revision process lacks appropriate input from experts. The SBOE TEKS review and revision process was adopted by a bipartisan elected SBOE in 2023; required representation from numerous experts, educators, and stakeholder groups to ensure maximum participation from across the state; and provided access to work products publicly throughout the process.

Comment. One teacher and one community member stated that the content-advisor process did not rely sufficiently on credentialed historians or experienced Texas Kindergarten-Grade 12 social studies educators. The commenters requested standards be developed by credentialed historians and experienced Kindergarten-Grade 12 social studies educators.

Response. The SBOE disagrees with the commenters' remarks regarding the lack of credentialed historians or experienced educators in the content-advisor process. The SBOE TEKS review

and revision process was adopted by a bipartisan elected SBOE in 2023; required representation from numerous experts such as content advisors, educators, and stakeholder groups to ensure maximum participation from across the state; and provided access to work products publicly throughout the process.

Comment. Four teachers, one administrator, two parents, and two community members stated that the repeated phrase "with adult assistance" should be removed, clarified, or audited across the Kindergarten-Grade 2 standards. The commenters explained that standards should describe what students can do independently rather than what they can complete only with undefined adult support. The commenters noted that repeated reliance on adult assistance may indicate that the task is not developmentally appropriate for the assigned grade level. The commenters identified retelling, sequencing, sorting, and other early-grade expectations as areas where the wording may obscure unclear or unrealistic standards.

Response. As a result of public comment, the SBOE took action to remove the phrase "with adult assistance" from the adopted social studies standards.

Comment. Seven teachers, 13 parents, 1 administrator, and 5 community members stated that references to the Black Robe Regiment should be removed or revised for historical accuracy. The commenters explained that the phrase does not describe an actual organized military unit that served in the Continental Army. The commenters requested that the standards replace or remove the Black Robe Regiment reference.

Response. As a result of public comment, the SBOE took action to remove references to the Black Robe Regiment from the adopted social studies standards.

Comment. Four teachers, three parents, and three community members stated that the Magna Carta standards contain historical inaccuracies and anachronistic framing. The commenters requested that the standard be revised to present the Magna Carta accurately as a 1215 document that limited royal power.

Response. As a result of public comment, the SBOE took action to adopt TEKS within §113.5(c)(3)(J) in reference to the Magna Carta as "explain that the Magna Carta, created in 1215 in England with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about individual rights and English legal traditions (H, G/Civ, Geo/C)."

Comment. Two teachers, three parents, and two community members stated that several Early Middle Ages geography standards use modern political names that did not exist during the historical period being studied. The commenters explained that countries such as Germany, the United Kingdom, and the modern state of Israel were not present in their current forms during the Early Middle Ages. The commenters noted that asking students to locate modern nations in a medieval context may prevent students from understanding how borders, governments, and place names change over time. The commenters described this as a historical geography problem that weakens students' understanding of chronology and political development. The commenters identified historically accurate alternatives, including the Iberian Peninsula, Frankish Kingdom or Holy Roman Empire, the Holy Land, England, the Alps, the Pyrenees, and the North Sea. The commenters requested that the standards use historically appropriate place names and regions for the Early Middle Ages.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historically appropriate place names for grade-level and age-appropriate understanding based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, two parents, and two community members stated that the standards misrepresent the Ottoman conquest of Constantinople and its relationship to European exploration. The commenters explained that the conquest did not completely close off European trade with Asia because trade continued through routes such as Alexandria and Beirut and the Ottomans had economic incentives to continue commerce. The commenters noted that Portuguese exploration along the African coast began before 1453, weakening the claim that the conquest alone caused the Age of Exploration. The commenters described the current wording as an oversimplified and historically inaccurate cause-and-effect explanation. The commenters identified a more accurate framing in which Ottoman control disrupted established routes, increased costs, and intensified European interest in alternative sea routes. The commenters requested that the standard be revised to reflect this more accurate trade and exploration context.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accurate context for trade and exploration based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, two parents, and two community members stated that women's contributions are underrepresented in the elementary social studies standards. The commenters requested that the standards broaden representation of women and include more accurate coverage of women's accomplishments and contributions.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for inclusion of women's accomplishments and contributions based on feedback from numerous experts, educators, and stakeholder groups. Adopted TEKS include essential knowledge and skills focused on Betsy Ross, Abigail Adams, Jane Long, Dolley Madison, Clara Barton, Susan B. Anthony, Eleanor Roosevelt, and other influential women whose contributions helped shape Texas, United States, and world history.

Comment. Thirty-four teachers, 4 administrators, 8 parents, 11 community members, and 6 college representatives stated that many elementary social studies standards are developmentally inappropriate, overly detailed, and difficult to teach within available instructional time. The commenters explained that young students need concrete, relatable content before being asked to understand abstract topics. The commenters requested that the elementary standards be revised, reduced, re-sequenced, and aligned to students' developmental readiness and realistic classroom conditions.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for developmental readiness, instructional pacing, and reduction of content to allow for greater depth of instruction based

on feedback from numerous experts, educators, and stakeholder groups.

Comment. One administrator, 7 parents, and 12 community members stated that the Middle Ages standards should include Moorish, Islamic, Jewish, and broader cross-cultural contributions to the preservation and advancement of classical knowledge. The commenters described the current framing as incomplete because it presents medieval intellectual history through a narrow Christian European lens. The commenters identified the Moors in Spain and Islamic scholarly traditions as essential to teaching how Greek and Roman knowledge was preserved, translated, and expanded. The commenters requested that the standards add or revise content to include these cross-cultural scholarly contributions accurately.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for including cross-cultural scholarly contributions based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member recommended revising §113.6(c)(1)(C) to read, "explain how the printing press helped spread Reformation ideas quickly, including wider access to the Hebrew and Christian Bibles, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C)." The commenter recommended including both the Hebrew and Christian Bibles in this standard. The commenter explained that the advent of the printing press and the Reformation encouraged wider engagement with biblical texts. The commenter stated that in the following centuries, this allowed Protestants to more widely read the Hebrew Bible and noted that this development influenced several of the founding fathers.

Response. The SBOE adopted standards to explain how the printing press helped spread Reformation ideas quickly, which included access to the Hebrew and Christian Bibles. These standards align with TEC, §28.002(a)(2)(G), requiring instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Two teachers, 1 administrator, 9 parents, and 35 community members stated that religious content in the elementary standards should be revised for neutrality, accuracy, and developmental appropriateness. The commenters explained that several standards present biblical figures, Christian teachings, or Ancient Israel content in ways that may appear promotional, historically overstated, or disconnected from a balanced academic treatment of religion. The commenters noted that young students may not be developmentally prepared to distinguish between studying religion academically and school endorsement of religious claims. The commenters requested revisions that ensure religious content is accurate, secular, balanced across traditions, and appropriate for the grade level.

Response. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious content because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. One teacher stated that in §113.4(c)(6)(I)-(L), the standards make no mention of Greek slavery or the exclusion of women and foreigners from the government system.

Response. The SBOE disagrees with the commenters' proposal to revise §113.4(c)(6)(I)-(L) to add additional instruction regarding Greek slavery, the exclusion of women, and non-citizens from the government system based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the standards appropriately introduce foundational concepts related Greece within the scope of Grade 3 based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher stated that in §113.4(c), the TEKS should not heavily focus on Western civilization, such as Israel, Greece, and Rome, as they have a diverse student body. The commenter suggested that the TEKS should focus on a global view so that students are prepared to become global citizens.

Response. The SBOE disagrees with the commenter's proposal to reduce the emphasis on Western civilization in §113.4(c) or replace it with a broader global framework based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that instruction on ancient Israel, Greece, Rome, and other foundational civilizations provides students with important historical context for understanding the development of constitutional government, citizenship, law, culture, and civic institutions.

Comment. Two teachers, one administrator, four parents, and nine community members stated that standards related to the Scientific Revolution, Protestant Reformation, Spanish Armada, Glorious Revolution, printing press, and colonial migration contain confusing or inaccurate causal relationships. The commenters explained that the Scientific Revolution should be framed around the scientific method, observation, and experimentation rather than agricultural or transportation improvements from different historical periods. The commenters noted that the defeat of the Spanish Armada involved military, logistical, and weather-related factors rather than a simple religious cause. The commenters described the Glorious Revolution as influential for limited government and parliamentary authority but not as an event that inspired earlier migration by Pilgrims or Puritans who had already arrived in North America. The commenters identified several standards as chronologically confusing or repetitive because they tie Reformation ideas, printing, migration, and American independence together without clear historical sequence. The commenters requested revisions that clarify chronology, distinguish historical movements, and correct unsupported causal claims.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the chronological sequencing of historical events and causal concepts to support research-based practices indicating that students retain concepts better when presented in chronological order. In addition, causal relationships were considered based on feedback from numerous experts, educators, and stakeholder groups to support accurate historical understanding.

Comment. One teacher, two parents, and five community members stated that civic standards related to the Bill of Rights, constitutional change, and citizenship should emphasize understanding rather than memorization. The commenters explained

that listing the ten amendments does not ensure that students know what rights protect, why the Bill of Rights was added, or how individual freedoms function in practice. The commenters noted that students should learn key rights and the historical context for their adoption rather than simply copy or recite amendments. The commenters described the amendment process as important for understanding how the Constitution changes over time and how citizens participate in shaping foundational law. The commenters identified additional civic concepts, including rights, duties, jury service, taxation, school attendance, and community responsibilities, as appropriate for clearer instruction. The commenters requested revisions that strengthen civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021. The SBOE adopted standards based on research that indicates that repetition and memorization lead to increased retention of content in long term memory.

Comment. Six teachers, four parents, and four community members stated that Greek and Roman content in the elementary standards includes myths, unclear comparisons, anachronisms, and concepts that exceed students' developmental readiness. The commenters explained that some standards ask students to compare legendary Roman founding stories or draw civic lessons from narratives that historians treat as mythology rather than documented history. The commenters noted that Greek civic standards repeat similar content without explaining who was excluded from Athenian democracy. The commenters identified additional issues with map expectations, Roman Republic and Roman Empire chronology, and vague standards about trade and resource scarcity. The commenters requested that Greek and Roman standards be consolidated, corrected for accuracy, and revised to distinguish myth, historical evidence, and later political concepts.

Response. The SBOE disagrees with the commenters' proposal to revise the Greek and Roman standards to remove or substantially alter content related to mythology, civic concepts, and foundational civilizations based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the standards appropriately introduce students to Greek and Roman civilization, including influential myths, historical traditions, and civic concepts, while allowing educators to provide additional context regarding historical evidence, chronology, and the development of political ideas.

Comment. One teacher quoted §113.1(c)(10)(B) and stated that Betsy Ross making the first American flag was not an accepted historical fact and that almost no historians believe that it happened. The commenter explained that this story was considered an unverified legend. The commenter stated that this tale was first introduced nearly 100 years later, in 1870, by her grandson.

Response. The SBOE disagrees with the commenter's proposal to revise §113.1(c)(10)(B) by removing or substantially changing the reference to Betsy Ross as the person remembered for making the first American flag because the standard is intended to provide young students with age-appropriate exposure to traditional historical narratives, and under TEC, §28.002, the SBOE is authorized to adopt social studies standards that develop students' understanding of United States history and good citizenship.

Comment. Four teachers, four administrators, four parents, and three community members stated that Native American and Indigenous perspectives, terminology, governance, and historical agency should be strengthened in the elementary standards. The commenters explained that current wording often centers European or colonial perspectives while omitting Indigenous governance systems, Native communities, and Native experiences before, during, and after European settlement. The commenters noted concerns about Thanksgiving, Lone Star Heritage, Texas settlement, the Texas Revolution, and terminology such as American Indian. The commenters requested that the standards include Native American perspectives, use clearer terminology, and represent Indigenous peoples as ongoing historical and civic communities.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for inclusion of Native American perspectives based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Twenty teachers, 4 administrators, 20 parents, 35 community members, 1 college representative, and 5 out-of-state commenters stated that standards addressing slavery, the Civil War, the Confederacy, segregation, race, racial violence, and African American history should be revised for accuracy, clarity, and completeness. The commenters indicated that accurate and inclusive instruction supports student understanding of U.S. history, civic development, and informed citizenship. The commenters requested revisions that present slavery, segregation, race, racial injustice, African American history, and the Civil War directly, accurately, and with appropriate context.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for presenting slavery, segregation, the Civil War, and racial injustice with accuracy and with appropriate context based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two teachers, two parents, and two community members stated that the elementary free enterprise and Texas oil industry standards should be revised to reduce memorization and improve conceptual clarity. The commenters noted that Henry O. Flipper is framed primarily through the oil industry even though his broader historical significance includes being the first African American graduate of West Point and a U.S. Army officer. The commenters identified examples of goods, services, wants, and needs as areas where simpler identification expectations would be more appropriate for early grades. The commenters requested that the oil standards be consolidated and revised to explain how Spindletop created jobs, businesses, and products while honoring Flipper's full historical significance.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 5 social studies TEKS, as amended, with consideration for consolidation and revision of standards related to the Texas oil industry based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Three teachers, one administrator, one parent, and one community member stated that elementary standards should strengthen geography, map skills, and spatial thinking. The commenters explained that the standards rely heavily on identifying places on maps but do not consistently teach students to interpret maps, understand map elements, compare historical and modern maps, or analyze geographic information. The commenters identified a need for a clearer progression from basic map use to analysis of spatial patterns and mapmaker choices. The commenters requested explicit grade-level expectations for map reading, geographic analysis, and comparison of historical and present-day maps.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for inclusion of explicit grade-level expectations for map reading, geographic analysis, and the comparison of historical and present-day maps to strengthen geographic literacy based on feedback from numerous experts, educators, and stakeholder groups. Student expectations are tagged with the letter "S" at the end of every statement where a social studies skill has been applied in the learning objective.

Comment. Eight teachers stated that the elementary standards should include a clearer and more coherent progression of social studies skills. The commenters noted that standards should distinguish primary and secondary sources, support coherent retelling, and build from simple sequencing to interpretation, summarization, analysis, and evidence-based writing. The commenters identified revised skills for Kindergarten-Grade 5 that would align increasing rigor with students' developmental readiness. The commenters requested that the standards adopt consistent language and a coherent skills progression across elementary grades.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 5 social studies TEKS, as amended, with consideration for use of consistent terminology and a coherent progression of social studies knowledge and skills across elementary grade levels based on feedback from numerous experts, educators, and stakeholder groups. The rigor of verbs in Kindergarten-Grade 5 provides for increased progression of critical thinking both within and across grades, and student expectations are tagged with the letter "S" at the end of every statement where a social studies skill has been applied in the learning objective.

Comment. Four teachers and three parents stated that Grade 1 and Grade 2 Texas Revolution and Texas history standards should be revised for coherence, specificity, and accuracy. The commenters noted that references to the Texas Republic, Texas Independence Day, and Texas Revolution events do not always fit the surrounding knowledge and skills statements. The commenters described concerns that broad language about why Texans wanted independence may omit complex causes such as immigration restrictions and slavery. The commenters requested that the standards be condensed, better aligned, and revised to provide accurate, age-appropriate Texas history content.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 5 social studies TEKS, as amended, with consideration for condensing and improving alignment based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted key topics and subtopics to guide the formation of student expectations for coherence and specificity.

Comment. Two teachers stated that the proposed elementary framework may create gaps in students' historical background before middle school. The commenters explained that elementary teachers often prioritize tested subjects such as reading and math, leaving limited time for social studies instruction. The commenters noted that if elementary content is not taught consistently, students may enter later grades without the historical foundation assumed by the proposed framework. The commenters described Grade 8 U.S. History as an important existing bridge for students' understanding of United States history. The commenters identified concerns that the proposed Grades 3-8 framework may be repetitive, insufficiently comprehensive, or weak in world history and cultures. The commenters requested that the standards preserve coherent historical sequencing and avoid changes that widen background knowledge gaps.

Response. The SBOE disagrees with the commenter's proposal to approve standards that preserve coherent historical sequencing. The SBOE adopted the Social Studies Framework that includes a clear chronology and balance of Texas, United States, and world history based on research-based practices indicating that students retain concepts better when presented in chronological order. The SBOE also adopted key topics and subtopics to guide the formation of student expectations for coherence and specificity.

Comment. Two administrators and one parent stated support for revising or adopting elementary social studies standards that introduce students to Texas and American history. The commenters noted that a spiraled approach beginning in primary grades can help students build understanding over time when the content is coherent and appropriately scaffolded. The commenters described social studies as important for preparing students to become proud, responsible, informed, and productive citizens. The commenters requested that the SBOE adopt or strengthen standards that support civic knowledge, Texas and American history, and informed citizenship.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One teacher and one parent stated that teachers need meaningful input, implementation guidance, and professional learning to support the proposed elementary standards. The commenters explained that the curriculum may reduce teacher autonomy, shift instruction toward memorization, or rely on content that teachers may not be prepared to teach without additional support. The commenters noted that elementary teacher preparation programs may not provide extensive coursework in history, civics, geography, economics, or historical inquiry. The commenters requested that TEA provide educator-centered guidance and professional learning before implementation.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the need for statewide professional learning and structured implementation support, recognizing the importance of educator-centered guidance and training resources to support effective classroom implementation of the revised social studies standards. The SBOE adopted the following staggered imple-

mentation dates: Kindergarten-Grade 5 in 2030-2031, Grade 6 in 2031-2032, Grades 7 and 8 in 2032-2033, and Grades 9-12 in 2033-2034.

Comment. Three teachers and 10 administrators stated that several specific elementary standards require technical edits, wording changes, or alignment corrections. The commenters explained that some standards lack specificity, contain inaccurate knowledge statements, use unclear terms, or repeat content without adding instructional value. The commenters noted examples involving Spanish exploration routes; Kindergarten wording; grade-level organization; references to France, Common Sense, and The American Crisis; relative location; and Grade 2 or Grade 5 duplication. The commenters described these issues as affecting clarity, coherence, accuracy, and teacher usability. The commenters identified precise revisions to knowledge statements, student expectations, and wording to improve alignment with the intended content. The commenters requested that the SBOE revise these standards to improve specificity, coherence, and technical accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for technical edits to improve specificity and clarity.

Comment. One teacher requested additional clarification regarding the use of the term "Renaissance Man" in relation to Benjamin Franklin and Thomas Jefferson. The commenter expressed concern that students may lack sufficient prior knowledge about these historical figures, particularly Thomas Jefferson, and questioned whether instructional context or examples should be provided to help students understand why they are described as Renaissance men. The commenter also noted that any previous exposure to Benjamin Franklin in earlier grades may need reinforcement.

Response. The SBOE disagrees with the commenter's proposal to revise §113.5(c)(6)(E) to include additional background information, examples, or prerequisite instruction regarding Thomas Jefferson and Benjamin Franklin as "Renaissance Men" based on TEC, §28.002, which authorizes the SBOE to adopt grade-level essential knowledge and skills. The standard establishes age-appropriate content while leaving instructional methods and supporting examples to local educators and districts.

Comment. One teacher stated that in §113.5(c)(3), the idea of chivalry as a code of courage, loyalty, and helping others is a well-established myth. The commenter explained that the word "chivalry" comes from the French term chevalier whose name came from cheval for horse, and it just refers to a mounted horse soldier. The commenter explained that "knight" comes from the German and Old English amalgamation for a servant or bondsmen. The commenter stated that by wording the standard as it is proposed it is perpetuating a well-known myth.

Response. The SBOE disagrees with the commenter's proposal to remove or substantially revise §113.5(c)(3)(F), which requires students to describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others based on TEC, §28.002, which authorizes the SBOE to adopt standards addressing essential historical knowledge and concepts. The student expectation appropriately focuses on grade-level understanding of a recognized medieval ideal rather than advanced historiographical analysis of the historical accuracy of chivalric practices.

Comment. Two parents and 2 community members stated that, as a community advocate and future grandparent, they requested that the SBOE consider concerns about §113.2(c)(3)(E), which asks first-grade students to compare decision-making in home, school, and community today with how Pilgrims made decisions together. The commenters explained that this expectation requires six-year-olds to make complex historical abstractions by connecting their daily decision-making to the governing practices of a 17th-century religious community. The commenters noted that the standard presents Pilgrim governance as a model of democratic participation without acknowledging that the Mayflower Compact applied only to Pilgrim men, excluded the Wampanoag people, and was rooted in religious authority rather than consent of all community members. The commenters described the standard as redundant and confusing because other standards in the unit already address the Mayflower Compact in more concrete, age-appropriate ways. The commenters requested removal of §113.2(c)(3)(E).

Response. In response to public comment, §113.2(c)(3)(E) was removed from the social studies TEKS based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One parent described that content on how Moorish scholars in medieval Spain preserved Greek and Roman learning and advanced fields such as mathematics is missing from the April 2026 proposed rules, noting that this content appeared in earlier drafts. The commenter stated that this omission excludes the contributions of an entire civilization from a unit intended to teach the foundations of Western knowledge. The commenter requested adding a new standard and recommended explaining how the Moors in Spain preserved the learning of the Greeks and Romans, established large libraries, and advanced learning by spreading the use of Arabic numerals and algebra.

Response. The SBOE disagrees with the commenter's proposal to add a new standard about the Moorish scholars based on TEC, §28.002, which authorizes the SBOE to establish essential knowledge and skills that are age-appropriate and balanced in scope, the SBOE maintains that the existing standards provide sufficient coverage of key historical concepts and that the addition of a separate student expectation is not necessary to achieve the intended instructional outcomes for the course.

Comment. One teacher expressed support for revising the social studies TEKS and stated, as an educator, that the current standards do not adequately prepare students to become informed, engaged, and competent civic participants, noting that Kindergarten-Grade 2 standards are repetitive and often deprioritized. The commenter explained concerns about the level of specificity in the proposed standards. The commenter stated that this level of specificity may pressure teachers to move quickly through content instead of fostering deeper exploration of key historical concepts and civic ideas and questioned whether instruction would rely on passive reading of assigned texts or include engaging, hands-on learning. The commenter requested that the standards preserve space for inquiry-based and interactive learning to support deep, critical thinking rather than surface-level coverage and ensure that primary source documents are not reduced to Lexile-level reading assignments.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 5 social studies TEKS, as amended, with consideration for preserving opportunities for inquiry-based and interactive learning to support meaningful engagement with primary source documents based

on based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One parent expressed concern about the Grade 1 Thanksgiving standards in §113.2(c)(1) and (2) and stated that the use of the word "story" may suggest a tale or legend rather than a real historical event. The commenter noted that repeating this wording omits Native American perspectives and does not provide sufficient historical and geographic context. The commenter identified concerns about the phrase "giving thanks to God" in the El Paso standard and explained that it lacks clarity in a public social studies context and may suggest elevating one religious tradition over others. The commenter stated that the standard can acknowledge that some historical communities expressed gratitude through religious belief but requested that it be revised to ensure historical accuracy, inclusivity, and respect for students from all backgrounds.

Response. The SBOE disagrees with the commenter's proposal to revise §113.2(c)(1) and (2) by replacing the word "story" based on TEC, §28.002, which authorizes the SBOE to adopt essential knowledge and skills in social studies. The SBOE maintains that the standards appropriately introduce students to historical accounts and cultural traditions at the elementary level and allow educators to provide additional context and perspectives through instruction while preserving the grade-level focus and intent of the student expectations. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. One community member recommended revising §113.3(c)(9) to add a new student expectation to read, "(H) retell the story of the 10,000 Jewish immigrants fleeing persecution in Eastern Europe who came through Texas as part of the Galveston Movement between 1907-1914." The commenter recommended including a substandard covering the Galveston Movement. The commenter stated that this movement is an important facet of Texas's history as a land of opportunity.

Response. The SBOE disagrees with the commenter's proposal to add a new student expectation in §113.3(c)(9) requiring instruction on the Galveston Movement and the migration of Jewish immigrants through Texas between 1907-1914 based on TEC, §28.002, which authorizes the SBOE to establish essential knowledge and skills that are balanced in scope and appropriate for instructional time. The SBOE maintains that the existing standards provide sufficient opportunities for students to learn about immigration and the diverse groups who contributed to Texas history and that a separate standard on the Galveston Movement is not necessary to achieve the course objectives.

Comment. One parent expressed deep concern, as the parent of Texas public school students, about the consequences of the proposed social studies TEKS and stated that the standards are rushed, ideologically distorted, factually inaccurate, and likely to produce a narrower and misleading understanding of world and U.S. history, geography, and government. The commenter requested a genuine review process and a thorough re-examination of the TEKS as currently written and stated that the SBOE should carefully consider the consequences of implementing these standards for a generation of Texas students.

Response. The SBOE disagrees with commenters' proposal for a thorough re-examination of the TEKS as currently written. The SBOE TEKS review and revision process was adopted by a bipartisan elected SBOE in 2023; required representation from numerous experts, educators, and stakeholder groups to ensure maximum participation from across the state; and provided access to work products publicly throughout the process.

Comment. One teacher stated that the proposed social studies TEKS contain factual inaccuracies and misleading historical framing across multiple grade levels. The commenter explained that §113.5(c)(1)(A) uses modern political boundaries (Germany, the United Kingdom, and Israel) to teach the Middle Ages, and that Grade 4 standards mischaracterize the Magna Carta as a religious document rather than a political effort to limit royal power. The commenter stated that these inaccuracies limit students' ability to understand historical context and cause confusion about cause, effect, and chronology. The commenter requested that the SBOE revise the standards to improve historical accuracy and inclusivity and noted that incorporating texts by diverse authors could strengthen both the quality and breadth of student learning materials.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy, historical context, chronology, and cause/effect relationships based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One administrator stated that standards in §113.1(c) related to George Washington, maps, and foundational civic principles should be revised to improve historical accuracy and support early geographic understanding. The commenter stated that while retelling stories about George Washington is appropriate, the standards omit one of his most significant contributions to American civic identity: the rejection of monarchy. The commenter requested that the SBOE revise the standards to include recognition of changing historical geography and to add an age-appropriate expectation that students explain how Washington helped establish the idea of elected leadership rather than rule by a king.

Response. The SBOE disagrees with the commenter's proposal to revise §113.1(c) to add instruction on changing historical geography and an additional expectation regarding George Washington's rejection of monarchy based on TEC, §28.002, which authorizes the SBOE to establish grade-level essential knowledge and skills. The standards provide a developmentally appropriate introduction to historical figures, places, and civic ideals, while more complex concepts such as historical changes in political boundaries and the development of representative government are addressed in greater depth in later grades.

Comment. One community member stated that the recommendations follow a consistent structure in which each identifies a specific concern in the proposed standards and outlines necessary tradeoffs to address pacing or redundancy. The commenter explained that the purpose is not simply to add content, but to improve the overall framework by making it more balanced, coherent, teachable, and educationally effective. The commenter explained that George Washington appears repeatedly across multiple grade levels--Kindergarten, Grade 1, Grade 5, and U.S. History--with similar expectations that do not meaningfully deepen understanding. The commenter noted that this repetition consumes instructional time, approximately 8-10 lessons across Kindergarten-Grade 5, that could be used

for content currently lacking sufficient space. The commenter described a proposed trade in which early grade exposure is retained while Grade 5 expectations shift from biographical retelling to analysis, allowing students to examine how Washington's decisions shaped the early republic. The commenter explained that this change would free instructional time in intermediate grades while improving rigor and alignment. The commenter requested revising Grade 5 standards to require analysis of Washington's decisions, including establishing the Cabinet, issuing the Proclamation of Neutrality, and stepping down after two terms, and to reclassify biographical retelling as suggested rather than required content.

Response. The SBOE disagrees with the commenter's proposal to revise the Grade 5 standards to reduce or replace biographical instruction about George Washington with additional analysis of specific presidential decisions based on TEC, §28.002, which authorizes the SBOE to adopt essential knowledge and skills that provide a coherent progression of historical content. The SBOE maintains that recurring instruction on George Washington supports students' developing understanding of his significance in United States history while allowing for increasingly sophisticated treatment of historical concepts in later grades.

Comment. One community member stated that the proposed "Ancient Civilizations" and early world history units contain chronology and category errors that distort students' understanding of the past. The commenter stated that the standards grant intellectual and political influence to some groups while reducing others to land use or oral tradition and noted that this pattern reflects older Western civilization narratives rather than contemporary comparative scholarship. The commenter requested that the standards be revised to correct these chronology and category errors and to present a more accurate and balanced account of early world history.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for commenters' recommendations to improve the historical accuracy and organization of early world history. Specifically, §113.3(c)(2)(A) was amended to address concerns regarding the classification and sequencing of early societies and to provide students with a more accurate and balanced understanding of world history and the development of civilizations.

Comment. Twenty-three parents, 5 teachers, 2 administrators, 1 counselor, and 40 community members stated support for adopting or maintaining the proposed social studies TEKS as written or substantially like the proposed language. The commenters explained that the standards appear appropriate, beneficial, or sufficient for strengthening social studies instruction and helping students learn Texas history, American history, liberty, civic knowledge, leadership, cultural knowledge, and foundational content. The commenters noted that the standards would help students understand the people, places, events, and ideas that shaped the state and nation. The commenters requested that the SBOE approve, adopt, or maintain the proposed standards without major substantive changes.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for maintaining the proposed standards, while preserving the overall framework and intent based on feedback from numerous experts, educators, and stakeholders.

Comment. Sixteen teachers, three administrators, eight parents, and nine community members stated that the standards strengthen geography, map skills, climatic factors, and spatial-thinking expectations. The commenters described that the draft may imply geographic concepts without explicitly requiring them, which could lead to inconsistent instruction. The commenters identified that geographic reasoning as essential to college, career, and civic readiness. The commenters indicated that students need foundational geography skills such as latitude, longitude, location, map reading, and interpretation of geographic data. The commenters requested explicit geography standards that prepare students to understand the real world and apply geographic reasoning.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening geography based on feedback from numerous experts, educators, and stakeholders. The SBOE adopted a social studies strand of "social studies skills (based on disciplinary thinking skills)." Student expectations are tagged with the letter "S" at the end of every statement where a social studies skill has been applied in the learning objective.

Comment. Two teachers, 12 parents, 9 community members, and 2 out-of-state commenters stated that genocide education, including instruction on the Armenian Genocide, should be preserved and strengthened in the social studies TEKS. The commenters explained that students should learn about genocide, human rights abuses, and dark chapters of global history to understand both past events and current international conflicts. The commenters noted that the Armenian Genocide is historically significant as an early twentieth-century genocide and that denial or lack of accountability continues to affect current events. The commenters described Texas connections, including support for Near East Relief and the presence and contributions of Armenian communities in Texas. The commenters identified genocide education as necessary for historical awareness, civic responsibility, and prevention of future atrocities. The commenters requested that existing Armenian Genocide and broader genocide requirements not be removed from the standards.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving instruction related to genocides based on feedback from numerous experts, educators, and stakeholders, including specific requirements from TEC, §28.002 (h-11) and (h-12) and SB 24.

Comment. Five teachers, 9 parents, 1 counselor, 3 administrators, and 19 community members stated that the social studies TEKS should include accurate, age-appropriate, and balanced coverage of Palestine, Israel, the Middle East, Islam, and Muslim communities. The commenters explained that omitting Palestine and the Palestinian people is historically inaccurate and limits students' understanding of regional history, contemporary global issues, U.S. foreign policy, displacement, and modern conflict. The commenters noted that students need historically grounded information and multiple perspectives to support civic discourse and global literacy. The commenters identified concerns that Islam and Muslims are often presented primarily through conflict or extremism without broader social, cultural, scholarly, and historical context. The commenters requested revisions that present

Palestine, Israel, the Middle East, Islam, and Muslim societies accurately, contextually, and without one-sided framing.

Response. The SBOE disagrees with the commenters' proposal to revise the standards to include additional or expanded instruction on Palestine and Palestinian history based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the standards provide students with the historical knowledge, geographic understanding, and analytical skills necessary to examine world regions, international developments, and historical conflicts within the broader study of world history and geography.

Comment. One parent, five community members, and two out-of-state commenters stated that the 1965 Immigration and Nationality Act, also known as the Hart-Celler Act, be included in the Texas social studies standards. The commenters described that teaching this content would help students understand the development of modern American communities and the diversity of Texas. The commenters identified the act as a major policy that influenced identity, belonging, family reunification, employment-based immigration, and participation in society. The commenters indicated that students should learn how the act ended national-origin quota systems and helped shape the modern immigration system. The commenters requested explicit instruction on the Immigration and Nationality Act of 1965 so students can better understand immigration history and its continuing relevance.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for instruction on immigration based on feedback from numerous experts, educators, and stakeholders.

Comment. Eight teachers, 1 counselor, 1 administrator, 10 parents, and 4 community members stated that significant twentieth-century events and civil rights content be restored, clarified, or corrected in the standards. The commenters described concern that omissions or misleading descriptions may distort students' understanding of U.S. The commenters indicated accurate coverage of civil rights and wartime civil liberties as essential to a complete education. The commenters requested revisions that preserve historically accurate coverage of major events, injustices, and achievements.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the chronological sequencing of historical events and concepts to support accurate historical understanding of civil rights and wartime civil liberties based on feedback from numerous experts, educators, and stakeholders.

Comment. Two teachers, 1 administrator, 7 parents, and 11 community members stated that stronger representation of women and diverse communities should be included in the social studies standards. The commenters explained that women, immigrants, people of color, and other historically significant communities played important roles in Texas, U.S., and world history. The commenters noted that limited inclusion of women and other communities narrows students' understanding of historical development and public life. The commenters described specific concerns about the absence or limited treatment of women's rights, women leaders, public officials, and broader social movements. The commenters identified representation as necessary for students to see the range of people who shaped society and civic life. The commenters indicated that these communities played significant roles in Texas, U.S., and world history and should not be reduced or omitted from the curriculum. The commenters requested revisions that preserve or expand coverage of diverse individuals, communities, and contributions.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving representation of women and their contributions to Texas and American history. Examples of specific leaders included in the adopted TEKS are Betsy Ross, Barbara Jordan, Claudette Colvin, Rosa Parks, Clara Driscoll, Adina de Zavala, and Dolores Huerta. The SBOE adopted a social studies framework, key topics, and subtopics to guide the formations of the TEKS which included content on Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholders.

Comment. Three parents and two community members recommended an audit of verb selection and grammatical agency across civilizations in the standards. The commenters explained that language should avoid presenting Western civilization as the primary source of ideas while portraying Indigenous or African peoples as passive or less intellectually significant. The commenters noted that parallel verbs and cognitive expectations should be applied across civilizations to reflect comparable complexity and historical agency. The commenters described that all major civilizations developed writing, governance, art, technology, and intellectual traditions. The commenters indicated that language should represent African, Indigenous, Mesopotamian, Egyptian, Chinese, Hebrew, Greek, Roman, and other societies as active contributors to history. The commenters requested revisions that provide all civilizations with comparable grammatical dignity and historical agency.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for providing civilizations with historical agency based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Nine teachers, 1 counselor, 2 administrators, 23 parents, and 30 community members stated support for adopting or preserving standards emphasizing Texas history, American history, Western civilization, Judeo-Christian heritage, and founding principles. The commenters explained that students should learn liberty, self-government, rule of law, individual rights, constitutional government, founding documents, and the people and ideas that shaped Texas and the United States. The commenters noted that instruction should preserve classical and foundational American texts, patriotic content, American exceptionalism, and the influence of Christianity or Judeo-Christian ideas on institutions and civic traditions. The commenters described that Texas and American history should remain central to social studies education. The commenters identified that this focus as important for shared values, common citizenship, civic identity, and national unity. The commenters indicated that students should learn about liberty, self-government, civic responsibility, founding documents, American historical figures, and the principles that shaped Texas and the United States. The commenters requested that the proposed standards be

adopted or strengthened to preserve these historical and civic foundations.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving and strengthening instruction related to liberty, self-government, civic responsibility, founding documents, significant American historical figures, and the principles and institutions that shaped Texas and the United States based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted standards that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. Three parents and seven community members stated that certain religious; cultural; diversity, equity, and inclusion; lesbian, gay, bisexual, transgender, and queer; or Islamic content should not be included in the social studies standards. The commenters explained that public school instruction should prioritize traditional American history, Texas history, civic foundations, and community values. The commenters noted that topics related to family beliefs or specific social and religious perspectives should not displace the historical content they view as central to public education. The commenters described that concerns that outside organizations or perspectives could shift instruction away from American and Texas foundations. The commenters requested that the SBOE reject or avoid revisions that include content they believe fall outside the intended scope of social studies instruction.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for maintaining a focused and coherent social studies curriculum that prioritizes Texas and American history based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted standards that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021, focused on civic knowledge. The adopted standards also adhere to statutory requirements from SB 12, 89th Texas Legislature, Regular Session, 2025, focused on public school requirements and prohibitions regarding instruction, diversity, equity, and inclusion duties.

Comment. Fifty-four teachers, 59 parents, 12 administrators, 2 counselors, 38 community members, 1 college representative, and 1 out-of-state commenter stated that the proposed standards place too much emphasis on Texas, U.S., and Western history while reducing meaningful coverage of world history, world cultures, geography, and non-Western societies. The commenters noted that world history should not be treated as interchangeable with a Western civilization framework and that a narrow focus may limit cultural literacy, civic understanding, higher education readiness, and workforce preparation. The commenters identified the need for multiple perspectives, critical thinking, analysis of historical sources, and stronger coverage of non-Western contributions. The commenters noted that Texas and U.S. history remain important but should not crowd out broader national and global perspectives. The commenters requested a balanced curriculum that preserves meaningful world history, world cultures, and geography instruction that strengthens global literacy and critical thinking that includes Texas, U.S., and world perspectives.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for promoting a more balanced curriculum that incorporates Texas, United States, and world history perspectives based on feedback from numerous experts, educators, and stakeholder groups. The social studies framework adopted by the SBOE balances the presentation of content on Texas, United States, and world history across Grades 3-8.

Comment. Three parents, one community member, and one college representative stated that the standards should restore non-Western civilizations and correct Western-civilization-centered framing. The commenters noted that civilizations should be taught on their own terms rather than mainly as roots, foils, obstacles, or influences on America and Texas. The commenters identified the current framing as incomplete and potentially misleading because it narrows students' understanding of global historical development. The commenters requested a broader and more balanced account of civilizations and their contributions.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for a complete account of historical development based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted a social studies framework based on chronology and a balance of Texas, American, and world history. The SBOE also adopted key topics and subtopics to guide the formation of coherent and comprehensive student expectations.

Comment. Nineteen teachers, 7 administrators, 23 parents, 10 community members, and 1 out of state commenter stated that the standards should prioritize critical thinking, inquiry, source evaluation, information literacy, developmental appropriateness, and deeper understanding over excessive required content. The commenters explained that the draft relies too heavily on recall, supplied conclusions, identification, naming, retelling, and memorization of isolated facts. The commenters noted that students should learn to ask questions, evaluate sources, recognize bias, analyze evidence, use data, and construct evidence-based conclusions. The commenters described these skills as essential for college, careers, civic life, artificial intelligence (AI)-era information environments, informed citizenship, and historical thinking. The commenters requested standards that support age-appropriate pacing, teacher flexibility, analytical skills, information literacy, and depth over broad coverage.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening analytical skills, historical thinking, age-appropriate pacing, and teacher flexibility based on feedback from numerous experts, educators, and stakeholder groups. Student expectations are built with a progression of rigorous verbs that require students to learn and understand foundational knowledge of Texas, United States, and world history followed by opportunities to utilize thinking skills such as comparison, explanation, and evaluation.

Comment. Five teachers, 1 counselor, 20 parents, 14 community members, and 1 out-of-state commenter stated that students should be taught complete and factual history without censorship, whitewashing, revisionism, or political distortion. The commenters explained that social studies should include truthful accounts of both positive and negative aspects of Texas, U.S., and world history. The commenters noted that historical inaccura-

cies, myths, omissions, and simplified narratives prevent students from understanding the past and learning from it. The commenters described that difficult topics such as slavery, segregation, genocide, colonization, racism, and civil rights must be taught accurately and age-appropriately. The commenters identified honest history as necessary for informed citizenship, trust in public education, and student preparation for the future. The commenters indicated that history instruction should include both positive and negative aspects of Texas, U.S., and world history. The commenters requested standards that present historical facts honestly and allow students to develop their own evidence-based understanding.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accuracy in Texas, United States, and world history that includes both positive and negative aspects of difficult topics based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted standards that comply with statutory requirements included in SB 3, 87th Texas Legislature, Second Called Session, 2021, focused on knowledge of civics and TEC, §28.002 (h-11) and (h-12), focused on instruction on anti-communism and genocide.

Comment. Three teachers, one counselor, two parents, two administrators, six community members, and one college representative stated that the social studies TEKS should strengthen civic literacy, constitutional knowledge, citizenship, and informed civic participation. The commenters explained that civic education should prepare students to stay informed, evaluate government action, participate in community decision-making, and hold institutions accountable. The commenters noted that civic learning should include active engagement and application of knowledge rather than passive recall. The commenters identified connections among constitutional protections, colonial grievances, civic life, and democratic governance as important foundations for civic understanding. The commenters requested revisions that provide coherent and analytical treatment of government, citizenship, founding documents, constitutional rights, judicial review, and civic processes to better prepare students for informed participation in democratic society.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. Two teachers, one parent, five community members, and one college representative recommended stronger accuracy and representation in Texas history, including Mexican American, Tejano, Indigenous, and Black Texas contexts. The commenters indicated fuller Texas history as necessary for a balanced and accurate account of the state. The commenters requested revisions that provide a fuller and more contextualized account of Texas history.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accounts of Texas history from various perspectives based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two community members stated that the standards better align with college, career, workforce, and civic readiness. The commenters explained that students need analytical skills, source evaluation, global understanding, communication, problem-solving, and historical literacy to succeed beyond high school. The commenters noted that standards emphasizing recall, simplified narratives, or limited global context may reduce readiness for higher education, work, and informed civic participation. The commenters described that Texas students should be prepared for a world shaped by AI, automation, global competition, and diverse communities. The commenters identified rigorous social studies instruction as essential for economic competitiveness and democratic life. The commenters requested standards that strengthen academic preparedness, workforce readiness, and civic capacity.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening college, career, workforce, and civic readiness as well as key problem-solving and analytical skills. The rigor of verbs in each student expectation provide for increased progression of critical thinking both within and across grades and courses. The SBOE adopted standards in social studies to build foundational knowledge of Texas, United States, and world history and provide opportunities for skills application. These adopted standards aligned with civic understanding, rights, and responsibilities emphasized in the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. Three teachers, five parents, and one community member stated that standards are accurate, balanced, objective, comprehensive, and inclusive. The commenters explained that social studies education should provide fair and truthful instruction in history, geography, government, economics, culture, and civic responsibility. The commenters noted that students benefit from multiple perspectives, evidence-based learning, academic neutrality, and representation of diverse experiences. The commenters described that balanced standards should prepare students to understand Texas, the United States, and the world in a diverse society. The commenters identified accuracy and inclusion as necessary for student trust, engagement, and rigorous learning. The commenters indicated that social studies education should provide a fact-based understanding of history, government, economics, geography, and civic responsibility. The commenters requested revisions that preserve academic rigor, inclusivity, and factual accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for academic rigor, varied perspectives, and factual accuracy based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Five teachers, six parents, and two community members stated that race and skin color remain explicit in standards addressing slavery and segregation. The commenters described that omitting this context would amount to whitewashing or lying by omission rather than neutrality. The commenters identified race as a fundamental factor for understanding the causes, structures, and consequences of slavery and segregation. The commenters requested that proposed language removing or diminishing race and skin color be rejected or revised for historical accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for concepts to support accurate historical understanding of race within Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, two parents, four community members, and three out-of-state commenters stated that Japanese American incarceration and Crystal City content be accurately included and contextualized in the standards. The commenters explained that wartime incarceration was an abuse of human rights and should not be framed primarily as a contribution to the war effort. The commenters noted that Japanese Americans and Japanese immigrants were forcibly removed; lost homes, property, livelihoods, and liberty; and were incarcerated without evidence of disloyalty. The commenters identified the term incarceration as more accurate than euphemistic language such as internment. The commenters requested that the standards preserve this history and accurately explain the conditions, harms, and broader significance of wartime incarceration.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving and accurately contextualizing instruction on the conditions, harms, and significance of wartime incarceration based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One parent and one community member stated that slavery should be described accurately and directly in the standards. The commenters explained that slavery was not merely unfair but was a cruel, demeaning, racialized, heritable system with major significance in Atlantic, Texas, U.S., and world history. The commenters noted that minimizing slavery's severity or structure weakens students' understanding of historical cause, consequence, and injustice. The commenters described explicit instruction on slavery and racism as necessary for a complete and truthful curriculum. The commenters requested that the standards add or preserve accurate treatment of racialized slavery and its historical significance.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving an accurate description of slavery and its significance within Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One administrator, four parents, and one community member stated that they lacked sufficient information, were uncertain how to choose, or wanted additional review before taking a firm position on the proposed standards. The commenters explained that some parents or community members may not be fully aware of the proposed changes or their implications. The commenters noted that unclear or limited information can make it difficult for stakeholders to provide meaningful feedback. The commenters described a need for better public understanding of the proposed TEKS before final decisions are made. The commenters requested clearer communication, additional opportunity for review, and greater public awareness before implementation or adoption.

Response. The SBOE disagrees with the commenters' proposal to postpone the adoption of TEKS based on statutory requirements for revision of standards under SB 24 and SB 27, 89th Texas Legislature, Regular Session, 2025. The SBOE TEKS review and revision process was adopted by a bipartisan elected SBOE in 2023; required representation from numerous experts, educators, and stakeholder groups to ensure maximum participation from across the state; and provided access to work products publicly throughout the process.

Comment. One administrator and one parent stated that Texas students deserve to see themselves and their communities reflected in the social studies curriculum. The commenters noted that inclusion, diversity, and learning from different perspectives help students become well-rounded and independent critical thinkers. The commenters described that a curriculum that omits or minimizes diverse histories may leave students with an incomplete understanding of the society they live in. The commenters requested revisions that ensure students from every background can see their histories and contributions represented.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for reflecting the diverse experiences, histories, and contributions of the many individuals and groups that have shaped Texas, the United States, and the world based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, six parents, and one community member stated that social studies instruction should be grounded in historical accuracy, complete factual information, and truthful representation of the past. The commenters explained that inaccurate, incomplete, or simplified content may distort students' understanding of history. The commenters noted that students benefit from learning true historical facts, a full picture of collective history, and context that enables informed judgment. The commenters described that historical instruction should not omit key facts or present one-sided accounts that weaken understanding. The commenters requested that the standards be revised or maintained to ensure accurate, factual, complete, and context-rich instruction.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for concepts to support historical accuracy based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, one parent, and one community member stated support for keeping Texas history and American history at the center of social studies instruction. The commenters explained that students should understand the foundational history of Texas, the United States, liberty, citizenship, and the events and people that shaped the state and nation. The commenters noted that Texas has a rich history and that students benefit from learning about the state's development, heritage, and relationship to the nation. The commenters described Texas and American history as important for civic understanding and appreciation of freedoms and responsibilities. The commenters requested that the standards preserve strong instruction in Texas and American history.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies

TEKS, as amended, with consideration for strengthening Texas and American history through civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. Three teachers and four parents stated that the proposed standards should be developmentally appropriate, realistic, and structured to support a well-rounded social studies education. The commenters explained that some content is too advanced, abstract, or extensive for younger students and may result in memorization without meaningful understanding. The commenters noted that students need time to build foundational knowledge, understand concepts, and engage with content at an appropriate developmental level. The commenters described concerns about breadth versus depth, course timing, and whether students can retain or revisit major topics across grade levels. The commenters requested revisions that reduce unrealistic expectations, provide appropriate flexibility, and ensure students receive a balanced and developmentally suitable curriculum.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for a balanced and developmentally suitable curriculum based on feedback from numerous experts, educators, and stakeholder groups. The SBOE-adopted framework based in research-based evidence supports the teaching of historical concepts to young children in the form of storytelling, which provides a clear pathway for young children to acquire social studies knowledge. Throughout the adoption process, the SBOE considered the number of standards compared to the amount of available instructional time at the elementary level to provide realistic expectations for elementary social studies instruction.

Comment. Three parents and one community member stated that the proposed standards may create division by appearing to prioritize particular political, cultural, religious, or ideological viewpoints. The commenters explained that students should receive facts and balanced representation rather than content that reinforces polarization or treats some identities as more central than others. The commenters noted that curriculum should help students understand history and civic life without encouraging division among communities. The commenters described that students should see themselves reflected while also learning accurate information about others. The commenters requested revisions that reduce divisive framing, avoid political or ideological imbalance, and support a fair and inclusive social studies curriculum.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy and representation of different perspectives based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two community members stated that students need stronger and more consistent social studies instruction. The commenters explained that social studies is important for developing civic knowledge, historical understanding, and preparation for participation in society. The commenters noted concern that students may be falling behind or lacking a solid social studies foundation. The commenters described social studies as necessary for students to understand history, government, and their roles as citizens. The commenters requested that social studies remain a meaningful and sufficiently supported part of the curriculum.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening social studies instruction through civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One teacher and one parent stated that students need a full and complete account of history rather than a one-sided or incomplete version. The commenters noted that students should understand the broader historical record, including events and perspectives that affect their civic knowledge. The commenters described that incomplete coverage could disadvantage students and weaken public understanding. The commenters requested that the standards include full historical context and avoid omissions that limit student understanding.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening a complete account of history through civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One out-of-state commenter noted that the standards use the term "enslaved people" rather than "slave" and explained that modern historians and many mainstream publications prefer the term because they contend that it emphasizes personhood and more accurately describes slavery's arbitrary and involuntary nature. The commenter stated that they take no formal position on whether "enslaved" or "slave" is the more appropriate term to use for state social studies standards. The commenter suggested adding a written explanation and assurances that educators will not be reprimanded for using the term "slave" in good faith.

Response. The SBOE disagrees with the commenter's proposal to add a written explanation and assurances regarding the use of the terms "enslaved people" rather than "slave" based on TEC, §28.002. The SBOE's responsibility is to adopt essential knowledge and skills for student learning, while decisions regarding instructional practices, educator guidance, and classroom implementation remain subject to applicable state law and local district policies. Therefore, the SBOE determined that additional language providing assurances regarding terminology use is not necessary within the TEKS and that the standards appropriately address the history of slavery and the experiences of enslaved individuals based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher expressed that while some of the proposed options are good, the new plan focuses too much on Texas history in many different levels. The commenter explained that we want students to understand history that is comparable to other states and countries. The commenter stated this plan hides some truths, sugarcoats other parts, and ignores the typical historical alignment expected, especially at the high school level. The commenter explained this plan also doesn't bode well for those choosing between on-level and Advanced Placement (AP) courses as the curriculum wouldn't be similar enough for students since AP is not state specific. The commenter agreed that Texas history is important but that one year is sufficient.

Response. The SBOE disagrees with the commenter's proposal to reduce the emphasis on Texas history, revise the scope and sequence to more closely mirror curricula in other states or Advanced Placement courses, or limit Texas history instruction to a single year based on TEC, §28.002. The SBOE is required to include the essential knowledge and skills necessary for students to understand the history, geography, government, economics, and culture of Texas in addition to broader national and global perspectives. The SBOE maintains that the standards provide an appropriate balance among Texas, United States, and world history and are structured to build student knowledge and civic understanding progressively across grade levels. Therefore, the SBOE determined that the proposed revisions were not necessary and took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member commented relating to compliance and real teaching.

Response. The SBOE disagrees with the commenter's proposal to revise the standards based on concerns regarding compliance and the commenter's assertion that the standards should focus on "real teaching," because the adopted social studies TEKS were developed through the SBOE review and rulemaking process to satisfy statutory requirements and provide students with the essential knowledge and skills required by state law. Consistent with TEC, §28.002; SB 24, 89th Texas Legislature, Regular Session, 2025, which requires instruction on communist regimes and ideologies in social studies courses; and SB 27, which revised graduation requirements and social studies-related curriculum provisions, the SBOE maintains that the standards appropriately address legislative requirements while supporting meaningful instruction in history, geography, government, economics, and citizenship.

Comment. One parent stated that what is being done now is not working and that children are suffering because of a broken education system. The commenter explained that more life skills should be taught rather than constant test preparation. The commenter noted that the amount of time their second grader spends on homework that will not help them in the real world is reckless.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One community member expressed that students and teachers need to know factual, documented information. The commenter noted that there must be no partisan bias, whether political, gender-related, or religious. The commenter expressed that education is foundering in this country and especially in this state.

Response. The SBOE disagrees with the commenter's proposal to revise the standards based on concerns regarding partisan, political, gender-related, or religious bias based on TEC, §28.002, and the statutory requirements enacted through SB 24 and SB 27, 89th Texas Legislature, Regular Session, 2025. The SBOE maintains that the standards are intended to provide students with factual content, historical knowledge, civic understanding, and analytical skills appropriate to each grade level. The SBOE further maintains that the adopted standards support evidence-based instruction and balanced study of significant historical events, individuals, ideas, and institutions.

Comment. One parent stated they are very concerned about the proposed TEKS. The commenter requested that the SBOE address local control and parental rights to support clearer opt out and notification provisions.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Two teachers stated opposition to the proposed revision that would replace Grade 8 United States History with Texas History and reserve comprehensive U.S. History for Grade 11. The commenter explained that Grade 8 U.S. History provides a critical foundation in constitutional government, federalism, westward expansion, sectional conflict, and Reconstruction, which supports success in later coursework and civic learning. The commenter noted that delaying meaningful engagement with foundational U.S. history and civic concepts until Grade 11 postpones essential learning during a formative stage of students' academic development. The commenter requested that the SBOE reconsider the proposed change and preserve Grade 8 United States History as a foundation for historical understanding, civic knowledge, and future coursework.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving a strong progression of United States history instruction based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One parent stated that it boggles their mind that a Western civilization course (based on The Golden Thread, or equivalent) is not even offered in the State of Texas; meanwhile, courses on psychology and sociology are offered.

Response. The SBOE disagrees with the commenter's proposal to add or require a separate Western civilization course based on *The Golden Thread* or a similar framework based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the public-school curriculum. The SBOE maintains that the existing social studies program provides students with opportunities to study Western civilization and its contributions within broader history courses while also ensuring exposure to diverse cultures, societies, and perspectives based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member requested to keep curriculum focused on Texas and American history. The commenter stated that their history should not be rewritten to accommodate foreign ideologies that are against freedom, individual accountability, patriotism, Christianity, and the U.S. Constitution. The commenter explained that students need to learn the actual history of this country without the bias of those who do not know the history of this country.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening Texas and American history through civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One community member stated that climate change should be examined and not hidden. The commenter stated that not providing information to students is depriving them of the ability to make their own decisions about how to solve this problem.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent emphasized the importance of teaching about genocide to help students understand past and present atrocities, raise awareness, and prevent future occurrences. The commenter expressed concern that removing genocide-related content from Texas public school curricula could diminish students' understanding of this issue and set a negative precedent for other states.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving instruction related to genocides based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member expressed concern that the curriculum fails to include significant societal changes that impact citizenship and noted that there is limited mention of the computer and internet. The commenter stated that the curriculum should be modified to include detailed discussion of social media, artificial intelligence, misinformation and disinformation, and remote technology, including changes accelerated by the COVID-19 pandemic, and explained that these topics significantly influence human behavior and society. The commenter explained that without these updates, students will be ill-prepared to be responsible citizens in 2030 and stated that students must be educated to recognize propaganda and misinformation to make well-informed, rational decisions, including voting decisions.

Response. The SBOE disagrees with the commenter's proposal to revise the standards based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the adopted standards already support the development of critical-thinking, source-analysis, research, and information-evaluation skills that enable students to examine contemporary issues and emerging technologies through classroom instruction and locally selected resources.

Comment. One community member expressed concern about the staleness of the curriculum and asked why content stops at 2016. The commenter noted that by the time the curriculum is implemented in 2030, the content will be approximately 14 years old and explained that this gap does not reflect the pace of global change. The commenter stated that outdated content is detrimental to students and indicated that the curriculum should be updated to include more recent developments to ensure relevance and better preparation for an evolving world.

Response. The SBOE disagrees with the commenter's proposal to revise the standards to include more recent historical developments beyond the current end point of the course content. Based on TEC, §28.002, the SBOE is responsible for adopting essential knowledge and skills that provide a coherent and balanced curriculum across grade levels. The SBOE maintains that the adopted standards provide students with the historical knowledge, analytical skills, and civic understanding necessary to evaluate contemporary events through classroom instruction and locally selected instructional resources. Therefore, the SBOE determined that additional revisions to extend the historical timeline were not necessary and took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, based on feedback from numerous experts, educators, and stakeholder groups

Comment. Three parents and two community members stated that revisions need to be made to Native American terminology and examples in the updated TEKS. The commenters explained that the term Native American should be considered in place of American Indian throughout the standards where appropriate. The commenters noted that terminology should reflect preferences expressed by tribes in Texas. The commenters described that the commenters also requested that stories and examples highlight tribes that have received federal recognition. The commenters identified these changes as ways to support respectful and accurate representation of Native American communities. The commenters requested that the standards use terminology and examples that better align with tribal identity and historical accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the use of terminology and examples that better align with tribal identity and concepts to support historical accuracy based on feedback from numerous experts, educators, and stakeholder groups. This feedback indicated that, when possible, the standard should name the specific tribe name and American Indian as a general term.

Comment. Two teachers, one administrator, two parents, and one community member stated that the standards improve chronological coherence and grade-level progression. The commenters explained that students need clear timelines, sequence, context, and cause-and-effect relationships to understand history meaningfully. The commenters noted that the proposed structure may move too quickly across periods, regions, and concepts without adequate scaffolding or opportunities to revisit themes. The commenters described that disconnected or poorly sequenced content can weaken students' ability to retain information and understand how events relate to one another. The commenters identified a coherent progression as necessary for cumulative learning and historical understanding. The commenters requested a clearer sequence that supports chronology, continuity, change over time, and increasing rigor across grades.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the chronological sequencing of historical events and concepts to support accurate historical understanding based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted a social studies framework with a clear identification of time frames to be studied at each grade level in Grades 3-8 to provide strong chronological instruction, continuity, and change over time. The rigor of verbs included in standards provide for increased progression of critical thinking both within and across grades.

Comment. Thirty teachers, 106 parents, 5 administrators, 2 counselors, 62 community members, 2 college representatives, and 1 out-of-state commenter stated that religious content in the social studies TEKS should be taught with balance, academic neutrality, and comparable coverage of major world religions and belief systems. The commenters explained that public schools should teach about religion academically without promoting, favoring, or disparaging any faith. The commenters noted concerns that Christianity and Judeo-Christian influences receive greater emphasis while other traditions receive limited coverage or context. The commenters identified concerns that imbalanced

religious coverage may limit students' understanding of diverse cultures and global history and may contribute to exclusion, bias, or misunderstanding. The commenters requested revisions to ensure accurate, balanced, secular, and historically grounded treatment of major religions and belief systems, including meaningful and comparable coverage of world religions throughout the required curriculum.

Response. The SBOE disagrees with the commenters' proposal to include a balance of religious content because TEC, §28.002(a)(2)(G), requires instruction in religious literature (including the Hebrew Scriptures (Old Testament) and New Testament) and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Seven teachers, 21 parents, and 3 community members stated that civil rights, Reconstruction, rights expansion, and related movements should receive stronger and more accurate treatment in the high school standards. The commenters explained that students need clear instruction on civil rights legislation, court cases, grassroots organizing, major leaders, and the long struggle for equal protection and voting rights. The commenters noted concerns that some proposed wording omits major figures, weakens historical continuity, or reduces modern civil rights content. The commenters described civil rights history as essential to understanding citizenship, constitutional interpretation, and modern American society. The commenters requested that civil rights and rights-expansion content be restored, clarified, and sequenced coherently.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for representation of civil rights and rights-expansion content based on feedback from experts, educators, and stakeholder groups. The SBOE adopted specific key topics and subtopics to guide the formation of student expectations that included civil rights and the expansion of rights in the context of Texas, United States, and world history.

Comment. One parent and two out-of-state commenters stated that African American history, Black experiences, and Black leadership should be strengthened in the high school standards. The commenters explained that standards should include more complete treatment of Black political action, organizations, civil rights movements, community leadership, and resistance. The commenters described African American history as central to U.S. history rather than supplementary content. The commenters requested that the standards include fuller and more accurate coverage of African American history and Black civic contributions. The SBOE adopted specific key topics and subtopics to guide the formation of student expectations in the context of Texas, United States, and world history.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accurate representation of African American history and contributions based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher, one administrator, and one parent stated that women's representation and gender-related historical content should be strengthened in the high school standards. The commenters explained that women's roles in political, social, economic, and civic life are marginalized or insufficiently represented. The commenters noted that students need to understand women's contributions across eras, including reform movements, wartime roles, civil rights, political leadership, and public life. The commenters described women's history as necessary for a complete account of U.S. and world history. The commenters identified omissions or limited treatment of women as reducing historical accuracy and student engagement. The commenters requested revisions that add or preserve women's contributions and gender-related historical context.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for representing women's contributions in historical context of Texas, the United States and the world. Based on feedback from numerous experts, educators, and stakeholder groups, the SBOE adopted standards include reform movements, wartime roles, suffrage, and public life

Comment. Four teachers, one administrator, three parents, and two community members stated that Native American, Indigenous, and tribal perspectives should be strengthened in the high school standards. The commenters explained that Indigenous peoples should be represented as active political, cultural, and historical communities rather than primarily through European or U.S. expansion narratives. The commenters noted concerns about terminology, sovereignty, treaty rights, tribal governance, and omission of Indigenous perspectives. The commenters described Indigenous history as central to understanding Texas, U.S., and world history. The commenters identified Native continuity, federal policy, diplomacy, dispossession, and tribal nations as important for accurate instruction. The commenters requested that the standards include Native American and Indigenous perspectives, terminology, governance, and historical agency.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for inclusion of Native American perspectives in the context of Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two teachers and two parents stated that language related to capitalism, free enterprise, and economic systems should be clarified and corrected in the high school standards. The commenters explained that definitions should acknowledge nuance, including government involvement, mixed economies, regulation, labor, markets, and public policy. The commenters noted concern that excluding government involvement from capitalism or presenting economic systems too simply may mislead students. The commenters described economic vocabulary as important for understanding history, policy, and civic decision-making. The commenters identified mercantilism, transatlantic trade, industrial leaders, robber barons, inflation, unemployment, and fiscal and monetary policy as related concepts needing accuracy. The commenters requested revisions that provide balanced, precise, and historically grounded instruction in economic systems.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for appropriate instruction in economic systems based on feedback from numerous experts, educators, and stakeholder groups. SBOE-adopted standards include opportunities for stu-

dents to define key economic terms such as labor, markets, and public policy.

Comment. Two teachers, six parents, and one community member stated that late twentieth-century historical content, including Reagan, the Cold War, and the Berlin Wall, should be treated with greater accuracy and balance. The commenters explained that standards should avoid one-sided accounts of presidential leadership, foreign policy, economic policy, or the end of the Cold War. The commenters noted concern that timelines or causal claims about the Berlin Wall and Cold War events may be incomplete or inaccurate. The commenters described modern political and economic events as needing careful source-based treatment. The commenters identified the Reagan presidency, industrial and economic policy, and Cold War developments as areas needing revision. The commenters requested more balanced and historically precise treatment of late twentieth-century events.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy and contextualization of the Reagan presidency, the Berlin Wall, and the Cold War based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Three teachers, one administrator, and four parents stated that modern and contemporary history should be restored or strengthened in high school standards. The commenters explained that students need coverage of recent events and developments to understand current civic, political, social, technological, and global issues. The commenters noted that limiting the curriculum before recent history may leave students unprepared to understand the present. The commenters described omissions such as the 2020 election, January 6, and other contemporary developments as relevant to civic understanding. The commenters identified modern history as necessary for connecting historical patterns to current public life. The commenters requested revisions that include appropriate modern and contemporary history while maintaining historical accuracy and balance.

Response. The SBOE disagrees with the commenters' proposal to revise the high school social studies standards to require additional contemporary historical content, including specific recent political events and developments. Based on TEC, §28.002, the SBOE is responsible for adopting essential knowledge and skills that establish a coherent and balanced curriculum while allowing educators to use current events and instructional resources to connect historical content to contemporary issues.

Comment. Twelve teachers, 4 administrators, 18 parents, 4 community members, and 1 college representative stated that high school standards should prioritize historical thinking, source analysis, inquiry, and critical thinking. The commenters explained that students need to examine primary and secondary sources, identify bias, compare interpretations, and develop evidence-based conclusions. The commenters noted concern that expanded content lists and recall-based standards reduce time for analysis and inquiry. The commenters described disciplinary skills as essential for civic literacy, college readiness, and informed decision-making. The commenters identified source work, research, argumentation, and interpretation as important parts of rigorous social studies instruction. The commenters requested that standards preserve and strengthen historical thinking and source-analysis skills.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving and strengthening historical thinking and source-analysis skills based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted a social studies strand of "social studies skills (based on disciplinary thinking skills)" to support student learning of social studies skills. Student expectations are tagged with the letter "S" at the end of every statement where a social studies skill has been applied in the learning objective.

Comment. Twenty-three teachers, 20 administrators, 23 parents, 18 community members, and 1 college representative stated that the high school standards contain too many expectations, overly complex student expectations, or unclear structures that make instruction and assessment difficult. The commenters explained that multi-part standards and dense content lists reduce clarity and create pacing problems. The commenters noted that teachers need standards that are teachable, assessable, and organized for coherent instruction. The commenters described overly broad or overloaded student expectations as increasing cognitive load and reducing opportunities for deeper learning. The commenters identified clearer structure, fewer embedded topics, and improved accessibility as necessary. The commenters requested that the standards be streamlined, reorganized, and clarified.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for pacing, reorganization, and clarification of social studies standards based on feedback from numerous experts, educators, and stakeholder groups. The SBOE considered the amount of content adopted compared to the amount of available instructional time in all grade levels and courses. The SBOE-adopted social studies TEKS represent a reduction in the number of standard breakouts and course content when compared to the current standards.

Comment. Twelve teachers, 2 administrators, 4 parents, 12 community members, and 1 out-of-state commenter stated that proposed changes may conflict with AP, IB, dual credit, and advanced-course pacing or curriculum requirements. The commenters explained that advanced courses often follow external frameworks and may not align with state check-in assessments or expanded state content sequences. The commenters noted that students in advanced U.S. history courses may be in different units when state assessments occur. The commenters described alignment conflicts as affecting teachers' ability to meet both state and advanced-course expectations. The commenters identified AP, IB, and dual credit course integrity as important to student opportunity and rigor. The commenters requested guidance or revisions that prevent conflicts between state standards, assessments, and advanced-course curricula.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for adopting appropriate standards for student participating in Kindergarten-Grade 12 social studies classrooms in the high school level. Chapter 113, Subchapter D, provides guidance on AP, IB, and dual credit courses.

Comment. Eight teachers, two administrators, two parents, and three community members stated that the high school standards should be accurate, balanced, specific, and unbiased across his-

torical topics. The commenters explained that unclear wording, unsupported claims, omissions, and one-sided framing can distort historical understanding. The commenters noted that standards should align with historical scholarship and avoid political, religious, or ideological imbalance. The commenters described accuracy and balance as necessary for public trust and rigorous instruction. The commenters identified multiple areas needing clearer phrasing, improved specificity, or better contextualization. The commenters requested revisions that improve clarity, accuracy, balance, specificity, and historical integrity.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for clarity, accuracy, specificity, and historical integrity based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two teachers, two administrators, and three community members stated that colonial, founding, and early U.S. history content should be revised for accuracy, balance, and coherence. The commenters explained that standards should clarify mercantilism, the transatlantic slave trade, founding-era debates, early government development, and sources used to explain religious or political influence. The commenters noted that early U.S. history should connect causes, events, and consequences without oversimplification. The commenters described stronger early-history framing as important for later understanding of the Constitution, slavery, federalism, and civic institutions. The commenters identified precise language and source-based explanation as needed. The commenters requested that colonial, founding, and early U.S. history standards be revised for clearer context and historical accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for clear context and historical accuracy in early United States history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member stated that removing multiple TEKS limits students' understanding of how government and the political system operate and expressed concern that partial instruction can leave citizens confused and more easily influenced, which the commenter described as inconsistent with developing informed participants in a representative democracy. The commenter explained that instruction on citizenship and civic responsibilities is essential and noted that, previously, an entire class period was dedicated to this topic. The commenter stated that reducing or removing this content weakens students' preparation for civic participation. The commenter requested that instruction on citizenship and civic responsibilities be restored to ensure students develop a clear understanding of their role and obligations within the political system.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One teacher stated that Texas students deserve social studies standards that prepare them for high school, college, and informed citizenship by emphasizing rigorous national historical literacy alongside state history, not replacing it.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for ensuring that Texas students are prepared for high school, postsecondary education, careers, and informed citizenship through rigorous instruction in United States history alongside Texas history.

Comment. One administrator stated that psychology introduced metaphysical and religious concepts such as dualism, free will, and the soul, moving away from empirical behavioral science.

Response. The SBOE disagrees with the commenter's proposal to revise the psychology standards based on concerns that the course introduces metaphysical or religious concepts such as dualism, free will, and the soul based on TEC, §28.002, which authorizes the SBOE to establish essential knowledge and skills for social studies courses. The SBOE maintains that examining philosophical and historical questions related to human behavior, cognition, and consciousness does not constitute religious instruction but instead provides students with important intellectual context for understanding the evolution of psychological inquiry.

Comment. One administrator stated that sociology dramatically increased theoretical density to a level more appropriate for college coursework.

Response. The SBOE disagrees with the commenter's proposal to revise the sociology standards based on concerns that the course contains an increased level of theoretical content. Based on TEC, §28.002, the SBOE is authorized to establish the essential knowledge and skills for social studies courses. The SBOE maintains that exposure to sociological theories and concepts is necessary for students to understand social institutions, culture, human behavior, social change, and the structure of societies.

Comment. Three teachers stated that the SBOE proposal for §113.33 includes culture elements, a strong socialization strand, groups, bureaucracy, and society types such as pre-industrial, industrial, and post-industrial societies. The commenter explained that the alternative includes the same socialization, groups, and bureaucracy content while adding emphasis on the life course. The commenter noted that the SBOE proposal does not include an explicit institutions strand. The commenter described the alternative as expanding culture, restoring institutions, and adding content on population, urbanization, movements, and globalization. The commenter indicated support for the alternative revisions to broaden and strengthen the sociology standards.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for appropriate sociology standards based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Sixteen teachers, two administrators, four parents, and three community members stated that the proposed middle school sequence, course structure, and content load are not developmentally appropriate or realistic for Grades 6-8. The commenters explained that students may lack the foundational social studies knowledge assumed by the framework because elementary social studies instruction is often limited. The commenters noted that the proposed structure compresses large

amounts of U.S., Texas, world, and civic content into single-year courses and may create pacing challenges before statewide assessments. The commenters described concerns that the new sequence disrupts the current progression from Texas history to U.S. history and may reduce students' ability to build chronological understanding. The commenters identified Grade 8 as especially problematic because the proposed capstone structure appears to function as another broad survey course rather than a synthesis of prior learning. The commenters requested that the middle school sequence be revised to preserve coherent progression, reduce overload, and align expectations to student readiness and classroom realities.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for preserving coherent progression and aligning expectations based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted a social studies framework rooted in chronology with clear time frames to allow depth of instruction across grades each year.

Comment. Two teachers, one administrator, two parents, and one college representative stated that middle school standards should emphasize historical inquiry, diverse perspectives, and balanced historical narratives rather than memorization or predetermined conclusions. The commenters noted concern that some Texas history standards emphasize celebratory political or military narratives while giving less attention to social, cultural, labor, environmental, and civic history. The commenters described older or sanitized narratives as limiting students' understanding of historical complexity. The commenters identified the Texas Revolution, Texas Rangers, labor conflicts, racial violence, and regional identity as topics needing fuller treatment. The commenters requested that the standards be revised to strengthen inquiry, source-based reasoning, diverse representation, and balanced presentation of controversial historical issues.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for diverse representation and balanced presentation of controversial historical issues based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two teachers, two administrators, two parents, and two community members stated that standards addressing the Texas Revolution, Mexican independence, and related Texas history content should be revised for historical accuracy and context. The commenters explained that the causes of the Texas Revolution should include the role of slavery and Anglo settlers' desire to protect the institution of slavery, while also recognizing that slavery was not the only cause. The commenters noted that standards on Mexican independence should accurately describe the Mexican War of Independence, including social inequality, economic crisis, and Spain's political crisis after Napoleon's invasion. The commenters described concerns that some wording omits key causes, uses unclear language, or leaves historically significant context unstated. The commenters identified the abolition of slavery in Mexico, circumvention of antislavery laws, the Treaty of Velasco, and the significance of "Come and Take It" as areas needing correction or clarification. The commenters requested revisions that accurately describe Mexican independence, Texas Revolution causes, and slavery-related context.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy and context based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two teachers, 16 parents, and 1 out-of-state commenter stated that multiple middle school standards require targeted technical edits so that wording, alignment, and accessibility are clearer. The commenters explained that some standards use inaccurate terms, unclear scope, unnecessary primary-source requirements, or knowledge statements that do not align with the listed student expectations. The commenters described these edits as necessary to improve teacher usability and reduce confusion. The commenters identified wording changes such as replacing "including" with "such as," adding missing skills citations, and clarifying causal language. The commenters requested that the SBOE revise these standards for technical accuracy, specificity, and alignment.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for technical accuracy, specificity, and alignment based on recommendations from numerous experts, educators, and stakeholder groups.

Comment. Seven teachers, three administrators, two parents, eight community members, and one out-of-state commenter stated that Progressive Era, Great Depression, Dust Bowl, and New Deal content should be revised for accuracy, chronology, and completeness. The commenters requested that the standards be revised to provide clearer causal relationships and a more complete account of Progressive Era, Great Depression, Dust Bowl, and New Deal history.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the chronological sequencing and causal relationships of historical events and concepts to support accurate historical understanding. The SBOE also adopted key topics and subtopics that guided the formation of student expectations supporting chronological sequencing and causal relationships.

Comment. Five teachers, 2 administrators, 2 parents, and 10 community members stated that World War II, Holocaust, Axis powers, and Japanese American incarceration content should be corrected and expanded for historical accuracy. The commenters explained that some World War II standards contain inaccurate wording about Axis invasions, Germany's violation of the Treaty of Versailles, Soviet actions, and the relationship between war events and Texas. The commenters noted that Holocaust language should distinguish antisemitism, Nazi policy, mass murder, killing centers, concentration camps, and other targeted groups with precise and respectful terminology. The commenters identified "incarceration" as more accurate than "internment" for Japanese American experiences. The commenters requested revisions that correct World War II chronology, improve Holocaust terminology, include omitted figures and sites, and address constitutional questions raised by wartime detention.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy based on feedback from numerous

experts, educators, and stakeholder groups. This feedback included experts from the Texas Holocaust, Genocide, and Antisemitism Advisory Commission (THGAAC).

Comment. Four teachers, one administrator, one parent, and seven community members stated that standards addressing communism, socialism, totalitarianism, and economic ideology should be revised for context, accuracy, and analytical balance. The commenters explained that introducing socialism only through The Communist Manifesto or presenting communism apart from historical examples may conflate socialism with Marxism-Leninism and reduce students' ability to understand democratic allies or mixed economic systems. The commenters noted that propaganda, censorship, public shaming, surveillance, and forced conformity were used by multiple totalitarian and authoritarian governments, not only communist regimes. The commenters described some standards as repetitive, ideologically framed, or unsupported by the historical context of the grade level. The commenters identified a need to compare ideological foundations, property rights, government roles, individual economic freedom, and historical evidence across systems. The commenters requested revisions that consolidate repetitive content and present communism, socialism, fascism, and totalitarian methods with historical context and balance.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for appropriate use of repetitive content to support long term memory and historical context based on recommendations from numerous experts, educators, and stakeholder groups. The SBOE-adopted standards meet statutory requirements associated with TEC, §28.002(h-11) and (h-12), focused on the dangers of communist ideology.

Comment. Two teachers, four administrators, one parent, two community members, and one college representative stated that content related to Native American history, Indian Removal, tribal sovereignty, and settler interactions should be strengthened in the middle school standards. The commenters described current wording as minimizing the scale, legal significance, and human consequences of removal. The commenters identified higher-order thinking and Indigenous agency as necessary for accurate instruction. The commenters requested revisions that address Native experiences, legal context, sovereignty, forced removal, and the causes and consequences of settler-Indigenous interactions.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accurate instruction related to Native American history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Four teachers, 4 administrators, 18 parents, and 1 out-of-state commenter stated that standards related to the Civil War, Reconstruction, slavery, race, segregation, and constitutional rights should be revised for accuracy and completeness. The commenters explained that several standards should more clearly identify slavery and enslaved labor as central to sectional conflict, the Texas Constitution of 1836, the cotton economy, westward expansion, and the Civil War. The commenters identified race, legal rights, Black Texans' experiences, and constitutional amendments as necessary for understanding later civil rights history. The commenters requested revisions that present slavery, Civil War causation, Reconstruction, segregation, and constitutional rights with greater clarity and historical accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy on topics of slavery, Reconstruction, segregation, and constitutional rights based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted key topics and subtopics that guided the formation of student expectations containing these topics.

Comment. Two teachers, three administrators, one parent, and four community members stated that civil rights legislation, immigration law, naturalization, and related demographic changes should be added or strengthened in middle school standards. The commenters explained that the Civil Rights Act of 1964, Voting Rights Act of 1965, and Immigration and Nationality Act of 1965 are central to understanding the Civil Rights era and modern Texas. The commenters noted that the Immigration and Nationality Act ended national-origin quota systems and shaped immigration from Latin America and Asia, Texas's population growth, workforce needs, and community development. The commenters described immigration as both a historical and civic process involving birthright citizenship, naturalization, rights of lawful permanent residents, and congressional authority over immigration law. The commenters identified Ellis Island, Galveston, El Paso, Chinese Exclusion, Johnson-Reed restrictions, refugee experiences, and modern citizenship as relevant context. The commenters requested that the standards include civil rights legislation, the 1965 immigration law, and naturalization as required historical and civic content.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for instruction on civil rights, immigration, citizenship, and demographic change based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted key topics and subtopics that guided the formation of student expectations containing these topics and specific content aligns with statutory requirements on civic knowledge outlined in SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One teacher, two administrators, two parents, and one out-of-state commenter stated that the standards should include stronger treatment of labor history, worker organization, and women's legal and economic roles. The commenters explained that economic history is incomplete when it emphasizes business leaders or employers without comparable attention to organized labor, labor conflict, worker safety, the eight-hour workday movement, and the actions of government and employers. The commenters noted that women are often represented primarily as individual figures, suffragists, or reform participants while their legal status, coverture, property rights, industrial labor, and economic dependence receive limited attention. The commenters requested standards that include organized labor and women's legal and economic roles as substantive historical topics.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the treatment of labor history, worker organization, and women's legal and economic roles based on feedback from numerous experts, educators, and stakeholder groups. The SBOE

adopted key topics and subtopics that guided the formation of student expectations containing these topics.

Comment. Two administrators stated that natural resources, environmental history, agriculture, and Mexican American labor history should be strengthened in Texas history standards. The commenters noted that current standards include some industries but give limited attention to resource management, soil conservation, water challenges, energy production, and environmental factors such as the Dust Bowl. The commenters requested that the standards include natural resources, environmental history, agricultural labor, and Mexican American labor history as required components.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for instruction related to Texas natural resources, environmental history, agriculture, and labor history based on feedback from numerous experts, educators, and stakeholder groups. The SBOE adopted key topics and subtopics that guided the formation of student expectations containing these topics.

Comment. One administrator noted that social studies skills are included in the introduction for Grades 6-8 and stated that the wording of the skills is strong and beneficial for instruction. The commenter explained that placing these skills only in the introduction rather than in the knowledge and skills sections may lead to them being overlooked in practice. The commenter noted that teachers may read them initially but not consistently integrate them into instruction without explicit placement alongside content standards. The commenter requested that the skills be embedded within the knowledge and skills sections rather than remaining only in the introduction to ensure they are consistently addressed and implemented in classroom instruction.

Response. The SBOE disagrees with the commenter's proposal to embed social studies skills throughout the individual knowledge and skills statements rather than maintaining them in the introductory sections based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the curriculum. The SBOE maintains that the existing organization appropriately integrates social studies skills throughout instruction while avoiding unnecessary repetition within individual student expectations. Therefore, the SBOE determined that additional revisions to embed the skills throughout the knowledge and skills statements were not necessary and took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS as amended.

Comment. One teacher recommended omitting §113.22(c)(9)(F). The commenter stated that while this event falls in the scope of the period, the knowledge statement indicates this section is about Post War America and Early Cold War. The commenter noted it would take a very nuanced and deep understanding for a 7th grader to explain how these three events connect to the Cold War.

Response. As result of public comment, §113.22(c)(9)(F) was amended to read, "explain the establishment in 1948 of Israel in the ancestral homeland of the Jewish people (H, G/Civ)."

Comment. One teacher recommended revising §113.22(c)(12)(B) to read, "explain the causes of a decrease in public trust in government, including the Watergate scandal and how the loss of public trust resulted in the War Powers Act." The commenter stated that as written, it makes it sound like the War Powers Act caused the distrust, when it was distrust that fueled actions like the War Powers Act to limit executive power.

Response. As result of public comment, §113.22(c)(12)(B) was amended to read, "describe how the Watergate scandal decreased public trust in government and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ)."

Comment. One parent expressed concern that the student expectation addressing the Pershing Expedition lacks sufficient historical context. The commenter suggested that students need an understanding of the Mexican Revolution of 1910 to make sense of the Pershing Expedition and recommended either incorporating that historical context into the standards or removing the student expectation.

Response. The SBOE disagrees with the commenter's proposal to revise §113.22(c)(2)(A) to require explicit inclusion of the Mexican Revolution of 1910 as context for the Pershing Expedition or to remove the student expectation based on TEC, §28.002, which authorizes the SBOE to establish essential knowledge and skills for social studies instruction. The SBOE maintains that the existing standard appropriately addresses the Pershing Expedition as a historically significant event and allows educators to provide additional historical context, including related developments in Mexico, through classroom instruction and instructional resources. Therefore, the SBOE determined that the proposed revision was not necessary and took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS as amended.

Comment. One community member stated that in §113.21(c)(2), there is a missing standard in the Early Republic unit for Grade 6, noting that Marbury v. Madison is not addressed even though the course covers the period when the case was decided. The commenter stated that the concept of judicial review does not appear until the 12th grade U.S. government course, creating a gap in earlier instruction. The commenter explained that Marbury v. Madison (1803) established the Supreme Court's power to strike down laws that violate the Constitution, identifying it as the principle of judicial review and describing it as foundational to constitutional enforcement. The commenter noted that Grade 6 students study Thomas Jefferson's presidency, the Early Republic, and the founding of American constitutional government but are not taught how judicial review came to exist. The commenter explained that without this foundation, students cannot fully understand the role of the Supreme Court in Civil War constitutional debates, Reconstruction amendments, or 20th-century civil rights cases, indicating that delaying instruction until later grades leaves a fundamental gap. The commenter requested the addition of a new Grade 6 standard under the Early Republic knowledge statement to read, "explain the significance of Marbury v. Madison, including the principle of judicial review."

Response. The SBOE disagrees with the commenter's proposal to add a new student expectation in §113.21(c)(2) requiring instruction on *Marbury v. Madison* and the principle of judicial review based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the curriculum. The SBOE maintains that concepts related to the judicial branch and the principle of judicial review are addressed in later coursework where students examine the structure, powers, and functions of government in greater depth. Therefore, the SBOE determined that adding a separate Grade 6 student expectation on *Marbury v. Madison* was not necessary to meet the objectives of the course and took action to adopt the proposed standards

as amended based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Three community members stated that §113.22(c)(8)(C) is overly dense and includes too much detail for Grade 7 instruction. The commenter explained that the standard requires students to learn multiple specific elements at once, including a general concept, a production region, refining cities, pipelines, an industrial corridor, and an interpretive framework, which may lead to surface-level coverage or skipped content. The commenter noted that Grade 7 is already an overloaded course and described concern that the current structure undermines instructional focus, clarity, and student understanding. The commenter requested revising the standard to explain how Texas oil production and transportation supported the Allied war effort during World War II, including the role of the Permian Basin, Gulf Coast refineries, and the Big Inch pipeline.

Response. As result of public comment, §113.22(c)(8)(C) was amended to read, "identify the role of oil production and transportation as part of the American Arsenal of Democracy during World War II, including oil production in the Permian Basin, the Big Inch and Little Big Inch pipelines, refining in the Texas Gulf Coast, and the petrochemical industry along the Houston Ship Channel (H, E)."

Comment. One community member stated that in §113.23(c)(12)(E), the proposed standard attributes border violence primarily to the actions of Pancho Villa and explained that this framing presents a one-directional interpretation of a complex and multilateral period of conflict. The commenter requested revision to read, "analyze how the Mexican Revolution increased border tensions and violence in Texas, including Pancho Villa's raids, the U.S. military's Pershing Expedition, and the Porvenir Massacre (H, Geo/C)."

Response. As result of public comment, §113.23(c)(10)(E) was amended to read, "explain how the Mexican Revolution increased border tensions, including Pancho Villa's raids (H)."

Comment. One teacher recommended revising §113.22(c)(7)(A) to read, "explain the debate over the role of government in the economy, including limited government, free enterprise, and government regulation."

Response. The SBOE disagrees with the commenter's proposal to revise §113.22(c)(7)(A) based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the adopted standards appropriately address economic principles and the role of free enterprise within the broader study of Texas and United States history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher and one community member recommended revising §113.22(c)(8)(C) to read, "explain how Texas oil production and transportation supported the Allied war effort during World War II, including the role of the Permian Basin, Gulf Coast refineries, and the Big Inch pipeline."

Response. As result of public comment, §113.22(c)(8)(C) was amended to read, "identify the role of oil production and transportation as part of the American Arsenal of Democracy during World War II, including oil production in the Permian Basin, the Big Inch and Little Big Inch pipelines, refining in the Texas Gulf Coast, and the petrochemical industry along the Houston Ship Channel (H, E)."

Comment. One teacher and one parent recommended revising §113.23(c)(6)(J) to read, "explain how constitutional principles championed in the Federalist Papers, including republican government, separation of powers, and judicial authority, are reflected in the United States and Texas governments."

Response. As result of public comment, §113.23(c)(6)(J) was deleted.

Comment. One teacher and one parent recommended revising §113.23(c)(12)(E) to read, "analyze how the Mexican Revolution increased border tensions and violence in Texas, including Pancho Villa's raids, the U.S. military's Pershing Expedition, and the Porvenir Massacre."

Response. As result of public comment, §113.23(c)(10)(E) was amended to, "explain how the Mexican Revolution increased border tensions, including Pancho Villa's raids (H)."

Comment. One community member stated the standards for this year are a reiteration of the history of Texas from the Pre-Columbian period to 2016. The commenter explained the standards are more specific and extensive and emphasize economic developments uncritically.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for the scope and specificity of Texas history content based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two community members stated that §113.23(c)(12)(E) should be expanded to provide a more complete account of the impact of the Mexican Revolution on Texas. The commenter proposed revising the standard to analyze how the Mexican Revolution increased border tensions and violence, including Pancho Villa's raids, the U.S. military's Pershing Expedition, and the Porvenir Massacre. The commenter explained that this revision strengthens historical accuracy by connecting regional conflict, U.S. military response, and violence along the border and requested that the standard be revised to reflect these key events and their significance.

Response. As result of public comment, §113.23(c)(10)(E) was amended to read, "explain how the Mexican Revolution increased border tensions, including Pancho Villa's raids (H)."

Comment. Two parents stated concerns related to changes in English language arts (ELA) TEKS rather than the social studies TEKS. The commenters explained that current ELA instruction and performance are showing signs of progress and that changes could disrupt practices they view as effective. The commenters noted that altering a system that is improving may create unnecessary disruption for students, families, and educators. The commenters described maintaining effective current ELA practices as important for continued student progress. The commenters requested that decision-makers refrain from changing ELA TEKS in ways that could interfere with current improvement.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Twelve teachers, 2 administrators, 5 parents, and 9 community members opposed required, scripted, or restrictive reading lists that require specific texts and limit teacher choice. The commenters stated that public schools should teach about religion without endorsing one faith tradition and noted concern

that Protestant Christian Bible readings appear emphasized without comparable representation of other religious traditions. The commenters requested reconsideration, rejection, or revision of the proposed lists to allow teacher options within genres, broaden representation, support religious neutrality, preserve local control, and maintain an inclusive public-school environment.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher stated that proposed changes to Texas social studies curriculum and graduation requirements would make students less competitive in college admissions and the national and global job market. The commenter requested maintaining a full education that includes required courses such as world history and macroeconomics.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent asked for students to read entire books and stated that learning how to read a full book is important. The commenter noted concern about attention and reading stamina and requested more books for students.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher stated that Dante's Inferno is a complex text with dark themes and difficult content. The commenter described concerns about gore, body decomposition, sexual content, child abuse, and the need to teach both complex language and dark subject matter. The commenter indicated that some parents may request another option due to the nature of the content.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One community member stated support for the SBOE's previously approved social studies TEKS and required reading list. The commenter requested keeping Celebrate Freedom Week while adding back American exceptionalism, American heroes, and more emphasis on original documents. The commenter explained that students should celebrate freedom through standards that bring back American heroes, original documents, and a focus on American exceptionalism.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Two parents and three community members opposed requiring Bible readings or scriptures in public school settings. The commenters stated that required Biblical texts may conflict with religious freedom, separation of church and state, and parents' rights to choose religious doctrine and settings for their children. The commenters requested removing or avoiding required Bible readings and creating a more diverse reading list where applicable.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher stated support for the idea of common literary texts across grade levels and made two requests. The commenter requested including one modern coming-of-age story per grade level and making some state assessment questions related to required texts because every school would read them. The commenter also requested reconsidering Romeo and Juliet for 9th grade as a foundational text students can discuss with their families at a critical time in their lives.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher expressed opposition to the proposed ELA, social studies, and literary works TEKS because the proposals move too quickly and do not allow sufficient time for review and input from educators, families, and communities. The commenter stated that required literary lists reduce teacher flexibility and that bilingual; deaf and hard of hearing; English as a second language, and special education students need adaptable and culturally responsive instruction. The commenter requested that the SBOE slow the process, gather broader public input, and revise the proposals before adoption.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher stated that proposed reading and language arts texts such as Paul Revere's Ride, The Gettysburg Address, Anne Frank: The Diary of a Young Girl, Beyond Courage, and writings by national leaders are valuable additions supporting social studies instruction. The commenter noted that alignment with content should be reviewed carefully because students from diverse cultural backgrounds may need historical context to understand the texts. The commenter requested review of content, layout, and cross-curricular alignment to better support students and teachers.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One parent stated, "The American Story book series by David and Tim Barton."

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One counselor, one parent, and one community member supported including biblical references and foundational literary works in the proposed literature list. The commenters stated that biblical references are used for literary and historical knowledge rather than religious instruction and help students understand major works of Western literature, culture, history, law, art, founding documents, and civic life. The commenters requested maintaining foundational texts from sources such as Shakespeare, the Bible, and America's founding documents to preserve shared knowledge and cultural literacy.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Four community members opposed restrictions or state-directed lists that override parents' ability to determine what is appropriate for their children. The commenters stated that children mature at different rates and that teachers and parents, rather than a state restriction or board mandate, should determine appropriate reading. The commenters expressed disapproval of the list as overriding Texans' parental rights.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. One teacher expressed concern about the proposed English II required texts and requested clarification on integration with existing curriculum, scope and sequence, TEKS alignment, and differentiation for pre-AP and advanced programs.

The commenter stated that, as a Christian parent, they had concerns about biblical texts, translation choices, classroom interpretation, parent roles, and maintaining boundaries. The commenter requested that instruction remain aligned to TEKS and avoid proselytizing.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Four parents and five community members expressed concern that the proposed social studies TEKS contain religious or cultural bias and requested that the SBOE address those concerns before adoption. The commenters stated that the standards appear to elevate Christianity, especially Protestant Christianity, or Christian nationalist framing over other religions, cultures, and perspectives. The commenters explained that students should receive accurate, balanced, and constitutionally appropriate social studies instruction that recognizes religious freedom, separation of church and state, and the contributions of diverse communities. The commenters requested removal of religiously biased content, additional review of religious-content concerns, and standards that are nonpartisan, non-discriminatory, and suitable for public schools.

Response. The SBOE disagrees with the commenters' proposal to review religious content to support standards that are nonpartisan and suitable for public schools because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Four parents and two community members expressed support for the proposed social studies TEKS and for preserving their focus on Texas, American, Western, and civic foundations. The commenters stated that the standards strengthen instruction on American exceptionalism, foundational principles of liberty, civic knowledge, Texas and American history, and Western traditions. The commenters explained that they appreciate qualified content advisors and believe the proposed standards provide a strong, fact-based, age-appropriate foundation for learning about the history, principles, and values that shaped Texas and the United States. The commenters requested adoption or preservation of the proposed standards and, in some cases, rejection of amendments that would alter that focus.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021.

Comment. One community member expressed concern that the proposed changes do not adequately emphasize important aspects of the nation's history and achievements. The commenter also believed the revisions place disproportionate emphasis on certain groups and recommended adopting a more balanced approach grounded in accurate information and effective educational practices to promote unity.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for standards that emphasize the historical foundations, principles, and institutions that shaped Texas and the United States based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member stated that the social studies documents are filled with errors. The commenter suggested taking the time to correct them.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for accuracy, clarity, and technical precision based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One community member expressed concern that the draft was not publicly accessible, making it difficult to review the proposed changes and provide meaningful feedback.

Response. This comment is outside the scope of the proposed rulemaking.

Comment. Two parents stated that parental rights and family concerns be respected in curriculum decisions. The commenters explained that topics involving beliefs, religion, or sensitive content should recognize the role of parents and families. The commenters noted that families hold different beliefs and that public schools should not displace family authority in areas they view as personal or value based. The commenters described concerns about the state determining how religious content or other perspectives are presented to children. The commenters identified parent involvement and transparency as important to public trust. The commenters requested curriculum decisions that respect family roles and avoid content they believe should be addressed at home.

Response. The SBOE disagrees with the commenters' proposal to address concerns with curriculum decisions about religion because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Twelve teachers, 4 administrators, 34 parents, 26 community members, and 1 college representative opposed required Bible passages, Bible-based instruction, or religious instruction in public school classrooms. The commenters stated that public schools serve students of many faiths and no faith and should remain religiously neutral rather than promoting one faith tradition. The commenters explained that religious education belongs with families, homes, churches, Sunday schools, or private faith schools, and several identified parental rights as a central concern. The commenters noted constitutional concerns related to separation of church and state, the First Amendment, and public use of tax dollars for religious instruction. The commenters requested removing required Bible passages or religious instruction from public school curriculum and keeping public education inclusive and secular.

Response. The SBOE disagrees with the commenters' proposal to remove or reconsider required religious texts because TEC, §28.002(a)(2)(G), requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Four teachers stated that biblical references may be appropriate only when directly tied to the historical context of a specific region, event, or course. The commenters noted that U.S. and Texas history should not present the United States as a Christian nation and should recognize Enlightenment and other civic influences. The commenters requested reconsideration of broad religious literature requirements outside contexts where they are historically and academically appropriate.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for ensuring that religious and biblical content is presented within appropriate academic contexts based on TEC, §28.002(a)(2)(G), that requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Three teachers, 17 parents, 14 community members, and 2 college representatives supported including Bible references, biblical literature, Judeo-Christian values, or Christianity's influence in the social studies TEKS. The commenters explained that the Bible can be taught as a reference tool or source of background knowledge rather than as religious instruction, and several noted the value of beginning this learning in early grades through a sequenced and spiraled curriculum. The commenters requested support for standards that preserve Texas and American history, strengthen patriotism and civic responsibility, and recognize Judeo-Christian influences.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening civic understanding, constitutional context, and age-appropriate treatment of rights and responsibilities that emphasize the requirements under SB 3, 87th Texas Legislature, Second Called Session, 2021. The SBOE also considered the commenter's proposal of recognizing Judeo-Christian influences based on TEC, §28.002(a)(2)(G), which requires instruction in religious literature and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025.

Comment. Two teachers, 4 parents, and 13 community members supported curriculum emphasizing traditional American and Texan values or the Christian/Judeo-Christian nature of the nation's founding while opposing Islamic influence, Sharia law, or Islamic teaching in public schools. The commenters stated that Islam and Sharia law have no role in the founding or development of Texas or the United States and should not be presented as an acceptable form of governance. The commenters explained that public funds should not support instruction they viewed as promoting Islamic beliefs or practices and requested that any discussion of Islam be excluded, limited, or presented in a way they considered factual. The commenters requested standards that emphasize American values, Texas history, Judeo-Christian heritage, and constitutional principles without Islamic influence.

Response. The SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for American values, Texas history, Judeo-Christian heritage and constitutional principles. TEC, §28.002(a)(2)(G), requires instruction in religious literature, including the Hebrew Scriptures (Old Testament) and New Testament and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025

Comment. One teacher, one parent, and one community member expressed concern that the standards over-credit Christianity and "Western civilization" for the achievements of human history while minimizing the contributions of others. The commenters explained that the organization of ancient and medieval grades as "roots of Western civilization to America" and the framing of the Renaissance as a "restoration" of Greco-Roman ideas omit the role of Islamic scholars who preserved and advanced that knowledge and noted that contributions of other groups are minimized or framed narrowly, such as Mansa Musa being referenced only as having "inspired worldwide exploration" (§113.5(c)(2)(C)). The commenters stated that selectively attributing achievements to one tradition while minimizing others presents an incomplete and distorted account of history. The commenters explained that this approach can promote a hierarchy of peoples and beliefs rather than an accurate understanding of historical development. The commenters requested that the standards attribute contributions accurately and broadly, including Islamic, African, Asian, and Indigenous contributions and revise "restoration" and "roots-of-the-West-only" framings to reflect a more comprehensive and balanced account of history.

Response. The SBOE disagrees with the commenters' proposal to revise the standards based on TEC, §28.002, which authorizes the SBOE to adopt the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the standards are designed to provide students with an understanding of the historical development of civilizations, cultures, institutions, and ideas that have contributed to Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One out-of-state commenter expressed appreciation for the inclusion of Hinduism, Dharmic traditions, and Indian history in the proposed standards and stated that these elements support an introductory understanding of comparative world religions and global history. The commenter explained that the inclusion of key texts and concepts, as well as recognition of contributions to global civilization, provides a positive foundation for students' learning. The commenter noted concerns about a standard linking caste to cultural and religious identity and explained that this framing may oversimplify a complex social system and contribute to misconceptions about Hinduism and South Asian societies. The commenter requested that this content be relocated to a broader discussion of social, political, or economic structures to provide appropriate context and avoid unintended stereotyping.

Response. The SBOE disagrees with the commenter's proposal to relocate content to a broader discussion of social, political, or economic structures based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the adopted standards provide students with the historical knowledge, analytical skills, and civic understanding necessary to examine world history, international developments, and historical conflicts based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One parent expressed that, as a former student and teacher, they value respect, truth, and moral responsibility and

stated that denying historical facts would conflict with these principles. The commenter explained that historical events in Palestine, including the displacement of Palestinians and ongoing conflict, should be taught accurately and described concerns about how these events are represented. The commenter noted that religious beliefs inform their perspective on these issues and emphasized the importance of truthfulness in teaching history. The commenter stated that students should receive accurate and honest instruction about historical events and explained that misleading or incomplete narratives would fail to meet this standard. The commenter requested that the SBOE ensure future history instruction presents factual and truthful accounts so that students are not misled about events in the Holy Land.

Response. The SBOE disagrees with the commenter's proposal to revise the standards to include additional content regarding Palestine and the modern Middle East based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the social studies curriculum. The SBOE maintains that the adopted standards provide students with the historical knowledge, analytical skills, and civic understanding necessary to examine world history, international developments, and historical conflicts.

Comment. Two community members expressed appreciation for the opportunity to provide feedback and for the inclusion of standards addressing Judaism, ancient Israel, the Holocaust, and the modern State of Israel. The commenters stated that terminology and context should be clarified, including using "ancient Israelites" rather than "ancient Hebrews" and separating standards on the Holocaust and the modern State of Israel. The commenters explained that the Holocaust should be accurately described as the Nazi genocide against Jews driven by antisemitism and identified opportunities to add omitted topics such as anti-immigration legislation in the 1920s and the Galveston Movement. The commenters requested revisions to strengthen accuracy, rigor, and completeness in Jewish and Judaism-related content.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for historical accuracy, rigor, and completeness of Jewish history and Judaism-related content in Texas, United States, and world history based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two community members opposed what they described as an inaccurate or privileged Judeo-Christian framework in the proposed TEKS. The commenters stated that Christian and Hebrew sources are presented as positive, formative influences while other religious, philosophical, Indigenous, and non-Western traditions are treated more narrowly or omitted. The commenters requested revisions that reduce repetition, remove misleading religious framing, align with credible scholarship, and present colonial and founding history with greater accuracy, balance, and analytical rigor.

Response. The SBOE disagrees with the commenters' proposal to reduce repetition and remove Judeo-Christian religious framing because TEC, §28.002(a)(2)(G), requires instruction in religious literature including the Hebrew Scripture (Old Testament) and New Testament and its impact on literature and history as part of the required curriculum, a statutory requirement affirmed by Texas Attorney General Opinion No. KP-0503 (RQ-0621-KP) as issued on November 17, 2025

Comment. One parent requested that instruction on Islam include additional information about traditional marriage witness requirements and gender roles within those practices.

Response. The SBOE disagrees with the commenter's proposal to revise the standards to include additional instruction regarding specific religious marriage practices based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for the curriculum. The SBOE maintains that the standards appropriately address major religions within their historical and cultural contexts and provide students with the knowledge necessary to understand their influence on civilizations and societies based on feedback from numerous experts, educators, and stakeholder groups.

Comment. Two parents and one community member requested that social studies instruction keep to factual content and support critical analysis of complex historical topics. The commenters explained that students should evaluate difficult topics rather than avoid them and identified examples such as Barbary slavers, skin color in slavery and segregation, religious/legal systems, and the role of different communities in Texas history. The commenters requested accurate, transparent, and intellectually honest instruction that supports thoughtful analysis.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for factual content, historical evidence, and critical analysis of complex historical issues based on feedback from numerous experts, educators, and stakeholder groups.

SUBCHAPTER A. ELEMENTARY

19 TAC §§113.1 - 113.6

STATUTORY AUTHORITY. The new sections are adopted under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(h-3), as added by House Bill (HB) 824, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge; TEC, §28.002(h-11), as added by Senate Bill 24, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of communist regimes and ideologies; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement course designated by the SBOE as containing substantively similar and rigorous academic content.

CROSS REFERENCE TO STATUTE. The new sections implements Texas Education Code, §§7.102(c)(4); 28.002(a); (c); (h-3), as added by HB 824, 89th Texas Legislature, Regular

Session, 2025; and (h-11) as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a); and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

§113.1. Social Studies, Kindergarten, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Kindergarten, students begin their study of social studies by learning about themselves as American citizens and members of a home, family, and classroom and the role of rules in communities and by developing an early understanding of citizenship, patriotism, and civic responsibility in a republican self-government. Through stories, symbols, celebrations, and everyday experiences, students explore Texas and national heritage and the contributions of individuals that help communities function and foster respect for others. The concept of chronology is introduced. Students apply geographic concepts using maps, globes, and images, and acquire information from a variety of oral storytelling and visual sources to build foundational historical and economic understanding while practicing civic habits that preserve liberty through participation and listening skills.

(A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice critical thinking as an individual, respectful discussion, and identify the Constitution as the supreme law of the land, an important national document that protects freedoms and liberty. Students recognize community helpers and public servants, learn how people honor service, and develop an understanding of patriotism through national and state symbols, pledges, songs, and stories. Through these experiences, students begin to see themselves as citizens who show respect, responsibility, and pride in their community, state, and country.

(B) Students explore history, geography, and culture through stories of American Indians, early explorers, and early American communities. They learn about the Iroquois, Cherokee, and Comanche by examining stories, homes, foods, artifacts, and regions using maps and images. Students hear stories of exploration, the Plymouth Colony, the first Thanksgiving, and important historical figures such as George Washington. These studies help students understand how people lived in different places, how geography influenced daily life, and how cooperation and leadership shaped early communities.

(C) The course introduces foundational economic and geographic concepts by helping students distinguish between wants and needs, goods and services, and individual ownership. Students use maps and globes to identify continents, oceans, and important locations, describe relative location, and understand where they live in relation to other places. The year concludes with stories of innovation and leadership, highlighting individuals whose ideas and service contributed to the growth of America and Texas. Throughout Kindergarten, students build essential social studies vocabulary and skills that prepare them for deeper historical, civic, and geographic study in later grades.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) use primary and secondary sources, including stories, artifacts, and documents to learn about people, events, and places in the past (H, GEO/C, S);

(B) identify what happened and why in a story or event, using the words "because" and "so" to describe simple cause-and-effect relationships (H, G/Civ, S);

(C) use the sequential terms first, next, then, and last to retell events from stories and describe the change over time (H, Geo/C, S);

(D) answer a question about first, the past by pointing to or describing information from a story, image, or artifact shared in class (H, G/Civ, Geo/C, S); and

(E) practice civil discourse by taking turns speaking, listening respectfully while others share ideas, and expressing disagreement using kind words, recognizing that working together and following rules helps communities function (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:

(A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (H, Geo/C, S);

(B) identify the bison (buffalo) in pictures as food hunted by the Comanche (H, Geo/C, S);

(C) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (H, Geo/C, S);

(D) identify on a map that the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (H, Geo/C, S);

(E) describe trading as giving something to get something in return (H, Geo/C, E, S); and

(F) identify artifacts, including arrowheads, pottery, and animal hides, traded by the Iroquois, Comanche, and Cherokee (H, Geo/C, S).

(2) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:

(A) define a continent as a large piece of land on Earth and locate a continent on a map (Geo/C, S);

(B) identify North America as the continent where we live (Geo/C, S);

(C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and

(D) describe relative location using the spatial terms near and far (Geo/C, S).

(3) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:

(A) retell, using pictures, a globe, and a map, the story of Christopher Columbus, who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);

(B) retell, using pictures and a map, the story of Cabeza de Vaca, who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and

(C) retell, using pictures and a map, the story of Coronado, who went in search of gold in the Americas (H, Geo/C, S).

(4) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:

(A) retell, using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);

(B) explain that the Pilgrims were people from England who came to America seeking religious freedom to practice and share their Christian faith, make choices about their government, and work together to build a community (H, G/Civ, Geo/C, S);

(C) explain that the Mayflower Compact was an agreement based on Christian values to work together, to choose leaders, and to follow rules for the good of the community (H, G/Civ, Geo/C, S); and

(D) locate on a map England and Massachusetts (Geo/C, S).

(5) The Plymouth Colony. The student knows the story of the Plymouth Thanksgiving. The student is expected to:

(A) describe Squanto as a Wampanoag Indian leader who helped the Pilgrims learn to grow food and survive in a new place (H, Geo/C, S);

(B) describe Massasoit as a Wampanoag Indian who worked with the Pilgrims to make peace and share food during the Plymouth Thanksgiving story (H, Geo/C, S); and

(C) retell the story of the Plymouth Thanksgiving between the Pilgrims who gave thanks to God and their Wampanoag neighbors (H, Geo/C, S).

(6) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:

(A) identify a portrait of George Washington as a primary source and describe details in the portrait that tell about who George Washington was and the time period in which he lived (S);

(B) locate North America; the United States; Washington, D.C.; and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S);

(C) retell, using a timeline, stories of George Washington, including his life as a responsible and respectful child, a general in the military, and the first president of the United States (H, G/Civ, S);

(D) explain why George Washington is called the Father of Our Country, including his role in uniting the nation and as the first president of the United States (H, G/Civ, S); and

(E) identify Washington, D.C., as the capital of the United States, named after George Washington, where the current president lives and works (Geo/C, S).

(7) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:

(A) identify examples of goods and services (G/Civ, E, S);

(B) identify examples of wants and needs (G/Civ, E, S);

(C) describe individual ownership using the words mine and yours (G/Civ, E, S); and

(D) describe how people choose what goods and services to buy, including important family decisions to purchase food and water as a need instead of toys and snacks as wants (G/Civ, E, S).

(8) American Citizenship. The student knows symbols of patriotism. The student is expected to:

(A) identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and

(B) identify "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).

(9) American Citizenship. The student understands examples of patriotism. The student is expected to:

(A) identify the American flag as a national symbol of freedom (H, G/Civ, S);

(B) retell the story of Betsy Ross, who is remembered as a good citizen and for making the first American flag, using the sequential terms beginning, middle, and end (H, S);

(C) recite the Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S); and

(D) use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (G/Civ).

(10) We the People: Rules in the Community. The student understands the role of rules. The student is expected to:

(A) define community as a group of people who live and work together (Geo/C, S);

(B) distinguish among the terms community, city, state, and country (Geo/C);

(C) explain the purpose for having rules at home, school, and in the community (G/Civ, S); and

(D) identify the Constitution as the most important rule book in our country, protecting freedoms for Americans (G/Civ, S).

(11) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:

(A) retell the story about Father Damián Massanet, who came to Texas to help people build missions and teach Christianity to American Indians (H, Geo/C, S);

(B) retell the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to present day San Antonio, Texas (H, Geo/C, S); and

(C) retell the story about Sam Houston that describes his leadership role in Texas independence from Mexico, including his role as a general (H, Geo/C, S).

(12) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas pride. The student is expected to:

(A) identify the Texas flag as a symbol of Texas pride (H, G/Civ, S);

(B) recite the Texas Pledge of Allegiance, practicing good citizenship behavior, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S);

(C) explain that reciting the Texas Pledge of Allegiance shows pride and is an example of being a good citizen (G/Civ); and

(D) recite the state song "Texas, Our Texas, " including the first version and refrain, identify the song from the melody, and demonstrate good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (G/Civ, S).

(13) American Citizenship. The student understands the importance of community helpers. The student is expected to:

(A) identify police officers, firefighters, military members, veterans, and elected officials as community helpers (G/Civ, S);

(B) describe how police officers, firefighters, military members, veterans, and elected officials help people in the community (G/Civ, S);

(C) identify ways people honor members of the military on Memorial Day and Veterans Day, including saying thank you for your service, attending parades, and flying the American flag (G/Civ, S); and

(D) retell, using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).

(14) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:

(A) retell, using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights his contributions as an inventor, including the invention of bifocals and the lightning rod, and as a business owner (H, G/Civ, S);

(B) retell, using pictures, the story of Charles Goodnight, including his work as a Texas rancher and his invention of the chuck wagon, which helped feed cowboys working on the open range (H, Geo/C, S); and

(C) retell, using pictures, the story of Bessie Coleman, who was born in Atlanta, Texas, and became the first African American and Native American woman to earn an international pilot's license, showing courage in pursuing her dream of flight (H, Geo/C, S).

§113.2. Social Studies, Grade 1, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Grade 1, students study Texas and American history through stories, symbols, and important events that highlight freedom, unity, work, and patriotism. Students explore how communities, governments, and economies function and how people in the past worked together to shape Texas and the United States. Using maps, songs, symbols, timelines, and storytelling, students develop foundational civic, geographic, historical, and economic understanding while building respect for shared traditions and democratic values.

(A) Students examine symbols, traditions, and civic ideals that represent freedom and unity in Texas and the United States. They study Texas symbols such as the Lone Star, the Texas flag, and state songs, as well as national symbols, including the American flag, Independence Hall, and the Liberty Bell. Students explore the meaning of liberty through the Declaration of Independence and learn how holidays such as Independence Day, Veterans Day, Memorial Day, Juneteenth, and Martin Luther King, Jr. Day honor freedom, service, and equality. Through these studies, students connect patriotic symbols and celebrations to shared civic values.

(B) Students investigate key historical events, people, and communities that shaped Texas and the nation. They learn about Thanksgiving stories in both Texas and early America, Pilgrim life and self-government, and cooperation between American Indians and settlers. Students study Texas settlement and independence through stories of the Comanche, missions, Stephen F. Austin, William B. Travis, and the Texas Declaration of Independence. They also explore the American Revolution, the Civil War, and the Civil Rights Movement by examining the roles of leaders such as Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr., and other individuals who worked to expand liberty, justice, and equality. Maps, timelines, and storytelling help students understand place, sequence, and historical change.

(C) The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources, including oil and natural gas, contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chrono-

logical approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) distinguish between a primary source, such as a photograph, artifact, or document and a secondary source such as a textbook or storybook, and explain what the source can tell us about people or events in the past (H, Geo/C, S);

(B) identify the cause and effect in a historical event or story (H, G/Civ, S);

(C) use sequential terms, including first, next, then, and last, and before and after to place events on a timeline and describe one way life has changed over time (H, Geo/C, S);

(D) describe what a photograph, artifact, map, or image shows, and explain what it reveals about the people or place it represents (H, Geo/C, S);

(E) answer a question about the past by identifying information from a source and explaining in a complete sentence how that information supports the answer (H, G/Civ, Geo/C, S); and

(F) practice civil discourse by listening respectfully to the perspectives of others, taking turns during discussion, and expressing disagreement using respectful language, recognizing that democratic communities depend on people who can share ideas and work through differences (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation.

In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) Thanksgiving. The student understands the story of Thanksgiving in El Paso as giving thanks to God. The student is expected to:

(A) locate North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande on a map and identify their relative location using cardinal directions north, south, east, and west (Geo/C, S); and

(B) retell the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598 after safely crossing the desert (H, Geo/C, S).

(2) Thanksgiving. The student understands the story of Thanksgiving. The student is expected to:

(A) locate on a map Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S);

(B) identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities, freedom to worship God, and to advance the Christian faith (G/Civ, Geo/C, S);

(C) identify Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);

(D) retell the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C);

(E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and

(F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).

(3) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:

(A) describe the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S);

(B) explain the ways Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S);

(C) explain the purpose of a meeting house as a place where Pilgrims prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S); and

(D) use voting as a method for decision making and identify that this method was also used by Pilgrims (G/Civ, S).

(4) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. The student is expected to:

(A) locate on a map North America; Boston, Massachusetts; and Philadelphia, Pennsylvania (Geo/C, S);

(B) retell the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);

(C) describe the role that Paul Revere, William Dawes, and Samuel Prescott played in alerting the colonists that the British army was coming (H, G/Civ, S);

(D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);

(E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S); and

(F) recite the phrase "Life, Liberty, and the Pursuit of Happiness" as an important phrase in American history (H, G/Civ, S).

(5) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. The student is expected to:

(A) explain the meaning of the stars and stripes on the American flag (H, Geo/C, S);

(B) recite the first stanza and identify the song from the melody of "America the Beautiful" (H, Geo/C, S);

(C) explain the meaning of "America the Beautiful" by Katherine Lee Bates, including features of America's landscape (H, Geo/C, S);

(D) identify historical symbols of liberty in Philadelphia, Pennsylvania, including the Liberty Bell and Independence Hall (G/Civ, Geo/C); and

(E) explain the historical significance of Independence Hall, including the signing and first public reading of the Declaration of Independence (H, G/Civ, Geo/C, S).

(6) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. The student is expected to:

(A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th, including attending parades and watching fireworks displays (H, G/Civ, Geo/C, S); and

(B) identify Veterans Day and Memorial Day as holidays that honor members of the military who have served to defend American freedom (H, Geo/C, S).

(7) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:

(A) describe how the use of horses helped the nomadic Comanche to migrate and hunt bison (buffalo) (H, Geo/C, S);

(B) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and

(C) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).

(8) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. The student is expected to:

(A) define missions as communities where American Indians lived, worked, and learned Christianity (H, Geo/C, S);

(B) explain that American Indians and the Spanish lived together in missions, resulting in a blending of cultures, including food, clothing, and languages (H, Geo/C, S); and

(C) retell the story about Antonio de Olivares founding the mission near the San Antonio River that became the Alamo (H, Geo/C, S).

(9) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:

(A) retell the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);

(B) retell the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);

(C) retell the story of William B. Travis, including his role as a commander at the Alamo, who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and

(D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).

(10) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:

(A) identify the symbolism of the Texas flag: the Lone Star as a symbol of Texas freedom because it represents unity and the colors on the flag: blue represents loyalty, white represents purity, and red represents bravery (H, G/Civ, Geo/C, S); and

(B) recite the first four stanzas from and identify from the melody the song "Deep in the Heart of Texas" (H, Geo/C, S).

(11) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:

(A) describe how the country was divided over different views on slavery, including people who supported slavery and people who did not, which led to the Civil War (H, S);

(B) retell events of Abraham Lincoln's life using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);

(C) identify Abraham Lincoln as the president who ended slavery and protected liberty for all people in America (H, G/Civ, S);

(D) locate Washington, D.C., on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and

(E) explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).

(12) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to identify Juneteenth as a national holiday that celebrates when enslaved people in Texas learned they were free and Dr. Opal Lee as the Grandmother of Juneteenth (H, Geo/C, S).

(13) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:

(A) identify oil and natural gas as valuable natural resources that are found deep in the ground or under the seabed (Geo/C, E, S);

(B) explain that the discovery of oil in Texas led to new towns, transportation, products, and support of education (H, E, S);

(C) describe Pattillo Higgins and Anthony Lucas as wildcatters who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S);

(D) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S); and

(E) describe H.L. Hunt as a wildcatter and speculator who worked in Texas to develop land and oil projects, showing courage and skill (H, E, S).

(14) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:

(A) identify farmers as producers who grow crops and ranchers as producers who raise livestock (G/Civ, E);

(B) identify that people in the community are considered consumers, including when they buy food from the grocery store (G/Civ, E);

(C) explain how people in the community trade goods and services to meet needs and wants (G/Civ, E);

(D) explain why people have jobs, including to earn money, care for the family, and contribute to the community (G/Civ, E, S); and

(E) identify jobs in the local community, including teacher, business owner, and truck driver (G/Civ, Geo/C, S).

(15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:

(A) retell stories of Martin Luther King, Jr. using sequential terms, including his life as a pastor and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S);

(B) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);

(C) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);

(D) identify the Martin Luther King, Jr. Memorial in Washington, D.C., in pictures (H, Geo/C, S); and

(E) explain that the Martin Luther King, Jr. Memorial in Washington, D.C., is a place that honors Martin Luther King, Jr. and his work for equality (H, Geo/C, S).

(16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:

(A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S);

(B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and

(C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S).

§113.3. Social Studies, Grade 2, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Grade 2, students learn about people, places, and events that helped shape America and Texas by exploring stories from long ago through maps, timelines, and historical examples. Students study how early civilizations lived, how communities made rules, and how people worked together to seek freedom, safety, and opportunity. Through age-appropriate stories and symbols, students build an understanding of geography, citizenship, and history while making connections between the past and their lives today.

(A) Students begin by learning about the world and early civilizations to understand that people have lived in many places for a long time. They identify the continents and oceans and explore how early groups met their needs by farming, trading, building communities, and creating rules. Students learn about ancient peoples such as the Clovis, Hebrews, Greeks, Romans, and African civilizations, focusing on how their ideas, tools, and laws helped shape later societies. These early examples introduce students to important ideas such as leadership, fairness, and cooperation.

(B) Students explore the fight for freedom and the growth of American democracy through stories of the American Revolution and the early nation. They learn why colonists wanted independence, what liberty means, and how people worked together to create a new country. Students study important individuals from the Revolutionary era and learn how the Constitution and Bill of Rights protect freedoms and require everyone to follow the same laws. They also learn about the War of 1812 and how shared symbols and stories helped strengthen American identity.

(C) The course emphasizes Texas history and growth by examining how people settled the land, built communities, and worked toward independence. Students learn about Spanish missions, the Texas Revolution, and the leaders and groups who helped Texas become independent. They explore why people came to Texas seeking opportunity and how different groups contributed to farming, ranching, trade, and community life. The year concludes with a study of the Civil War and the struggle for freedom and equality, helping students understand how the past continues to shape Texas and the United States today.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) distinguish between primary and secondary sources, identify the author or creator and purpose of a source, and interpret how the type of source affects what it can tell us about people or events in the past (H, Geo/C, S);

(B) identify causes and effects of a historical event or story (H, G/Civ, Geo/C, E, S);

(C) construct and interpret a timeline to place events in chronological order, identify whether events are close together or far apart in time, and describe how a person, place, or community changed over time (H, Geo/C, S);

(D) analyze a photograph, artifact, map, or other visual source as historical evidence by describing what it shows and explaining what it reveals about the people or events it represents (H, S); and

(E) practice civil discourse by listening respectfully to the perspectives of others, asking clarifying questions, and expressing disagreement through reasoned response rather than personal attack, recognizing that democratic self-government depends on citizens who can discuss differences productively (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) Ancient Civilizations: People and Places that Influenced America and Texas. The student knows the continents and oceans of the world. The student is expected to:

(A) identify on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and

(B) explain that people have lived in many parts of the world for a long time (H, Geo/C, S).

(2) Ancient Civilizations: People and Places That Influenced America and Texas. The student understands stories about early civilizations and their characteristics. The student is expected to:

(A) identify the Clovis in North America and Texas (H, G/Civ, Geo/C, E, S);

(B) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);

(C) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);

(D) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship, and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);

(E) identify the Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and

(F) identify the continent of Africa on a map and identify contributions from ancient African kingdoms, including art, trade, and irrigation (H, Geo/C, E).

(3) American Heroes in the American Revolutionary War. The student knows the locations of the original thirteen colonies. The student is expected to:

(A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and

(B) locate the original thirteen American colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).

(4) American Heroes in the American Revolutionary War. The student understands the reasons for the American Revolutionary War. The student is expected to:

(A) define the American Revolutionary War as the war in which Americans fought the British for independence (H, G/Civ, Geo/C, S);

(B) locate America, the Atlantic Ocean, and Great Britain on a map (Geo/C, S);

(C) explain the reasons for the American Revolutionary War, including taxation without representation and a desire for liberty (H, E, S); and

(D) recite the phrase from the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal," and identify the phrase as coming from the Declaration (H, G/Civ).

(5) American Heroes in the American Revolutionary War. The student understands stories about the American Revolutionary War. The student is expected to:

(A) identify "Give me liberty, or give me death!" as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S);

(B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolutionary War (H, G/Civ, Geo/C, S);

(C) explain that Martha Washington helped injured American soldiers in the American Revolutionary War (H, G/Civ, Geo/C, S);

(D) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolutionary War (H, G/Civ, Geo/C, S);

(E) explain that the Continental Army led by General George Washington, with the assistance of the French allies and James Armistead, won the Battle of Yorktown (H, G/Civ, Geo/C, S); and

(F) explain that pastors preached about freedom, inspired America's independence, and served in the Continental Army (H, G/Civ, Geo/C).

(6) The Rule of Law. The student understands the concept of rule of law and its connection to the United States Constitution. The student is expected to:

(A) explain how people choose leaders at the national, state, and local levels through voting (G/Civ);

(B) explain that rule of law means everyone, including leaders, must follow the same rules to keep society fair and safe (G/Civ);

(C) identify the Constitution as the highest law in the United States (G/Civ);

(D) define amendment as a change in a written document (S);

(E) explain that the Bill of Rights is a set of amendments to the Constitution that protect liberties, including speech and religion (H, G/Civ, S); and

(F) describe the story of the Constitutional Convention, including James Madison and the debates to decide what kind of government the United States would have (H).

(7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:

(A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britain, which strengthened American identity (H, G/Civ, Geo/C, S);

(B) retell the story of Francis Scott Key writing the "Star-Spangled Banner, " which became the national anthem in 1931 (H, G/Civ, Geo/C, S);

(C) recite from memory the first verse of the "Star-Spangled Banner" (H, G/Civ, Geo/C); and

(D) retell the story of First Lady Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S).

(8) People and Events that Made Texas. The student understands stories about people and events of the Texas Revolution. The student is expected to:

(A) explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, G/Civ, Geo/C, S);

(B) describe how people in the mission grew crops, raised animals, traded goods, and shared religion (H, G/Civ, Geo/C, S);

(C) explain how Spanish and American Indian culture blended, bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);

(D) explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, at Washington-on-the-Brazos (H, G/Civ);

(E) explain that the Texas Declaration of Independence was a document that declared Texas's independence from Mexico, allowing the formation of the Republic of Texas (H, G/Civ, S);

(F) identify the Alamo as a place where Texans, including James Bowie and David Crockett, fought bravely against Mexican forces and explain why the Alamo is remembered as a symbol of courage and sacrifice in Texas (H, G/Civ, Geo/C);

(G) explain that the Battle of Goliad was a pivotal battle that served as a rallying cry for Texian soldiers (H, G/Civ, Geo/C);

(H) explain that the phrase "Remember the Alamo !" motivated Texian resolve for the final battle at San Jacinto (H, G/Civ, Geo/C, S);

(I) explain that the Battle of San Jacinto in the Texas Revolution was the final victory that gave Texas its independence from Mexico (H, G/Civ, Geo/C, S);

(J) explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto (H, G/Civ, Geo/C, S);

(K) explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence (H, G/Civ, Geo/C, S);

(L) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);

(M) explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and

(N) sequence, using a timeline, major events of the Texas Revolution, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, the Battle of the Alamo, the Battle of Goliad, and the Battle of San Jacinto (H, G/Civ, Geo/C, S).

(9) Texas as a Land of Opportunity. The student understands that people came to America and Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:

(A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era, including vaquero skills and irrigation through acequias (H, Geo/C, E, S);

(B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);

(C) retell the story of how German and Czech immigrants established farming communities that contributed to local economies and regional development in what would become known as the Hill Country of Texas (H, Geo/C, E, S);

(D) retell the story of how Irish immigrants in the mid-1800s contributed to agriculture and railroads as Texas continued to grow (H, Geo/C, E, S);

(E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);

(F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and

(G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).

(10) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and identify voting as a right, responsibility, and privilege of American citizenship (H, G/Civ).

(11) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:

(A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);

(B) identify the Union as states who remained in the United States (H, G/Civ, Geo/C, S);

(C) identify the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);

(D) identify the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);

(E) explain that slavery took away people's freedom, forcing them to work without pay in harmful conditions, and slaves were treated as property instead of human beings (H, G/Civ, E, S);

(F) identify that Africans were enslaved and transported to the Americas against their will and they remained enslaved in the United States (H);

(G) explain that the Civil War was fought because of disagreements over the right to have slaves (H, G/Civ, E, S);

(H) explain that Abraham Lincoln was the president who worked to preserve the Union and to end slavery, and recite and explain the meaning of "four score and seven years ago" (H, G/Civ, S);

(I) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);

(J) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);

(K) locate Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);

(L) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);

(M) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);

(N) identify Robert Smalls as an African American who helped the Union cause by boldly taking control of a Confederate ship, the Planter, and sailing it to freedom, carrying his family and other enslaved people to safety (H, G/Civ, S);

(O) identify Robert E. Lee as a Confederate general who led the Confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and

(P) identify Jefferson Davis as the president of the Confederate states and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

§113.4. Social Studies, Grade 3, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Grade 3, students study the development of early civilizations and their lasting influence on Western civilization, the United States, and Texas. Students examine how geography, natural resources, and human innovation shaped the ways people lived, worked, governed, and interacted over time. Through the study of ancient river valley civilizations, early American and Texas cultures, and the civilizations of Israel, Greece, and Rome, students develop an understanding of how ideas, beliefs, and systems from the past continue to affect life in America and Texas today.

(A) Students analyze the movement of people and the development of societies from hunting and gathering to farming and trade. They explore how access to land and water influenced settlement patterns, how scarcity led to trade, and how cultural and technological contributions such as writing systems, architecture, calendars, laws, and forms of government supported growing civilizations. Students compare different systems of leadership and government, including unlimited and limited forms of power, and examine early ideas of citizenship, democracy, and the rule of law.

(B) Students also study the histories and cultures of early peoples in Texas, including how geography influenced where communities formed, how natural resources were used to meet basic needs, and how trade and leadership systems supported cooperation and survival. The course emphasizes the use of maps, artifacts, and primary sources to understand the past and make connections across time and place.

(C) Throughout Grade 3, students connect ancient civilizations to modern America and Texas by identifying shared ideas, values, and structures. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, interpreting what the source reveals about the people or civilization being studied (H, Geo/C, S);

(B) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(C) sequence events to illustrate how civilizations changed over time (H, Geo/C, S);

(D) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows and explaining what it reveals about the people who created it (H, Geo/C, S);

(E) answer a question about the past using information from a source and explain how the source supports the answer (H, G/Civ, Geo/C, E, S); and

(F) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Neolithic Revolution and the Fertile Crescent and Connections to America and Texas. The student understands the Neolithic Revolution and the Fertile Crescent and their connections to America and Texas. The student is expected to:

(A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris and Euphrates Rivers on a map (Geo/C, S);

(B) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);

(C) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);

(D) describe the transition from hunting and gathering to herding and farming that produced a more stable food supply and less scarcity and allowed civilizations to develop (H, Geo/C, E);

(E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous civilizations, including the Greeks, which resulted in expanded trade opportunities (H, E);

(F) explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages (H, Geo/C);

(G) compare ancient Egyptian pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and

(H) compare the difference between systems of government, including the ancient Egyptian pharaohs who held unlimited political and religious power and the limited government of the United States in which power comes from the people (H, G/Civ).

(2) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:

(A) identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);

(B) explain how plains, river valleys, and water sources influenced the movement of the Clovis culture across North America and areas that are now part of Texas (H, Geo/C);

(C) locate on a map the Poverty Point civilization and describe the civilization as an early culture of people that traveled and traded goods along the Ohio and Mississippi rivers (H, Geo/C, E, S);

(D) locate on a map Mesoamerica (Geo/C, S);

(E) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and

(F) identify Mayan civilization contributions, including architecture, writing, astronomy, and counting (H, Geo/C).

(3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:

(A) locate on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);

(B) identify the Gault Site in Williamson County (H, Geo/C, S); and

(C) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).

(4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:

(A) identify early civilizations, including Caddo, Karankawa, Coahuiltecans, and Ancestral Pueblo, in what would become Texas (H, Geo/C);

(B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);

(C) explain how early civilizations farmed in fertile river valleys, hunted on the plains, used coastal resources, and gathered plants (H, Geo/C);

(D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);

(E) identify how people used specialization and trade to solve the problems of resource scarcity (H, Geo/C, E); and

(F) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).

(5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:

(A) locate on a map the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem (H, Geo/C, S);

(B) explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);

(C) describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);

(D) explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);

(E) identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);

(F) describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and

(G) describe Moses as a Biblical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas, and as inspiration for Colonists during the American Revolution (H, Geo/C).

(6) Ancient Greece and Connections to America and Texas. The student understands important ancient Greek historical events and contributions to Western Civilization, America, and Texas. The student is expected to:

(A) locate on a map Greece and Greek city-states Athens and Sparta (Geo/C, S);

(B) describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);

(C) explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today (H, Geo/C);

(D) identify the influence of the Greek language on English vocabulary (H, Geo/C);

(E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);

(F) describe how Greek myths were used to explain daily life, including weather (H, Geo/C);

(G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);

(H) compare the Library of Alexandria, named for Alexander the Great, as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);

(I) explain how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);

(J) explain the reasons for adopting the Second Amendment, including the natural right of self-defense, the importance of an armed citizenry, and concerns regarding standing armies and government tyranny (G/Civ);

(K) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);

(L) describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and

(M) explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).

(7) Ancient Rome and Connections to America and Texas. The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:

(A) locate on a map what constituted the Roman Empire (H, Geo/C, S);

(B) compare the myth of the founding of Rome by Romulus with the story of the founding of the Roman Republic by Brutus

and explain what these stories teach about leadership and government (H, G/Civ, Geo/C);

(C) explain how republican ideas from Ancient Rome, including written laws and representative government with a senate, influenced the United States Constitution (H, G/Civ);

(D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and his willingness to relinquish power and return to the farm and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership (H, G/Civ, Geo/C);

(E) explain how Julius Caesar and Augustus changed the Roman Republic into an empire and identify lasting Roman influences on America and Texas, including the naming of the months of July and August (H, G/Civ, Geo/C);

(F) identify Roman architectural features of columns and domes that appear in government buildings, including the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol (H, Geo/C);

(G) explain the meaning and significance of the Latin phrase "E Pluribus Unum" that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C); and

(H) explain that the Western Roman Empire weakened because emperors were spending more money than they had, causing instability, and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).

(8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:

(A) identify Jesus of Nazareth as the central figure in Christianity and describe how His teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);

(B) identify that Christianity began among Jewish communities living under Roman rule and that the Christians faced persecution and were enslaved for not worshipping the emperor (H, Geo/C);

(C) describe how Christian beliefs, including valuing every individual, doing what is right, and showing compassion for others, helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);

(D) identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);

(E) explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C); and

(F) identify that the Jewish diaspora occurred when many Jewish people were forced to leave their homeland and settle in other parts of the world, including by the Romans (H, Geo/C).

§113.5. Social Studies, Grade 4, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in Africa, Asia, Europe, and the Americas developed and how their ideas, systems, and innovations shaped Western civilization, the United States, and Texas. Students examine the role of geography, trade, belief systems, and leadership in the growth of societies and analyze how interactions among regions led to the exchange of goods, knowledge, and cultural traditions.

(A) Students explore major civilizations and historical developments in Africa, Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.

(B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.

(C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic,

expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);

(B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);

(C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(D) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);

(E) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);

(F) construct a written response to a historical question by stating a clear claim, supporting it with evidence from sources, and explaining the reasoning that connects the evidence to the claim (H, G/Civ, Geo/C, E, S); and

(G) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions to Western civilization in the Early Middle Ages. The student is expected to:

(A) locate on a map the Alps and Pyrenees mountains, Israel, the North Sea, Germany, Spain, Portugal, France, and the United Kingdom (H, Geo/C, S);

(B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages that taught people what the Bible meant when many could not read and influenced kings and leaders (H, Geo/C);

(C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests (H, Geo/C, E); and

(D) describe how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C).

(2) The Middle Ages in Africa and Asia and Connections to America and Texas. The student understands important historical events and contributions from Africa and Asia in the Middle Ages. The student is expected to:

(A) locate on a map Ghana, the Mali Empire, China, the Indian Ocean, and the Middle East (Geo/C);

(B) describe Mansa Musa of the Mali Empire as one of the wealthiest rulers in history whose wealth came from gold, salt, and slavery using Sub-Saharan trade routes (H, Geo/C);

(C) identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged and identify Marco Polo as an important explorer (H, Geo/C, E); and

(D) identify the widespread practice of slavery in the world of the Middle Ages, including the kingdoms of Africa, the nations of southeast Asia, the Indian subcontinent, and the nations of the Middle East (H, Geo/C).

(3) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from medieval Europe. The student is expected to:

(A) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe (H, G/Civ, Geo/C);

(B) identify the Norse people and explain their influence on Europe through Viking exploration and raids (H, G/Civ, Geo/C);

(C) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas (H, Geo/C);

(D) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus (H, Geo/C);

(E) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe (H, G/Civ, Geo/C);

(F) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and respectful treatment of others (H, Geo/C);

(G) identify English common law as a system in which judges reference precedents to help make fair and consistent rulings in medieval England (H, G/Civ, Geo/C);

(H) explain how English common law influenced American and Texas law by establishing the consistency of law; the rule of law; the idea that laws apply to everyone; and protections for individual rights (H, G/Civ, Geo/C);

(I) use voting as a method for group decision making and explain that voting is an individual right, responsibility, and privilege in America and Texas today (G/Civ);

(J) explain that the Magna Carta, created in 1215 in England with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about individual rights and English legal traditions (H, G/Civ, Geo/C);

(K) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution (H, G/Civ, Geo/C); and

(L) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas (H, Geo/C).

(4) People in the Americas and Texas. The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:

(A) locate on a map the Americas, Andes Mountains, Amazon River, Texcoco Lake, Rio Grande, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea (H, Geo/C, S);

(B) explain that physical geography, including rivers, plains, coastlines, and mountains, impacted locations of communities and trade in the Americas and Texas (H, Geo/C, E);

(C) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);

(D) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor for building projects and farming, terrace farming as an agricultural innovation, and regional trade that helped meet the supply and demand for goods (H, G/Civ, Geo/C, E);

(E) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);

(F) identify examples of primary sources, including glyph writing and quipus which were knotted strings for record keeping, in the Americas (H, Geo/C, S); and

(G) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, and musical traditions (H, Geo/C).

(5) People in the Americas and Texas. The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:

(A) identify the geography of the Caddo, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);

(B) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);

(C) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);

(D) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments, as places where the Jumano and Pueblo lived and traded (H, Geo/C, S);

(E) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, migrating and hunting bison (buffalo), and the use of bison (buffalo) jumps to obtain food and materials (H, Geo/C);

(F) identify how the Apache interacted with other peoples through conflict, including fighting other tribes to control access to scarce resources on the Plains of Texas (H, Geo/C);

(G) identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi (H, Geo/C); and

(H) compare the differences between natural resources and climate in east and west Texas and the effect on American Indian tribes (H, Geo/C).

(6) The Renaissance and Connections to America and Texas. The student understands important contributions to Western civilization from the Renaissance. The student is expected to:

(A) locate on a map the Italian trade states of Florence, Genoa, and Venice (H, Geo/C, S);

(B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);

(C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);

(D) explain that Leonardo da Vinci was described as a "Renaissance Man" because he was an artist, scientist, and inventor who inspired others (H, G/Civ, Geo/C);

(E) explain that the term "Renaissance Man" was used to describe American founders Benjamin Franklin and Thomas Jefferson and that the term is still used today (H, G/Civ, Geo/C); and

(F) explain that wealthy patrons, including the Medici family, played a crucial role in developing traditions of private investment and sponsorship that helped shape modern banking systems and contributed to the development of free enterprise in the economic systems of the United States and Texas (H, G/Civ, Geo/C, E).

(7) Columbus and the Beginning of Exploration. The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:

(A) identify France, Portugal, Spain, and England as major countries that supported exploration and explain the reasons for exploration, including accumulating wealth and glory and spreading religion during the Age of Exploration (H, G/Civ, Geo/C, E);

(B) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);

(C) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);

(D) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);

(E) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);

(F) describe Columbus' alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);

(G) identify Columbus Day as a holiday that commemorates Columbus's voyages (H, G/Civ, Geo/C); and

(H) explain that the name "America" comes from Amerigo Vespucci, an Italian explorer who identified that the lands Columbus explored were not Asia (H, Geo/C).

§113.6. Social Studies, Grade 5, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) Introduction.

(1) In Grade 5, the learning is vertically aligned to content in Kindergarten-Grade 4, building upon important ideas in more complex and meaningful ways. Students study major global, American, and Texas developments from the Reformation through the founding of the United States to understand how ideas, events, and systems shaped the political, economic, and civic foundations of America and Texas. Students examine how challenges to authority, scientific discovery, religious beliefs, economic change, and the exchange of ideas influenced individual rights, self-government, and the pursuit of freedom. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

(A) Students explore the Protestant Reformation, the Scientific Revolution, and the Enlightenment to understand how questioning religious and political authority led to new ideas about natural rights, limited government, consent of the governed, and economic freedom. They analyze how technological and scientific innovations supported economic growth and helped spread ideas that influenced American colonists and the founders of the United States and Texas.

(B) Students investigate European exploration and colonization in the Americas, including the establishment of New Spain and the British colonies. They examine how geography shaped settlement patterns, regional economies, and trade, as well as how interactions among peoples involved cooperation, conflict, cultural exchange, and the development of labor systems, including indentured servitude and slavery.

(C) Students study the growth of self-government in colonial America, including representative institutions, written agreements, religious freedom, reform movements, and English legal traditions. They examine the causes, major events, and key individuals of the American Revolution and analyze how colonial resistance to British political and economic policies led to independence. Students explore how the ideas expressed in the Declaration of Independence reflected Enlightenment principles and shaped American beliefs about equality and individual rights.

(D) Students conclude the course by examining the challenges faced by the new nation and the creation of the United States Constitution. They analyze the weaknesses of early government, the compromises made to form a stronger union, and the principles embedded in the Constitution, including separation of powers, checks and balances, federalism, and the protection of individual rights through the Bill of Rights. Throughout Grade 5, students use maps, timelines, primary sources, and historical evidence to analyze cause-and-effect relationships, compare perspectives, and connect historical developments to the foundations of American and Texas government, law, economy, and civic responsibility.

(2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) distinguish between primary and secondary sources, identify the author, date, and purpose of a source, and explain how these factors affect how the source should be used as evidence (H, G/Civ, Geo/C, S);

(B) explain how the historical context in which an event occurred or a source was created shapes its meaning, including considering what people at the time knew, believed, and experienced (H, S);

(C) identify the causes and effects of historical events (H, G/Civ, Geo/C, E, S);

(D) construct and interpret timelines to sequence events across multiple time periods and identify patterns of continuity and change over time (H, Geo/C, S);

(E) analyze maps, images, artifacts, and other visual sources as historical evidence by describing what the source shows, explaining what it reveals about the past, and identifying what questions it leaves unanswered (H, Geo/C, S);

(F) construct a written response to a historical question by stating a clear claim, supporting it with evidence from sources, and explaining the reasoning that connects the evidence to the claim (H, G/Civ, Geo/C, E, S); and

(G) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place to explain how geographic locations influenced human characteristics.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps, in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs, and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) identify basic economic patterns and relationships using historical examples.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas. The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:

(A) identify Martin Luther as a leader of the Protestant Reformation and King Henry VIII as the leader of the Protestant movement in England (H, G/Civ, Geo/C);

(B) explain how the Protestant Reformation encouraged people to question church leaders and kings and later influenced American colonists to challenge unfair rule and demand greater freedom (H, G/Civ, Geo/C);

(C) explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible (H, G/Civ, Geo/C);

(D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to later migrate to America, shaping early Separatist, Puritan, and Quaker colonial settlements (H, G/Civ, Geo/C);

(E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);

(F) explain Charles Montesquieu's influence on American government, including his ideas about separation of powers, and how these ideas influenced the government structures for the United States and Texas (H, G/Civ); and

(G) explain how Adam Smith's idea of economic freedom, including how people make choices about buying, selling, and working, helped foster capitalism in America and Texas (H, Geo/C, E).

(2) Exploration and Early Settlements in America. The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:

(A) identify Hernán Cortés as a Spanish conquistador who explored central Mexico and conquered with the Tlaxcalan allies the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);

(B) identify Francisco Pizarro as a Spanish conquistador who conquered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);

(C) explain the founding of New Spain, including the establishment of Mexico City, at the site of the former Tenochtitlán, as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);

(D) locate New Spain on a map and explain that Spanish control extended into present-day Texas and present-day American Southwest (H, G/Civ, Geo/C, S);

(E) describe the encomienda system and explain the role of Friar Bartolomé de las Casas in speaking out against the

mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C, E);

(F) identify the Columbian Exchange on maps and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);

(G) identify the middle passage as part of the Transatlantic slave trade as the forcible, inhumane transport of enslaved Africans to the Americas (H, Geo/C);

(H) describe how most enslaved Africans were taken to South America and the Caribbean to support the production of cash crops, with the American colonies receiving a smaller portion of enslaved people compared to other regions in the Americas (H, Geo/C, E);

(I) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America, including claiming the land for France that would become the Louisiana Purchase (H, Geo/C, E); and

(J) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).

(3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:

(A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);

(B) identify Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);

(C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);

(D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);

(E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity, including in modern-day San Antonio and El Paso (H, G/Civ, Geo/C);

(F) explain how the blending of the American Indian and Spanish cultures led to contributions in the Americas, including vaquero culture and the religious tradition of Las Posadas (H, G/Civ, Geo/C, E); and

(G) explain how the horse transformed the life of the Comanches and how their expert horsemanship resulted in the expansion of bison (buffalo) hunting, raiding, and travel (H, Geo/C).

(4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:

(A) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);

(B) describe the economic concept of mercantilism and explain how exploration of the New World and mercantilism led to the rise of smugglers, pirates, and privateers (H, G/Civ, Geo/C, E);

(C) explain how changes among Christians following the Protestant Reformation influenced events in England, creating conflicts between Catholics and Protestants, including the defeat of the Spanish Armada and the Glorious Revolution (H, G/Civ, Geo/C); and

(D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).

(5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:

(A) identify on a map the thirteen American colonies (H, Geo/C, S);

(B) describe the geography of three regions of the thirteen colonies, including New England with rocky soil and good harbors, the Middle Colonies with broad rivers for trade, and the Southern colonies with fertile soil and long crop-growing seasons (H, Geo/C, E, S);

(C) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);

(D) explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);

(E) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);

(F) describe the Plymouth Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);

(G) explain how ideas about private property and economic opportunity at Jamestown laid the groundwork for free enterprise in America (H, G/Civ, Geo/C, E);

(H) compare the self-government modeled in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting consent of the people (H, G/Civ, Geo/C);

(I) explain how religious freedom and John Winthrop's image of a "City Upon a Hill" inspired colonial America's beliefs about community, purpose, and American exceptionalism (H, G/Civ, Geo/C);

(J) describe religious diversity in the American colonies and locate on a map settlements founded by various religious groups, including Anglicans, Catholics, and Quakers (H, G/Civ, Geo/C, S);

(K) compare periods of cooperation and conflict between colonists and American Indian groups, including the Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);

(L) compare the use of indentured servitude and slavery as labor systems in the American colonies, including length of service (H, G/Civ, Geo/C, E); and

(M) describe early reform movements in the American colonies, including the beginnings of the anti-slavery movement by the Quakers (H, G/Civ, Geo/C).

(6) The British Colonies in America. The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:

(A) define salutary neglect as a British policy of loosely enforcing laws and trade regulations in the American colonies, which allowed colonists greater self-government (H, G/Civ, Geo/C, E);

(B) explain that the Great Awakening inspired colonists to pursue the cause of independence and liberty (H, G/Civ, Geo/C);

(C) explain the influence of Enlightenment ideas, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals later shaped American and Texan beliefs about fair government (H, G/Civ, Geo/C);

(D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and

(E) explain the influence of the English Bill of Rights and the Magna Carta on colonial self-government (H, G/Civ, Geo/C).

(7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:

(A) identify mercantilism as an economic system that limited colonial trade and production to benefit Great Britain, which increased discontent among colonists (H, G/Civ, Geo/C, E);

(B) explain the effects of the French and Indian War on Great Britain, including increased debt, greater control over the colonies, and increased taxes from the colonies (H, G/Civ, Geo/C, E);

(C) identify the Proclamation of 1763 as a British law that limited colonial expansion west of the Appalachian Mountains (H, G/Civ, Geo/C, E);

(D) describe the Stamp Act as one of several acts that required colonists to pay taxes on printed materials and led to protests over taxation without representation (H, G/Civ, Geo/C, E);

(E) describe the Tea Act, including how it gave the British East India Company exclusive control over tea sales in the colonies, and explain how colonists opposed the Act and responded with the Boston Tea Party (H, G/Civ, E);

(F) describe the role of Samuel Adams and the Sons of Liberty in organizing colonial protests and resistance to British taxation and rule (H, G/Civ); and

(G) describe the Intolerable Acts as the British response to colonial resistance and explain how colonists responded, including efforts to unite opposition to British rule (H, G/Civ).

(8) The American Revolution and the Pursuit of Freedom. The student understands events and significant individuals of the American Revolution. The student is expected to:

(A) describe how colonists organized resistance to British rule through the Committees of Correspondence and the Continental Congress (H, G/Civ, Geo/C);

(B) describe the differing perspectives of Patriots and Loyalists and explain how these divisions affected colonial society (H, G/Civ, Geo/C);

(C) explain the significance of the Battles of Lexington and Concord as the first battles of the American Revolution, including the role of the Minutemen, and describe how these events led to the formation of the Continental Army led by General George Washington (H, G/Civ, Geo/C);

(D) explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence from Great Britain, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);

(E) explain the significance of the Declaration of Independence, adopted on July 4, 1776, including Thomas Jefferson as primary author, and its foundational ideas that all people have unalienable rights, including "life, liberty, and the pursuit of happiness" (H, G/Civ, Geo/C);

(F) describe the contributions of Abigail Adams during the Founding Era, including her call for leaders to "remember the ladies" (H, G/Civ);

(G) explain how General George Washington's crossing of the Delaware River and victory at the Battle of Trenton affected American morale and the continuation of the Continental Army (H, G/Civ, Geo/C);

(H) explain how the American victory at the Battle of Saratoga was considered a turning point of the Revolutionary War and helped secure French support for the Revolution (H, G/Civ, Geo/C);

(I) explain how American and allied forces, including Marquis de Lafayette and James Armistead Lafayette, defeated the British at the Battle of Yorktown under Washington's command, effectively ending the Revolution (H, G/Civ);

(J) identify the Treaty of Paris of 1783 as the agreement that ended the American Revolutionary War and recognized the independence of the United States (H, G/Civ); and

(K) describe Phillis Wheatley as the first African American woman to publish a book of poetry, an enslaved writer whose work advanced the ideal of liberty during the Revolutionary era (H, G/Civ).

(9) The United States Constitution and the Age of Washington. The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:

(A) explain the weaknesses of the Articles of Confederation, including that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);

(B) describe how the Northwest Ordinance established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);

(C) explain how delegates at the Constitutional Convention made decisions and describe the Connecticut Compromise (H, G/Civ, Geo/C);

(D) identify and recite the phrase from the Constitution "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America" (H, G/Civ);

(E) explain that the three-fifths compromise and the slave trade compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery (H, G/Civ, Geo/C, E);

(F) explain the basic principles of American government found in the U.S. Constitution to prevent tyranny by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, "limited government" as the people protected from unfair use of governmental power, and "separation of powers" as dividing powers between the three branches of government (H, G/Civ, Geo/C);

(G) identify and describe the purpose of the three branches of government, including the executive, judicial, and legislative branches (G/Civ);

(H) explain checks and balances among the three branches of government (G/Civ);

(I) explain federalism as the sharing of power between national and state governments (G/Civ);

(J) identify that the Constitution protects individual rights and freedoms with the Bill of Rights (G/Civ);

(K) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);

(L) explain that the Constitution is the supreme law of the land (G/Civ); and

(M) explain how George Washington's Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries (H, G/Civ, Geo/C).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Texas Education Agency
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SUBCHAPTER B. MIDDLE SCHOOL

19 TAC §§113.21 - 113.23

STATUTORY AUTHORITY. The new sections are adopted under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(h-3), as added by House Bill (HB) 824, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge; TEC, §28.002(h-11), as added by Senate Bill 24, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of communist regimes and ideologies; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement course designated by the SBOE as containing substantively similar and rigorous academic content.

CROSS REFERENCE TO STATUTE. The new sections implements Texas Education Code, §§7.102(c)(4); 28.002(a); (c); (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; and (h-11) as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a); and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

§113.21. Social Studies, Grade 6, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2031-2032 school year.

(b) Introduction.

(1) In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.

(A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.

(B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.

(C) Students examine how slavery and sectional conflict between Northern and Southern states led to the Civil War.

(D) Students examine the Reconstruction Era, including African Americans' acquisition of citizenship, individual rights, and the long-term effects of the Civil War.

(E) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.

(F) Students examine the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies.

(G) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In examining history over time, the student analyzes the concept of location and the physical and human characteristics across time and place. The student is expected to:

(A) apply spatial thinking by using precise geographic vocabulary and tools to describe relative and absolute locations in the study of historic events;

(B) interpret and analyze the influence of physical characteristics of places, including landforms, bodies of water, natural resources, and climate, throughout history;

(C) evaluate how geographic factors have influenced patterns of settlement, economic activity, cultural development, and human-environment interaction across time and place; and

(D) examine how people adapt to and modify their environments in different historical contexts.

(9) The student further analyzes and applies geographic tools to represent and interpret spatial patterns and relationships in the study of history. The student is expected to:

(A) interpret and construct maps using essential elements, including cardinal and intermediate directions, scale, symbols, legends, and coordinates, in the study of historic events;

(B) use latitude and longitude to determine absolute locations in the study of historic events and places;

(C) analyze and compare thematic maps; and

(D) identify, explain, and draw conclusions about geographic patterns, distributions, and relationships at local, regional, and global scales about historic events.

(10) The student analyzes and applies economic concepts to understand how individuals and groups made decisions about the use of scarce resources in the study of history. The student is expected to:

(A) explain the influence of scarcity, opportunity cost, and tradeoffs in historic settings;

(B) analyze how incentives have influenced decision-making throughout history;

(C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change;

(D) identify the role of supply and demand in historic events; and

(E) identify, explain, and draw conclusions about economic patterns, distributions, and relationships across time and place.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:

(A) explain that the Enlightenment ideals of the American Revolution, including those of John Locke, inspired the Mexican War of Independence (H, G/Civ);

(B) describe the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, enslaved Africans, and Afro-Mexicans (H, Geo/C); and

(C) describe the causes of the Mexican War of Independence from Spain, including social inequality and economic crisis, that led to an independent Mexico (H).

(2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:

(A) explain how the election of Thomas Jefferson in 1800 led to the first peaceful transfer of power between opposing political parties in the United States (H, G/Civ);

(B) explain how the Louisiana Purchase in 1803 doubled the size of the United States and strengthened national security by giving the United States control of the Mississippi River (H, G/Civ, E);

(C) describe anti-slavery movements in early America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ);

(D) identify 1808 as the year that Congress and President Thomas Jefferson outlawed the importation of enslaved people (H, Geo/C);

(E) identify the First Barbary War, including the Battle of Tripoli Harbor, as the United States' first major overseas use of military force, and explain that it tested the new United States Navy (H, G/Civ);

(F) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);

(G) explain how key events of the War of 1812, including the Battle of New Orleans under Andrew Jackson's leadership and the writing of the Star-Spangled Banner, strengthened national pride and contributed to the emergence of an American national culture (H, Geo/C); and

(H) explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ).

(3) Texas Settlement-Geography. The student understands the geography of settling Texas. The student is expected to:

(A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C); and

(B) identify on a map how climate and natural resources in Texas, including timber and farmland, influenced where people settled (Geo/C).

(4) Texas Settlement-Motivations. The student understands the motivations of early American settlers in Texas. The student is expected to:

(A) describe how the Mexican government offered land grants to American settlers to increase population in Texas and helped defend the region from raids and conflicts with American Indian tribes (H, Geo/C);

(B) summarize how the Panic of 1819, including bank failures, job losses, and falling farm prices, contributed to migration to Texas (E);

(C) describe how similarities, including federalism and popular sovereignty, between the Mexican Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ); and

(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas, including distributing land grants through the empresario system (H).

(5) Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped America

and Texas, including early settlement from 1825 to 1835. The student is expected to:

(A) identify how innovations, including steamboats which improved transportation and the cotton gin which increased production, influenced westward expansion (H, Geo/C, E);

(B) explain how the term "Manifest Destiny" describes when Americans sought new lands and opportunity in the belief that the United States should expand from the Atlantic to the Pacific Ocean (H, Geo/C);

(C) describe how the presidency of Andrew Jackson expanded suffrage and expanded federal power during the nullification crisis and the Indian Removal Act (H, G/Civ, E); and

(D) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).

(6) Westward Expansion and Texas. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:

(A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);

(B) describe the contribution of William B. Travis, including how his command at the Alamo became a symbol of defending a just cause (H);

(C) explain why Texians declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);

(D) describe key events of the Texas Revolution and the role of Santa Anna, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H);

(E) explain the contribution of Sam Houston's leadership of the Texian army, including his role in securing independence at the Battle of San Jacinto (H); and

(F) identify how the Treaties of Velasco helped end the Texas Revolution and led to the establishment of the Republic of Texas (H).

(7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:

(A) explain how the annexation of Texas in 1845 contributed to the outbreak of the Mexican-American War (H, G/Civ);

(B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H); and

(C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C).

(8) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War in Texas and America. The student is expected to:

(A) explain how slave labor contributed to sectionalism by shaping the Southern economy and increasing economic differences between the Northern and Southern states (H, E);

(B) explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);

(C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);

(D) identify how religious roots of the Second Great Awakening influenced the abolition movement by encouraging moral opposition to slavery and inspiring individuals to work for social reform (H, Geo/C);

(E) identify the contributions on public opinion against slavery of Frederick Douglass, Sojourner Truth, Harriet Beecher Stowe, and William Lloyd Garrison (H);

(F) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname the "Moses of her People" (H, Geo/C);

(G) explain how major events increased sectional disagreements over slavery between the North and South and helped lead to the Civil War, including the Missouri Compromise, the Compromise of 1850 and its impact on Texas, Bleeding Kansas, and the Dred Scott decision (H, G/Civ, E);

(H) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);

(I) explain why Texas Governor Sam Houston was removed from office for his refusal to swear loyalty to the Confederacy (H, G/Civ);

(J) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox, and identify major Civil War generals, including Grant, Sherman, Lee, and Jackson (H, Geo/C);

(K) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);

(L) describe the role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);

(M) explain the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address and recite, "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." (H, S);

(N) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H); and

(O) identify that Memorial Day was created to honor and remember the sacrifice of American soldiers after the Civil War (H).

(9) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Reconstruction in Texas and America. The student is expected to:

(A) define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);

(B) explain how newly freed African Americans gained citizenship, individual rights, and started to participate in the free enterprise system (G/Civ, E);

(C) identify the 13th Amendment, which formally abolished slavery in the United States (G/Civ);

(D) identify that the 14th Amendment gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ);

(E) describe the amendment process of the United States Constitution (G/Civ);

(F) identify the 15th Amendment, which gave Black men the right to vote in the United States (G/Civ);

(G) explain why Juneteenth is an important symbol of the end of slavery during Reconstruction (H);

(H) explain the shift from slavery to participation in the free enterprise system, including sharecropping, the desire for land ownership, and the start of the Texas Freedom Colonies (E);

(I) explain how acts of violence, including intimidation by groups like the Ku Klux Klan, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and

(J) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights (H, G/Civ).

(10) The Gilded Age in America and Texas. The student understands interactions and influences between America and other regions of the world in the late 1800s and early 1900s. The student is expected to:

(A) compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration, that contributed to settlement of Texas (H, Geo/C);

(B) describe how immigrants entered the United States through Ellis Island and Angel Island and Texas through Galveston and El Paso, and identify federal immigration restrictions, including the Chinese Exclusion Act (H, G/Civ, Geo/C);

(C) explain how the explosion of the USS Maine and the use of yellow journalism increased public support for American overseas expansion and contributed to the outbreak of the Spanish-American War (H, Geo/C);

(D) describe the Spanish-American War, including the service of Texan soldiers in the Rough Riders under Theodore Roosevelt (H);

(E) identify Jim Crow laws and how the Supreme Court case Plessy v. Ferguson established the "separate but equal" doctrine (H, G/Civ);

(F) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);

(G) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s, including the contributions of Alexander Graham Bell and Thomas Edison (H, Geo/C, E);

(H) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, John D. Rockefeller's work in the oil industry, and Jay Gould's leadership of railroads, which extended into Texas (H, E);

(I) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);

(J) identify how migration contributed to the growth of Texas cities and the development of the United States as a melting pot (H, Geo/C);

(K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);

(L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);

(M) compare socialist ideas as found in The Communist Manifesto, including class struggle and abolishing private property, with American constitutional principles of individual rights and limited government (H, G/Civ, E);

(N) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/Civ, E); and

(O) describe the significance of the Galveston Hurricane of 1900, including significant loss of life and the development of the Galveston Sea Wall (H, Geo/C).

(11) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:

(A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry (H, Geo/C);

(B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);

(C) explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E); and

(D) identify why cultural traditions, including Fiestas Patrias, Cinco de Mayo, Las Posadas, and Día de los Muertos, are reflected in Mexican-American communities in Texas (H, Geo/C).

§113.22. Social Studies, Grade 7, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2032-2033 school year.

(b) Introduction.

(1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, worldwide conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.

(A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.

(B) Students examine World War I and World War II to understand how worldwide conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.

(C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its allies responded through diplomacy, economic policy, military strength, and international cooperation.

(D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.

(E) Students conclude the course by examining contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.

(F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In examining history over time, the student analyzes the concept of location and the physical and human characteristics across time and place. The student is expected to:

(A) apply spatial thinking by using precise geographic vocabulary and tools to describe relative and absolute locations in the study of historic events;

(B) interpret and analyze the influence of physical characteristics of places, including landforms, bodies of water, natural resources, and climate, throughout history;

(C) evaluate how geographic factors have influenced patterns of settlement, economic activity, cultural development, and human-environment interaction across time and place; and

(D) examine how people adapt to and modify their environments in different historical contexts.

(9) The student further analyzes and applies geographic tools to represent and interpret spatial patterns and relationships in the study of history. The student is expected to:

(A) interpret and construct maps using essential elements, including cardinal and intermediate directions, scale, symbols, legends, and coordinates, in the study of historic events;

(B) use latitude and longitude to determine absolute locations in the study of historic events and places;

(C) analyze and compare thematic maps; and

(D) identify, explain, and draw conclusions about geographic patterns, distributions, and relationships at local, regional, and global scales about historic events.

(10) The student analyzes and applies economic concepts to understand how individuals and groups made decisions about the use of scarce resources in the study of history. The student is expected to:

(A) explain the influence of scarcity, opportunity cost, and tradeoffs in historic settings;

(B) analyze how incentives have influenced decision-making throughout history;

(C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change;

(D) identify the role of supply and demand in historic events; and

(E) identify, explain, and draw conclusions about economic patterns, distributions, and relationships across time and place.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:

(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);

(B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);

(C) explain the effects of Theodore Roosevelt's major domestic policies, including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);

(D) explain the effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal (G/Civ, E);

(E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C); and

(F) explain how Henry Ford's use of the assembly line developed division of labor and economies of scale, leading to more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price (H, E).

(2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:

(A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);

(B) explain that unrestricted submarine warfare and the Zimmermann Telegram about Texas contributed to United States involvement in World War I (H, G/Civ);

(C) explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);

(D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);

(E) explain how the Espionage and Sedition Acts limited civil liberties, including speech and dissent, during World War I, reflecting tensions between the need to preserve liberty and the need to preserve life (H, G/Civ);

(F) explain how the Selective Service Act created a draft to raise troops for World War I (H, G/Civ);

(G) identify that the American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H); and

(H) identify that Armistice Day was a holiday to mark the end of World War I and later became Veterans Day (H).

(3) Communism and Other Totalitarian Regimes. The student understands the emergence of communism. The student is expected to:

(A) identify the key tenets of communism as:

(i) property is owned by government rather than individuals (G/Civ, E);

(ii) a single political party makes all decisions (G/Civ, E); and

(iii) rights come from government, not from God, because communism rejects the existence of God (G/Civ, E);

(B) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ending Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);

(C) identify differences between the Reds and the Whites during the Russian Civil War and how the victory of the Reds led to the creation of a communist government (H, G/Civ); and

(D) explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ).

(4) 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:

(A) identify domestic challenges for the United States following World War I related to racial violence, including the Tulsa Race Riots and intolerance of Black Americans, Catholics, Jews, Mexicans, Mexican-Americans, and immigrants by the Ku Klux Klan (H, E);

(B) identify domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime (H, G/Civ);

(C) describe American economic developments during the 1920s, including the Great Migration, growing prosperity, and the expansion of the stock market, and how increased consumer demand contributed to economic growth (H, E);

(D) describe cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture, and professional sports (H, Geo/C);

(E) describe African American cultural developments during the 1920s, including the Harlem Renaissance, jazz and blues music, and the contributions of Texas blues musician Blind Lemon Jefferson (H, Geo/C);

(F) explain the causes of the Great Depression, including the stock market crash of 1929 and bank failures, and describe its effects on American society, including widespread unemployment, the growth of Hoovervilles, and fears of communism (H, E);

(G) describe the presidency of Franklin D. Roosevelt during the Great Depression, including his use of radio and fireside chats to communicate with the American public (H, G/Civ);

(H) describe the role of Texan Sam Rayburn in supporting New Deal legislation and later as Speaker of the U.S. House of Representatives (H, G/Civ);

(I) explain the geographic causes of the Dust Bowl, including drought, high winds, and over-farming, and the effects on agriculture and migration (H, Geo/C); and

(J) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).

(5) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:

(A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC) (H, G/Civ, E);

(B) describe the purpose of the Social Security Act (H, G/Civ); and

(C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).

(6) Communism and Other Totalitarian Regimes. The student understands the causes, effects, and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:

(A) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);

(B) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);

(C) identify methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);

(D) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);

(E) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule

of law, protections for individual liberty, and freedom of religion (H, G/Civ, E);

(F) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including propaganda, the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);

(G) explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ);

(H) describe how the long history of antisemitism, including Jew Badge, Jewish ghettos, and racial pseudo-science shaped Nazi polices, including Nuremburg Laws and the November Pogrom previously known as Kristallnacht (H, G/Civ, E); and

(I) compare fascist ideas with American constitutional principles, including a strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E).

(7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:

(A) identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ);

(B) identify the countries comprised of the Axis and Allied Powers (H);

(C) describe the early Axis invasions, including Japan's invasion of China, Italy's invasion of Ethiopia, and Germany's invasion of Poland with initial Soviet cooperation (H);

(D) explain how Great Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);

(E) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);

(F) identify how a need for wartime production during World War II led to the Bracero Program and the growth of military facilities and defense industries (H);

(G) identify the causes and effects of Japanese internment during World War II (H, S);

(H) identify major World War II innovations, including code-breaking technology, vastly improved aircraft, aircraft carriers, radar, and the atomic bomb (H);

(I) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);

(J) describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);

(K) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);

(L) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);

(M) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);

(N) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);

(O) identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H);

(P) explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki, including to avoid continued American casualties (H, G/Civ, S);

(Q) describe the Holocaust as the systemic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H);

(R) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ); and

(S) describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system (H).

(8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:

(A) identify the contributions of Texans Audie Murphy and Chester Nimitz during World War II (H);

(B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World War II as examples of the American Arsenal of Democracy (H, E);

(C) identify the role of oil production and transportation as part of the American Arsenal of Democracy during World War II, including oil production in the Permian Basin, the Big Inch and Little Big Inch pipelines, refining in the Texas Gulf Coast, and the petrochemical industry along the Houston Ship Channel (H, E);

(D) identify the role of United States military bases, including Fort Hood in Killeen, Fort Bliss in El Paso, and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and

(E) identify that Axis prisoners of war were detained in camps in Texas during World War II, including camps in Hearne and Fort Bliss (H, G/Civ).

(9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:

(A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);

(B) describe the development of nuclear weapons as a deterrent during the Cold War (H);

(C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall, symbolizing the contrast between communism and western traditions of liberty and representative government (H, G/Civ, E);

(D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);

(E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including containment and the Korean War (H, G/Civ, E);

(F) explain the establishment in 1948 of Israel in the ancestral homeland of the Jewish people (H, G/Civ);

(G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);

(H) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);

(I) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States and Cuba relations (H, G/Civ, E);

(J) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E);

(K) describe the significance of the assassination of President John F. Kennedy in Dallas, Texas, in 1963, including transfer of the presidency to Lyndon B. Johnson (H, G/Civ); and

(L) describe the important contributions of NASA mathematicians Katherine Johnson, Dorothy Vaughan, and Mary Jackson, whose calculations helped make early American spaceflight possible (H, G/Civ, E).

(10) Civil Rights Movement. The student understands the causes, effects, and impact of the Civil Rights movement. The student is expected to:

(A) explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice (H, G/Civ);

(B) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott following the protests by Claudette Colvin and Rosa Parks, sit-ins, marches, and freedom rides (H, G/Civ);

(C) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);

(D) describe Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);

(E) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);

(F) describe the significance of the assassination of Dr. Martin Luther King Jr., including speedy passage of the Civil Rights Act of 1968 (H, G/Civ);

(G) explain how Mexican-Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia, and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ); and

(H) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).

(11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:

(A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);

(B) explain how the Great Society programs expanded the federal government in contrast to the founding fathers, who believed in limited government (H, G/Civ);

(C) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);

(D) identify societal changes for women from the 1960s through the early 1970s from laws, including Title IX of the Education Amendments of 1972 expanding equal access in school sports, but also from the counterculture movement, including changing attitudes toward marriage that increased rates of divorce (H, Geo/C);

(E) describe demographic changes in the United States after World War II, including suburbanization, the Baby Boom, and urban migration patterns (H, Geo/C);

(F) describe the Vietnam War, including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism according to the Containment Policy and Domino Theory (H, G/Civ, E);

(G) explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and

(H) describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including the 26th Amendment and draft resistance (H, G/Civ, Geo/C).

(12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:

(A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and

(B) describe how the Watergate scandal decreased public trust in government and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ).

(13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:

(A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ); and

(B) describe United States diplomatic efforts in the Middle East, including the Camp David Accords and the Iran Hostage Crisis (H, G/Civ).

(14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:

(A) identify Ronald Reagan's presidential leadership, including domestic economic recovery after the oil crisis and foreign

relations with the Soviet Union to end the Cold War, including the fall of the Berlin Wall (H, G/Civ, E);

(B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);

(C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and

(D) identify the roles of Pope John Paul II, Ronald Reagan, and the Solidarity movement, led by Lech Wałęsa, in opposing communist rule in Eastern Europe (H, E).

(15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:

(A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);

(B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and

(C) explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East (H, G/Civ).

(16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama. The student is expected to:

(A) explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

(B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);

(C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ); and

(D) identify the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).

§113.23. Social Studies, Grade 8, Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2032-2033 school year.

(b) Introduction.

(1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the major ideas of western civilization as manifest in the history of Texas. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

(A) Students connect the development of Western thought from ancient times through the Enlightenment with the impact of these ideas on the founding documents of the United States and Texas.

(B) Students examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.

(C) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nation-building influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.

(D) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.

(E) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.

(F) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to preserve liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

(4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of

this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(6) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) identify the author of a source, explain the historical context in which it was created, and analyze how the author's point of view may have influenced its content (H, S);

(B) evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and corroborate information across sources to draw evidence-based conclusions (H, S);

(C) distinguish between primary and secondary sources and explain the advantages and limitations of each for understanding a historical event or period (H, S);

(D) analyze cause-and-effect relationships between historical events, distinguishing between immediate causes and long-term contributing factors (H, S);

(E) compare and contrast multiple perspectives on a historical event (H, S);

(F) develop and support a historical argument using evidence from primary and secondary sources, including a clear claim, supporting evidence, and reasoned analysis (H, S);

(G) construct and interpret timelines to sequence events, identify patterns of historical change and continuity, and analyze relationships between events across time periods (H, S); and

(H) engage in civil discourse about social studies topics, including those with multiple perspectives (H, G/Civ, S).

(7) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(8) In examining history over time, the student analyzes the concept of location and the physical and human characteristics across time and place. The student is expected to:

(A) apply spatial thinking by using precise geographic vocabulary and tools to describe relative and absolute locations in the study of historic events;

(B) interpret and analyze the influence of physical characteristics of places, including landforms, bodies of water, natural resources, and climate, throughout history;

(C) evaluate how geographic factors have influenced patterns of settlement, economic activity, cultural development, and human-environment interaction across time and place; and

(D) examine how people adapt to and modify their environments in different historical contexts.

(9) The student further analyzes and applies geographic tools to represent and interpret spatial patterns and relationships in the study of history. The student is expected to:

(A) interpret and construct maps using essential elements, including cardinal and intermediate directions, scale, symbols, legends, and coordinates, in the study of historic events;

(B) use latitude and longitude to determine absolute locations in the study of historic events and places;

(C) analyze and compare thematic maps; and

(D) identify, explain, and draw conclusions about geographic patterns, distributions, and relationships at local, regional, and global scales about historic events.

(10) The student analyzes and applies economic concepts to understand how individuals and groups made decisions about the use of scarce resources in the study of history. The student is expected to:

(A) explain the influence of scarcity, opportunity cost, and tradeoffs in historic settings;

(B) analyze how incentives have influenced decision-making throughout history;

(C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change;

(D) identify the role of supply and demand in historic events; and

(E) identify, explain, and draw conclusions about economic patterns, distributions, and relationships across time and place.

(11) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation.

In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(12) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(13) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

(1) The Influence of American Founding Documents and Principles. The student identifies key ideas developed over time in western civilization to better understand the choices made first by the founders of the United States and then by the founders of Texas. The student is expected to:

(A) identify how ideas from the classical world established foundational concepts of self-government, including the structures of Athenian democracy and the Roman Republic and ideas that citizens have duties, not just rights (H, G/Civ);

(B) identify how ideas from the Judeo-Christian tradition established foundational concepts of moral law, including the equality of man as created in the image of God (H, G/Civ);

(C) identify how ideas from the Middle Ages established foundational concepts on limiting government power, including ideas that checks on authority are necessary and the importance of the rule of law (H, G/Civ);

(D) identify how ideas from the Reformation established foundational concepts on the need for freedom of conscience (H, G/Civ);

(E) identify how ideas from the Enlightenment established foundational concepts of natural rights, including the impact of free markets based on property rights, and social contract theory (H, G/Civ); and

(F) explain major aspects of the founding documents of the United States, including key elements of the Declaration of Independence and the Constitution, and identify how key ideas of western civilization are reflected in those documents (H, G/Civ).

(2) The Age of Contact. The student understands the Age of Contact. The student is expected to:

(A) describe the experiences of Spaniard Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E);

(B) explain the significance of La Salle, including how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and

(C) identify Spanish imperial goals, including how Spanish Catholic missionary belief and the writings of Bartolome de la Casas encouraged equal treatment of American Indian converts under the Spanish mission system in Texas, which worked in tension with other imperial goals (H, G/Civ).

(3) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:

(A) identify how the French invasion of Spain and the ideas of the American Revolution encouraged early leaders of the Mexican War for Independence (H);

(B) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the depopulation of Texas that came from Spanish campaigns (H);

(C) explain how the federalist Mexican Constitution of 1824 limited government similarly to the U.S. Constitution and how the State Colonization Law of 1825 based on federalism encouraged settlement to revitalize Texas (H, G/Civ); and

(D) identify empresarios, including Stephen F. Austin, Green DeWitt, Martin de León, and James Hewetson, and describe the role of empresarios to recruit immigrants to Texas from the United States, Ireland, and Mexico (H, Geo/C, E).

(4) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:

(A) identify how the suspension of the Mexican Constitution of 1824 by Santa Anna weakened federalism and centralized authority, leading to increased tension in Mexican Texas (H, G/Civ);

(B) identify the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, G/Civ, Geo/C);

(C) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);

(D) explain how the siege of the Alamo became an inspiration for Texans and Americans, and describe the roles of Mexican General Antonio Lopez de Santa Anna and Texas heroes William Travis, Juan Seguin, David Crockett, and James Bowie (H, G/Civ);

(E) identify and recite the Travis Letter (H, S);

(F) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);

(G) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);

(H) explain how the Battle of San Jacinto and the Treaties of Velasco established the Republic of Texas but did not guarantee safety from further attacks (H);

(I) compare the principles expressed in the Texian Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);

(J) compare the primary structures of the Constitution of the Republic of Texas of 1836 with the U.S. Constitution, including three branches of government and the Bill of Rights (H, G/Civ, S);

(K) describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers

in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States Constitution and 1836 Texas Constitution (Geo/C);

(L) compare the Enlightenment ideas of Alexis de Tocqueville and Lorenzo de Zavala regarding representative government, individual rights, and citizen participation in a democracy (H, G/Civ); and

(M) contrast the shared political philosophy of Enlightenment principles of self-government during the American Revolution with Mexican-American independence movements' opposition to colonial restrictions and social inequalities (H, G/Civ).

(5) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:

(A) describe Mexican military efforts to reclaim Texas, how these invasions threatened the security of the Republic of Texas, and efforts of the Republic to seek alliances and diplomatic recognition for protection (H);

(B) identify that conflicts between Texans and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays, contributed to concerns that Texans could not live safely with American Indians (H);

(C) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);

(D) contrast the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico, and identify similarities to debates in the Roman Republic over territorial expansions and the preservation of republican government (H, G/Civ);

(E) explain arguments made by American leaders regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S);

(F) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ); and

(G) identify that, unlike other states, Texas retained ownership of its public lands as a condition of annexation, providing the state with significant authority over land management and natural resources (H, G/Civ).

(6) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

(A) describe the causes of the Mexican-American War, including the Texas annexation and the Rio Grande boundary dispute, and explain how the Treaty of Guadalupe Hidalgo redefined Texas's borders and the rights of its new citizens (H, Geo/C);

(B) explain the role of the United States Army in Texas during early statehood, including forts built to protect settlers and the Texas frontier (H, G/Civ, Geo/C);

(C) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories and the Compromise of 1850, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E); and

(D) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ).

(7) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:

(A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, the Union blockade on ports, and frontier defense, and identify how Confederate conscription forced many Texas men who were not supporters of the Confederacy into the army (H);

(B) identify major military events involving Texas during the Civil War, including the Battle of Galveston, the Battle of Sabine Pass, and The Red River Campaign (H, Geo/C);

(C) explain Union military attempts in Texas to control the transportation of goods, including cotton in coastal South Texas, and the land and sea operations along the Texas coast (H);

(D) explain the significance of the Great Hanging at Gainesville and the Battle of the Nueces as examples of internal conflict and political repression during the Civil War (H);

(E) explain the significance of the announcement of Order No. 3 by General Gordon Granger on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);

(F) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th Amendments, and explain the resistance in eastern Texas to the implementation of Reconstruction amendments (H, G/Civ);

(G) explain the purpose of the Freedom Colonies in building community among freed slaves and identify African American political leaders who were elected in Texas, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines, during Reconstruction (H, G/Civ);

(H) explain the role of African American institutions during Reconstruction, including the Freedmen's Bureau (H, G/Civ, Geo/C);

(I) explain how Reconstruction ended in Texas, including the end of military districts in former Confederate states and the removal of Edward J. Davis as governor (H);

(J) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ);

(K) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S); and

(L) identify the effect of the Civil War and the "equal protection" language of the 14th Amendment as expanding the power of the federal government, including the idea that "these United States" became "the United States" (H, G/Civ).

(8) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:

(A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);

(B) identify African Americans, including Buffalo Soldiers and Britt Johnson, that helped to shape the Texas frontier (H, Geo/C); and

(C) describe how differing views of land use between Plains Indians and American and Texan settlers contributed to conflict, including the role of the bison (buffalo) (H, G/Civ, Geo/C).

(9) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:

(A) describe how limiting the role of government to preserve property rights and maintain free markets allowed for cotton production and the expansion of agriculture that supported industrial growth in Texas (H, Geo/C);

(B) describe how tenant farming and sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);

(C) identify that cattle drives run by cowboys occurred on the open range to bring cattle to higher priced markets (H, E);

(D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas, including at the King, Espuela, and XIT Ranches, providing lower priced food to consumers and generating greater profits (H, Geo/C, E);

(E) identify the role of James "Jim" Hogg in the creation of the Texas Railroad Commission for regulating business and protecting farmers (H, G/Civ, E);

(F) identify how conflicts between supporters of free enterprise and organized labor led to the Great Southwest Railroad Strike and the Galveston Longshoremen's Strike that resulted in mob violence and resistance to organized labor (H, E);

(G) describe the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

(H) identify how economic opportunities associated with free enterprise influenced immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).

(10) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:

(A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);

(B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);

(C) explain the effects of the free enterprise system on Midland, Corpus Christi, and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);

(D) explain how oil production and transportation connected Texas to global markets through the Houston Ship Channel and its development after the Galveston Hurricane of 1900 (H, E);

(E) explain how the Mexican Revolution increased border tensions, including Pancho Villa's raids (H);

(F) explain Texas's role in World War I, including the significance of the Zimmermann Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E); and

(G) describe the role of Annie Webb Blanton in women's suffrage, which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C).

(11) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:

(A) describe the role of Dan Moody in political conflict and reform in Texas between the 1920s and 1930s, including his prosecution of the Ku Klux Klan and opposition to the Ferguson political machine, and how these efforts led to transparency in government (H, Geo/C);

(B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);

(C) identify expansion of federal government responses to economic hardship caused by the Dust Bowl during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);

(D) identify effects of expanded federal involvement in the agriculture economy, including reducing the risk of financial collapse for many landowning farmers, reduced income for tenant farmers and sharecroppers, stabilized prices for agriculture goods, and higher prices for consumers, in Texas (H, G/Civ, E);

(E) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);

(F) describe the military contributions of Doris Miller and Audie Murphy and explain why they are considered to be American heroes (H);

(G) explain how expanded oil consumption, the increased number of military bases, and homefront industrial mobilization expanded economic opportunities in Texas communities during World War II (H, Geo/C, E);

(H) contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II due in part to America's historic commitment to the rule of law (H, Geo/C, E);

(I) explain how World War II mobilization ended the Great Depression through increased industrial production, employment, and federal spending, and compare this outcome with the more limited economic recovery under New Deal policies (H, Geo/C, E); and

(J) describe the Bracero Program and explain how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C).

(12) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:

(A) explain how early civil rights activism in Texas and the United States was strengthened by veterans of the world wars and contributed to demands for equal protection under law, including the Felix Longoria episode (H, Geo/C, E);

(B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter, which expanded equal protection under the law (H, G/Civ, S);

(C) explain how Mexican-Americans used court cases, including Delgado v. Bastrop ISD, to expand equal protection under the law (H, G/Civ, S);

(D) explain how national civil rights milestones affected Texas, including Brown v. Board of Education and the role of James L. Farmer in organizing freedom rides (G/Civ);

(E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, infrastructure development, and population increases (H, E); and

(F) identify the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as major pieces of Great Society legislation during Lyndon B. Johnson's presidency focused on expanding equal protection of the law (H, G/Civ).

(13) Communism and Other Totalitarian Regimes. The student understands the impacts of communism and the role Texas played in combating communism. The student is expected to:

(A) contrast a communist government's absence of checks and balances and preservation of individual property rights with the decisions made by the founders of America and Texas and the idea of government's role to preserve natural rights (H, G/Civ, E);

(B) identify socialism as an economic system based on government ownership of property described to be a transitional phase away from private property rights and the free market toward a fully communist system of government (G/Civ);

(C) describe how the Space Race during the Cold War led to economic development in Texas, including the Johnson Space Center, that resulted in the moon landing (H, G/Civ);

(D) identify the effect of Mao Zedong and the Chinese Communist Party on China, including widespread deaths from the Great Leap Forward and the Cultural Revolution, and the formation of a republican government in Taiwan (H, G/Civ); and

(E) explain how the Vietnam War affected Texas, including Vietnamese immigration to Texas to flee communism (H, Geo/C, E).

(14) Texas in the 1960s and 1970s. The student understands how Texas leaders and national events of the 1960s and 1970s reshaped government, economics, culture, and politics in Texas. The student is expected to:

(A) identify major War on Poverty legislation of Lyndon Baines Johnson's presidency, including healthcare, federal education laws, federal housing laws, and direct welfare programs (H, G/Civ);

(B) explain how the career of Barbara Jordan demonstrated the expansion of equality in Texas and in national politics (H, G/Civ);

(C) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and

(D) explain how events in the Middle East, including the Yom Kippur War, resulted in the oil embargo that led to the growth in the Texas economy (H, E).

(15) Contemporary Texas. The student understands the evolution of Texas identity into the modern era. The student is expected to:

(A) explain how the Texas Centennial of 1936 helped foster a shared Texas identity through the Texas Centennial Exposition, Centennial monuments and markers, historical preservation efforts, educational programs, and statewide civic celebrations (H, G/Civ);

(B) explain how civic traditions are demonstrated in American principles, including individual liberty, transfer of power, self-government, private property rights, free enterprise, and federalism in Texas (H, G/Civ);

(C) analyze ways Texans have expressed Texas cultural identity through economic development, military service, immigration, energy production, and technology (H, G/Civ, Geo/C, E, S);

(D) analyze the influence of frontier traditions, western heritage, and regional distinctiveness on modern Texas culture and public life, including art and the writings of Fred Gipson and Larry McMurtry (Geo/C, S); and

(E) describe how the United States Bicentennial of 1976 shaped American culture and public understanding of United States history and explain the role of commemorations in cultivating shared identity and historical understanding, including for the Texas Bicentennial in 2036 (H, G/Civ).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Director, Rulemaking
Texas Education Agency
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SUBCHAPTER C. HIGH SCHOOL

19 TAC §§113.32 - 113.39

STATUTORY AUTHORITY. The new sections are adopted under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(h-3), as added by House Bill (HB) 824, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge; TEC, §28.002(h-11), as added by Senate Bill 24, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of commu-

nist regimes and ideologies; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement course designated by the SBOE as containing substantively similar and rigorous academic content.

CROSS REFERENCE TO STATUTE. The new sections implements Texas Education Code, §§7.102(c)(4); 28.002(a); (c); (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; and (h-11) as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a); and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

§113.32. Psychology (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course.

(c) Introduction.

(1) Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) construct and defend an evidence-based argument about a psychological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);

(B) engage in civil discourse about psychological topics, including those with multiple perspectives (G/Civ, Geo/C, S);

(C) interpret psychological research and evaluate the extent to which research findings can be generalized across populations (S); and

(D) analyze how cultural, historical, and social context influences the development and interpretation of psychological theories and research findings (H, Geo/C, S).

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) Origins of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:

(A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);

(B) identify the unique contributions of foundational psychology, including Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James, and their unique contributions (H);

(C) identify the effects of the cognitive revolution in psychology (H, S); and

(D) explain the computational theory of mind and criticisms of this theory (Geo/C, S).

(2) Psychological Research. The student understands the methods and role of psychological research. The student is expected to:

(A) describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research (S);

(B) explain the difference between correlation and causation when interpreting psychological research (S);

(C) identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data (H, G/Civ, S);

(D) interpret mean, median, and mode as measures of central tendency and range and standard deviation as dispersion to create and answer questions and demonstrate understanding of the information gathered (S);

(E) explain how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and affect the reliability of research conclusions (S); and

(F) identify major subfields of psychology and describe career opportunities related to psychology in a free enterprise system (G/Civ, Geo/C, E, S).

(3) Biological Basis of Psychology. The student understands the biological basis of psychology. The student is expected to:

(A) describe the structure and function of the central and peripheral nervous systems and explain how the nervous system influences behavior and psychological development (Geo/C, S);

(B) describe the structure and function of the endocrine system and explain how the endocrine system influences behavior and psychological development (Geo/C, S);

(C) describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research (H, S); and

(D) analyze psychological mechanisms, including preferences, fear, cooperation, jealousy, and patriotism, as products of natural selection (Geo/C, S).

(4) Philosophical Psychology. The student understands major ideas of philosophical psychology. The student is expected to:

(A) compare Plato's and Aristotle's theories of the soul (H, G/Civ, Geo/C, S);

(B) explain the concept of freedom of the will as it relates to liberty and American patriotism (H, G/Civ, Geo/C, S); and

(C) analyze how the United States Declaration of Independence and "What to a Slave is the Fourth of July?" address liberty and patriotism in America (H, G/Civ, Geo/C, S).

(5) The Five Senses, Perception, and Cognition. The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:

(A) explain the processes of sensation and perception in relation to real world experiences (Geo/C, S);

(B) explain cognition processes of memory, language development, and language acquisition (Geo/C, S); and

(C) identify states and levels of consciousness, including wakefulness, sleep, and dreaming (S).

(6) Development, Learning, and Intelligence. The student understands the role of development, learning, and intelligence in psychology. The student is expected to:

(A) analyze the nature versus nurture debate (Geo/C, S);

(B) summarize Jean Piaget's theory of cognitive development (H, S);

(C) summarize Erik Erikson's stages of psychosocial development (H, Geo/C, S);

(D) explain principles of operant and classical conditioning and the principles of social learning (S); and

(E) define intelligence and evaluate its measurements, including qualitative and quantitative psychological research (Geo/C, S).

(7) Personality, Motivation, and Emotion. The student understands the role of personality, motivation, and emotion in psychology. The student is expected to:

(A) define the concept of personality (Geo/C, S);

(B) compare the theories of personality, including psychodynamic, trait, humanistic, and sociocultural (Geo/C, S);

(C) evaluate personality assessment tools based on evidence from qualitative and quantitative psychological research (Geo/C, S);

(D) compare current theories of motivation, including Maslow's Hierarchy of Needs and Drive Reduction Theory (H, Geo/C, S); and

(E) compare current theories of emotion, including James-Lange Theory and Two-Factor Theory (H, Geo/C, S).

(8) Health, Wellness, and the Mind. The student understands the role of health and wellness of the mind. The student is expected to:

(A) describe characteristics of common forms of mental illness, including anxiety disorders, depressive disorders, schizophrenia, and bipolar disorders (Geo/C, S);

(B) describe common psychiatric treatments used for mental illness, including cognitive behavior therapy, behavioral therapy, psychodynamic therapy, and biomedical treatment (Geo/C, S); and

(C) describe the impact of positive psychology on society, including building a sense of belonging through civic engagement in the United States (Geo/C, S).

§113.33. Sociology (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course.

(c) Introduction.

(1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) create a claim about a sociological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);

(B) engage in civil discourse about sociological topics, including those with multiple perspectives (G/Civ, S); and

(C) explain how historical, cultural, political, and economic factors interact to influence social institutions, group behavior, and individual identity across diverse communities (H, G/Civ, Geo/C, S).

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:

(A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);

(B) identify prominent sociologists and their key ideas, including Adam Smith, August Comte, Karl Marx, Max Weber, Emile Durkheim, Jane Addams, Harriet Martineau, and Robert Merton (H);

(C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);

(D) explain ways cultural concepts in society are studied, including interpreting literature, media, popular culture, and historical documents (Geo/C, S); and

(E) explain how key aspects of deviant behavior regulate conduct in society, including formal violations of official, codified laws and norms, and informal minor violations of unwritten social rules or customs (H, G/Civ, Geo/C).

(2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:

(A) explain how the scientific method is used to study the social world, including formulating a question, developing a hypothesis, designing a study, drawing conclusions, and reporting the results (S);

(B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);

(C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm (G/Civ, Geo/C); and

(D) evaluate sociological research and value neutrality (S).

(3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:

(A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions, including Robert Merton (G/Civ, Geo/C, E);

(B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);

(C) explain rational choice theory and how it affects human behavior, including consumer buying habits, the rational choice of committing a crime, and voting behavior (G/Civ, Geo/C, E);

(D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and

(E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).

(4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:

(A) differentiate between types of societies, including pre-industrial, industrial, and post-industrial societies (H, G/Civ, Geo/C, E, S); and

(B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).

(5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:

(A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);

(B) explain the development of self through role theory and the social construction of reality (Geo/C, S);

(C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);

(D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);

(E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and

(F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).

(6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:

(A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);

(B) describe subcultures and what makes subcultures unique (Geo/C);

(C) explain how groups serve emotional and expressive needs (Geo/C);

(D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and

(E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).

(7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:

(A) analyze the meaning of Lord Acton's quote that "Power tends to corrupt; absolute power corrupts absolutely" with George Washington's voluntary relinquishment of power by declining a third term (H, G/Civ);

(B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and

(C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).

(8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:

(A) explain how social capital is a form of capital that generates benefits for individuals and groups, including building strong relationships, accessing resources, exchanging ideas, creating opportunities, and increasing trust (Geo/C, E);

(B) explain how social capital fosters entrepreneurship and business creation, including establishing networks, exchanging innovative ideas, accessing financial resources, and building business resilience (Geo/C, E); and

(C) evaluate Robert Putnam's view on the importance of civic engagement and social capital in democratic life, including voter turnout, social trust, political engagement, and community well-being (H, G/Civ, Geo/C).

(9) Social Stratification. The student understands social stratification as a hierarchical organization of individuals in society based on factors like wealth, power, education, and social status. The student is expected to:

(A) describe how social stratification is a sociological concept that is metaphorically derived from geology and the study of layered, stratified rock (Geo/C);

(B) describe the systems of social stratification, including class systems, caste systems, estate systems, slavery systems, and meritocracy (Geo/C, E);

(C) explain how individuals are ranked into layers based upon socioeconomic factors like wealth, income, education, occupation, social status, and power (Geo/C, E);

(D) explain how social mobility and the upward and downward movement of individuals and groups are influenced by education, occupation, and income (Geo/C, E); and

(E) explain how the free enterprise system positively impacts upward social mobility for individuals and groups, including the formation and growth of businesses, reducing poverty, and building social capital (Geo/C, E).

§113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(c) Introduction.

(1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);

(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);

(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);

(D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);

(F) depending on the topic, 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 (S); and

(G) depending on the topic, 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 (S).

(2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view (S);

(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments (H, S);

(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (H, S);

(D) 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 (S);

(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic (S);

(F) identify bias in written, oral, and visual material (S);

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author (S); and

(H) use appropriate mathematical skills to interpret social studies information, including maps and graphs (Geo/C, S).

(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:

(A) apply the conventions of usage and mechanics of written English (S);

(B) use social studies terminology correctly (S);

(C) use appropriate oral communication techniques (S);

(D) construct a thesis that is supported by evidence (S);

(E) recognize and evaluate counter arguments (S);

(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic (S);

(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S); and

(H) use computer software to create written, graphic, or visual products from collected data (S).

§113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(c) Introduction.

(1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating

resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:

(A) select a social studies issue, topic, or area of interest (S);

(B) write a rationale and preliminary ideas for research methods (S);

(C) develop a literature review (S); and

(D) develop a thesis (S).

(2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:

(A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);

(B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);

(C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques, including questionnaires, interviews, and library research (S);

(D) use current technology, including library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews, to collect information about the selected topic (S);

(E) use information from sources that take into account multiple perspectives (S);

(F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments (S);

(G) develop and use criteria for the evaluation of qualitative and/or quantitative information (S);

(H) describe the results of the research process (S);

(I) generate logical conclusions from research results (S);

(J) justify a conclusion with supporting evidence (S);

(K) make predictions as to future actions and/or outcomes based on conclusions of research (S); and

(L) develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

(A) interpret the historiography of the research topic (S);

(B) apply key social science concepts, including time, chronology, causality, change, conflict, and complexity, to explain, analyze, and show connections among patterns of historical change and continuity (S);

(C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures (S);

(D) relate important events, recurring dilemmas, and persistent issues to topic (S); and

(E) employ empathy, skepticism, and critical judgment to analysis of topic (S).

(4) Social studies skills. If doing quantitative research, the student is expected to:

(A) apply the scientific method in a research project (S);

(B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas (S);

(C) determine the most efficient research approach (S);

(D) utilize basic statistical approaches and tools in the analysis of aggregate information (S);

(E) define and compute statistical information using various statistical approaches, including means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis (S);

(F) analyze information using a spreadsheet or statistical analysis information software (S);

(G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences (S);

(H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding (S); and

(I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data (S).

(5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:

(A) apply the conventions of usage and mechanics of written English (S);

(B) present a thesis and conclusion (S);

(C) use appropriate social science terminology (S);

(D) justify a conclusion with supporting evidence and address counter arguments as appropriate (S);

(E) construct visuals, including statistical compilations, charts, graphs, tables, timelines, and maps, to convey appropriate data (S);

(F) create a presentation on a selected topic using word-processing, graphics, and multimedia software (S);

(G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation (S); and

(H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).

(6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:

(A) select a social studies issue, topic, or area of interest (S);

(B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);

(C) describe the results of the research process (S); and

(D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research (S).

§113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(c) Introduction.

(1) In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline (S);

(B) review literature from varied sources from the selected career or discipline (S);

(C) identify a problem, issue, or concern (S);

(D) survey and/or interview professionals to determine the appropriateness of a project (S); and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).

(2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).

(3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product (S);

(B) develop a plan for product completion (S);

(C) develop assessment criteria for successful completion of the project (S);

(D) establish the appropriateness of the product for the intended audience (S);

(E) implement the plan for product completion (S); and

(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).

(4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

(A) review and revise the plan to present the findings (S);

(B) make arrangements for the presentation of findings to an appropriate audience (S);

(C) present findings, simulating the skills used by professionals (S);

(D) consider feedback received from the audience (S);

(E) reflect on the study and its potential for impact on the field (S); and

(F) reflect on personal learning experiences of the study (S).

§113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.

(c) Introduction.

(1) In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6)

of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:

(A) analyze the relationship between his or her interests and career/discipline (S);

(B) review literature from varied sources from the selected career or discipline (S);

(C) identify a problem, issue, or concern (S);

(D) survey and/or interview professionals to determine the appropriateness of a project (S); and

(E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).

(2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:

(A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);

(B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and

(C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).

(3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:

(A) collaborate with the appropriate professionals to define the product (S);

(B) develop a plan for product completion (S);

(C) develop assessment criteria for successful completion of the project (S);

(D) establish the appropriateness of the product for the intended audience (S);

(E) implement the plan for product completion (S); and

(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).

(4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

(A) review and revise the plan to present the findings (S);

(B) make arrangements for the presentation of findings to an appropriate audience (S);

(C) present findings, simulating the skills used by professionals (S);

(D) consider feedback received from the audience (S);

(E) reflect on the study and its potential for impact on the field (S); and

(F) reflect on personal learning experiences of the study (S).

§113.38. Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (H).

(2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ, Geo/C, E); and

(B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma II, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ, Geo/C).

(3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ, Geo/C, E).

(4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ, Geo/C, E); and

(B) identify the contributions of significant individuals from the civil rights era, including Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ, Geo/C, E).

(5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

(A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and

(B) identify the contributions of significant individuals, including Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson (H, G/Civ, Geo/C).

(6) The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:

(A) locate places and regions of cultural and historical significance in Mexican American history (H, Geo/C);

(B) identify physical and human geographic factors related to the settlement of American Indian societies (H, Geo/C);

(C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution (H, G/Civ, Geo/C, E);

(D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s (H, Geo/C);

(E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program (H, G/Civ, Geo/C, E); and

(F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States (H, Geo/C).

(7) The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:

(A) analyze the economic impact of Mexican repatriation of the 1930s (E);

(B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest (H, E);

(C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages (G/Civ, E);

(D) analyze the economic contributions of the Mexican American labor force (E);

(E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) (E); and

(F) discuss current issues related to the Mexican American labor force (G/Civ, E).

(8) The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:

(A) describe how Mexican Americans have participated in supporting and changing government (G/Civ);

(B) analyze the impact of Salvatierra v. Del Rio Independent School District (ISD), Delgado v. Bastrop ISD, and Hernández v. Texas on Mexican Americans and the end of the biracial paradigm (G/Civ);

(C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement (G/Civ, Geo/C);

(D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement (H, G/Civ, Geo/C, E);

(E) analyze the significance of U.S. Supreme Court decisions in Miranda v. Arizona, San Antonio ISD v. Rodríguez, and Plyler v. Doe (G/Civ); and

(F) discuss the role of various organizations, including the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La

Raza (NCLR), that have participated in the Mexican American struggle for political power (H, G/Civ, Geo/C, E).

(9) The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:

(A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States (G/Civ, Geo/C);

(B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups (G/Civ, Geo/C);

(C) discuss ways individuals contribute to the national identity as members of diverse cultural groups (Geo/C); and

(D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans, including Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American (H, G/Civ, Geo/C).

(10) The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:

(A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature (H, Geo/C);

(B) analyze the significance of selected works of Mexican American literature, including "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez (Geo/C);

(C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action, including the role of "Teatro Campesino" during the farmworkers movement (H, G/Civ, Geo/C);

(D) identify the contributions of women, including Sandra Cisneros and Norma Alarcón (Geo/C); and

(E) identify the impact of Mexican American popular culture on the United States and the world over time (H, Geo/C).

(11) The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:

(A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and

(B) identify contributions to science and technology in the United States and the world made by Mexican Americans, including Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina (Geo/C).

(12) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) use social studies terminology correctly (S);

(B) analyze diverse points of view related to contemporary Mexican American issues (S);

(C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and

(D) 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 (S).

§113.39. Ethnic Studies: African American Studies (One Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions.

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:

(A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);

(B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, including educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and

(C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).

(2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:

(A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);

(B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);

(C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and

(D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).

(3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:

(A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);

(B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);

(C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);

(D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);

(E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and

(F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).

(4) The student understands African American life from the Civil War through World War I. The student is expected to:

(A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);

(B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);

(C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);

(D) explain the circumstances surrounding increased violence and extremism, including the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);

(E) explain the impact of the convict leasing system on African Americans, including the Sugar Land 95 (H, G/Civ, Geo/C, E);

(F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);

(G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);

(H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century, including the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);

(I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and

(J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).

(5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:

(A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);

(B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);

(C) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);

(D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);

(E) describe the impact of racism during World War II (H, G/Civ, Geo/C);

(F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);

(G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);

(H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods, sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and

(I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).

(6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:

(A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);

(B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience, including John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and

(C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, including the evolving role of education in the African American community (H, G/Civ, Geo/C, E).

(7) The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:

(A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history (H, G/Civ, Geo/C, E);

(B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South (Geo/C, E);

(C) explain the westward movement and the Great Migration and summarize their impact on African Americans (H, Geo/C, E); and

(D) analyze how environmental changes impacted African American communities, including land use, settlement patterns, and urban development (Geo/C, E).

(8) The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:

(A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world (H, Geo/C, E);

(B) explain how sharecropping and redlining limited economic opportunities for African Americans (G/Civ, E);

(C) explain how economic conditions and racism contributed to the Great Migration (Geo/C, E);

(D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late 19th century to today (G/Civ, E);

(E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans, including skin color, wealth, and educational background (G/Civ, Geo/C, E);

(F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues (E);

(G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today (Geo/C, E); and

(H) examine the contributions of African American and Black American Business entrepreneurship, including Black Wall Street, black inventors, and the black experience in business, and the economic contributions of individuals, including Madame C. J. Walker and Maggie L. Walker (Geo/C, E).

(9) The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:

(A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights (G/Civ);

(B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 (G/Civ, Geo/C);

(C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 (G/Civ);

(D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s (G/Civ);

(E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day, including the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition (G/Civ, Geo/C, E); and

(F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present (G/Civ).

(10) The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:

(A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights, including the Freedom Riders and the Memphis Sanitation Workers Strike (G/Civ, E);

(B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality, including fair housing, equal opportunity, affirmative action, and voting rights (G/Civ, Geo/C, E); and

(C) identify the contributions of African American leaders at local, state, and national levels of government (G/Civ).

(11) The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:

(A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery (H, G/Civ, Geo/C);

(B) analyze how regional differences influenced political perspectives of African American communities (G/Civ, Geo/C);

(C) analyze the significance and associations of identity nomenclature relevant to African Americans, including Negro and Black (H, Geo/C);

(D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism (G/Civ); and

(E) identify and describe the diversity of peoples of African ancestry, including Afro-Latinos, Afro-Caribbeans, and recent African immigrants (Geo/C).

(12) The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:

(A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans (Geo/C);

(B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture (Geo/C); and

(C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences (Geo/C).

(13) The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:

(A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture (Geo/C);

(B) describe the influence of enslavement on African American culture (Geo/C);

(C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley (Geo/C);

(D) explain the origins and characteristics of different musical genres and traditions of African Americans (Geo/C); and

(E) describe the expanding influence of African American music through the work of performers, including the Fisk Jubilee Singers (Geo/C).

(14) The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:

(A) describe the development and influence of blues, ragtime, jazz, and hip hop music, including the achievements of composers Scott Joplin and James Reese Europe (Geo/C);

(B) describe how various African American expressions of dance forms, including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers,

including the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland, have contributed to the shared identity of various groups (Geo/C);

(C) explain the lasting impact of the Harlem Renaissance on American culture and society, including the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee (Geo/C);

(D) describe the reactions to and the influence of selected works by African American authors, including "The Souls of Black Folk" by W.E.B. Du Bois, "Native Son" by Richard Wright, "Their Eyes Were Watching God" by Zora Neale Hurston, "Beloved" by Toni Morrison, and "Eyes on the Prize" by Henry Hampton (Geo/C);

(E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans, including Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey (Geo/C);

(F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance (Geo/C); and

(G) analyze the impact of popular culture on African Americans during significant eras (Geo/C).

(15) The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:

(A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws (G/Civ, Geo/C);

(B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (H, G/Civ, Geo/C); and

(C) describe contemporary issues in education for African American students, including the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities (G/Civ, Geo/C).

(16) The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:

(A) identify examples of how advances made by African civilizations in areas, including astronomy, mathematics, architecture, and engineering, have contributed to science and technology in the United States (Geo/C);

(B) identify examples of how industrialization was influenced by African Americans over time (H, Geo/C); and

(C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H, Geo/C).

(17) The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) analyze primary and secondary sources, including maps, graphs, speeches, political cartoons, and artifacts, to acquire information to answer historical questions (S);

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (S);

(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);

(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and

(E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).

(18) The student communicates in written, oral, and visual forms. The student is expected to:

(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (S); and

(B) use social studies terminology correctly (S).

(19) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create a visual representation of historical information, including hematic maps, graphs, and charts (S); and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).

(20) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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 (S).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Cristina De La Fuente-Valadez
Director, Rulemaking
Texas Education Agency
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19 TAC §113.29

The State Board of Education (SBOE) adopts new §113.29, concerning foundations of economics. The new section is adopted with changes to the proposed text as published in the May 15,

2026 issue of the *Texas Register* (51 TexReg 3210) and will be republished. The adopted new Texas Essential Knowledge and Skills (TEKS) establish a new one-credit economics course that may be used to satisfy revised social studies graduation requirements under House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025.

REASONED JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

The TEKS for social studies and economics were originally adopted effective September 1, 1998. The Kindergarten-Grade 12 social studies TEKS and the TEKS for economics were revised effective August 23, 2010. In 2015, the SBOE adopted revisions to the TEKS for certain Advanced Placement (AP) and International Baccalaureate (IB) social studies courses to require that students demonstrate proficiency in the TEKS for the corresponding AP and IB courses, in addition to the AP or IB course requirements. In 2018, the SBOE approved streamlining revisions to the social studies TEKS for Kindergarten-Grade 8 and four high school social studies courses (United States History Studies, World History Studies, World Geography, and United States Government). The SBOE also streamlined the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits and consolidated the TEKS for economics into Chapter 113. In April 2020, the SBOE approved proposed revisions to Chapter 113, Subchapter D, to update references to course numbers and titles to reflect the revisions to the social studies TEKS.

In 2021, SB 1063, 87th Texas Legislature, Regular Session, amended TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. SB 1063 required that the SBOE adopt TEKS for the personal financial literacy and economics course and that the required curriculum for the course allocate two-thirds of the instructional time to personal financial literacy and one-third of instructional time to economics. At its June 2022 meeting, the SBOE adopted TEKS for the new course, §113.76, Personal Financial Literacy and Economics, and the rule became effective August 1, 2022.

In 2021, the 87th Texas Legislature passed HB 4509, Regular Session, and SB 3, Second Called Session, to require the teaching of informed patriotism and the founding documents of the United States and require the SBOE to adopt essential knowledge and skills for social studies that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the United States government. The SBOE approved proposed amendments to Chapter 113, Subchapters A-C, to update the standards for Kindergarten-Grade 8 and five high school courses (Economics with Emphasis on the Free Enterprise System and Its Benefits, United States History Studies Since 1877, World History Studies, World Geography Studies, and United States Government) to align with SB 3 requirements.

In October 2024, the chairman of the SBOE established an ad hoc committee on social studies standards. The committee was charged with evaluating Texas's current social studies learning standards, researching best practices in history and civics education, and providing recommendations for developing exemplary state standards to ensure that Texas students receive a high-quality social studies education that prepares them for informed citizenship.

The goal of the committee was to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of world, United States, and Texas history; geography; and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

In 2025, the 89th Texas Legislature, Regular Session, passed HB 27, which revised the high school social studies graduation requirement for students who enter Grade 9 in the 2026-2027 school year and thereafter. Under HB 27, students must successfully complete a one-half credit personal financial literacy course instead of the one-half credit economics course or one-half economics and personal financial literacy and economics course to satisfy the economics requirement under the Foundation High School Program. Additionally, the bill permits students in this cohort to select the third social studies credit required for graduation from one credit in economics, world geography, or world history. As a result, the bill requires the approval of a one-credit economics course for this cohort while the current one-half economics course offerings remain in place for students not subject to HB 27. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course that contains substantively similar and rigorous academic content.

HB 824, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-3), to require the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge, including the role of government officials, the voting process, the eligibility requirements to run for elected office, Robert's Rules of Order, and the elected officials who represent the student.

Additionally, SB 24, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-11), to require the SBOE to adopt social studies TEKS for Grades 4-12 that develop each student's understanding of communist regimes and ideologies and that provide age and developmentally appropriate instruction and information on the topic.

During the April 10, 2025 Ad Hoc Committee on Social Studies meeting, a public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in United States history, Texas history, world history, geography, and civics in Kindergarten-Grade 12, was conducted. Texas Education Agency (TEA) staff presented an update on the status and progress of the Social Studies Ad Hoc Committee's charges, and the Committee of the Full Board (COFB) heard public testimony at the June 2025 meeting. A survey to collect input on key topics, strand titles, course sequencing/layering, and effective practices to inform the social studies TEKS revision was distributed in August 2025.

At the September 2025 meeting, the SBOE approved the social studies framework course sequence and strands for Kindergarten-Grade 8. The SBOE designated content advisors for the social studies TEKS review, and an application to serve on social studies TEKS review work groups was posted on the TEA

website in October 2025. A discussion item regarding content advisor recommendations for key topics to be included in the social studies TEKS framework was presented to the COFB at the November 2025 meeting. The content advisors were also directed to address instructional requirements from HB 27, HB 824, and SB 24 in their recommendations. At the January 2026 meeting, the SBOE approved key topics and subtopics to be included in the new TEKS for social studies. Work group meetings were convened in February 2026 to develop draft recommendations for the new social studies TEKS. As part of the SBOE's process for the review and revision of the TEKS, education service centers (ESCs) collected feedback from educators in their regions on the work group drafts and submitted the feedback to TEA.

The SBOE held a public hearing and discussed the proposed new TEKS for social studies at a special called meeting in February 2026. In March 2026, TEA convened additional work groups to address the feedback from the SBOE and ESC focus groups to finalize their recommendations. At the April 2026 meeting, the SBOE held a public hearing on the proposed new TEKS. At the meeting, the SBOE removed §113.26, Personal Financial Literacy (One-Half Credit), Adopted 2026, from the proposal and directed staff to post both the proposed new course as presented in the April agenda and an alternative version presented during the meeting on the TEA website for informal public feedback. At that time, the SBOE also approved the remaining proposed new rules in 19 TAC Chapter 113, Subchapters A-D, for first reading and filing authorization. Proposed new 19 TAC Chapter 113, Subchapters A-D, were presented to the SBOE for second reading and final adoption at the June 2026 meeting. At that time, the SBOE approved §§113.1-113.6, 113.21-113.23, 113.29, and 113.32-113.39 for adoption. One course, §113.29, Foundations of Economics (One Credit), Adopted 2026, was approved with an effective date of 20 days after filing as adopted with the Texas Register.

The following changes were made since published as proposed.

Subsection (a) in §113.29 and §§113.32-113.39 related to implementation was updated to the 2033-2034 school year.

Subsection (c)(5) in §§113.29, 113.32, and 113.33 was amended by updating the paragraph to read, "Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include."

Section 113.29(d)(1) was amended by inserting the phrase "the history and theories of" after the word "understands."

New §113.29(d)(1)(C) was added to read, "compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S)."

Proposed §113.29(d)(2) related to mercantilism and economic nationalism was deleted.

Proposed §113.29(d)(3) and subparagraphs (A) and (C) related to classical economics were deleted, and subparagraphs (B) and (D) were re-lettered under subsection (d)(1).

Section 113.29(d)(2)(A) was amended to read, "explain how socialism is a step towards communism according to Marx (H, G/Civ, E, S)."

Section 113.29(d)(3) was amended by inserting the phrase "the ideas of limited government in" after the word "understands."

Section 113.29(d)(3)(A) was amended by replacing the verb "describe" with the verb "define."

Section 113.29(d)(3)(B) was amended to read, "explain that Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E)."

New §113.29(d)(3)(C) was added to read, "explain that Milton Friedman supported free-market economics through competition, consumer choice, and limited government involvement in the economy (H, E)."

Section 113.29(d)(4) was amended to read, "Scarcity and Opportunity Cost (Micro). The student understands how scarcity influences economic decisions and the role of factors of production in the creation of goods and services."

New §113.29(d)(4)(A) was added to read, "define economic opportunity (E)."

New §113.29(d)(4)(B) was added to read, "explain scarcity in terms of opportunity cost (E)."

Proposed §113.29(d)(4)(B) related to types of capital was deleted.

Section 113.29(d)(4)(D) was amended by striking the word "the."

Section 113.29(d)(4)(E) was amended by inserting the phrase "and define services" after the word "capital."

Proposed §113.29(d)(4)(E) related to defining services was deleted.

Proposed §113.29(d)(5)(A) related to opportunity cost and tradeoffs was deleted and replaced by, "explain how choices involve tradeoffs and result in opportunity cost in decision-making (E, S)."

Proposed §113.29(d)(5)(B) related to defining services was deleted and replaced by, "explain how societies answer the fundamental economic question of what to produce when faced with scarcity and tradeoffs (G/Civ, E, S)."

New §113.29(d)(5)(C) was added to read, "explain how societies answer the fundamental economic question of how to produce when faced with scarcity and tradeoffs (G/Civ, E, S)."

Proposed §113.29(d)(5)(D) related to geographic relationships was deleted.

New §113.29(d)(5)(D) was added to read, "explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and tradeoffs (G/Civ, E, S)."

Proposed §113.29(d)(5)(E) related to ways to answer the fundamental economic question of what was deleted.

Section 113.29(d)(5)(E) was amended to read, "describe the concept of marginal analysis (E)."

Proposed §113.29(d)(5)(F) related to ways societies answer the fundamental economic question of how was deleted.

New §113.29(d)(5)(F) was added to read, "graph and explain how a production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E)."

Proposed §113.29(d)(5)(G) related to ways societies answer the fundamental economic question of for whom to produce was deleted.

Proposed §113.29(d)(6) related to economic and political freedom was deleted.

Section 113.29(d)(6)(B) was modified by adding the phrase "that shift " after the word "determinants" and striking "of " before the phrase "supply and demand."

Section 113.29(d)(6)(C) was amended to read, "graph supply and demand to illustrate movement along and shifts in supply and demand curves (G/Civ, E, S)."

Section 113.29(d)(6)(D) was amended to read, "explain shortages, surpluses, and equilibrium using supply and demand graphs (G/Civ, E, S)."

New §113.29(d)(6)(E) was added to read, "define Say's Law."

New §113.29(d)(6)(F) was added to read, "define equilibrium price and identify determinants of change to equilibrium price (E, S)."

Section 113.29(d)(7) was amended to read, "Supply, Demand, and Markets (Micro). The student understands how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit. The student is expected to."

New §113.29(d)(7)(A) was added to read, "explain the circular flow model (E)."

Proposed §113.29(d)(7)(B) related to defining equilibrium price and identifying determinants of change was deleted.

Proposed §113.29(d)(7)(C) related to the circular flow model was deleted.

New §113.29(d)(7)(E) was added to read, "analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E)."

New §113.29(d)(7)(F) was added to read, "define profit in a market economy (G/Civ, E)."

Proposed §113.29(d)(8), (8)(A), and (8)(B) related to opportunity in economics were deleted.

Section 113.29(d)(8)(A) was modified by replacing the phrase "economic institutions with the phrase "the role of competition" after the verb "describe."

Section 113.29(d)(8)(B) was modified by adding the phrase "the role of competition in a" after the verb "describe."

Section 113.29(d)(8)(C) was modified by adding the phrase "the role of competition in an" after the verb "describe."

Section 113.29(d)(8)(D) was modified by adding the phrase "the role of competition in" after the verb "describe."

Proposed §113.29(d)(8)(E) related to market process was deleted.

Proposed §113.29(d)(8)(F) related to competition was deleted.

Proposed §113.29(d)(8)(G) related to research methods to synthesize information about business structures was deleted.

Proposed §113.29(d)(10), (10)(A), and (10)(B) related to scarcity, opportunity cost, and interest rates were deleted.

Section 113.29(d)(10) was amended to read, "Microeconomics of Public Policy (Micro). The student understands how government actions influence markets, including public goods and services, competition, regulation, incentives, and taxation. The student is expected to."

Section 113.29(d)(10)(B) was amended to read, "explain factors that influence individuals' use of public goods and services, including cost, access, and benefit to the community (G/Civ, E, S)."

New §113.29(d)(10)(C) was added to read, "describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S)."

New §113.29(d)(10)(D) was added to read, "explain how government policies influence wage, including minimum wage, and price controls affect behaviors of individuals and firms (G/Civ, E, S)."

New §113.29(d)(10)(E) was added to read, "explain how moral hazard problem changes behavior and risk taking when firms and individuals are protected by government actions (G/Civ, E)."

New §113.29(d)(10)(F) was added to read, "identify factors that contribute to natural monopolies, including infrastructure costs and economies of scale (Geo/C, E, S)."

Section 113.29(d)(10)(G) was amended to read, "define sales, income, property, and excise (G/Civ, E)."

Proposed §113.29(d)(11) related to scarcity, opportunity cost, and production possibilities was deleted.

Proposed §113.29(d)(11)(B) related to factors that shift production possibilities curve was deleted.

Proposed §113.29(d)(11)(C) related to creating a production possibilities curve was deleted.

Section 113.29(d)(11)(D) was amended to read, "identify opportunity cost in using commodity, representative, and fiat monies (E)."

New §113.29(d)(12)(A)-(J) related to national statistics, economic measurement (macro), and evaluating the economy were added.

Proposed §113.29(d)(13) related to supply, demand, markets, and understanding of Say's Law was deleted.

Section 113.29(d)(13)(A) was modified by adding the phrase ", goals, and tools" after the phrase "describe the purpose."

Section 113.29(d)(13)(B) was amended to read, "define monetary policy and explain price stability (E)."

New §113.29(d)(13)(D) was added to read, "define full employment (E)."

New §113.29(d)(14)(E) was added to read, "describe supply-side economics (E)."

Section 113.29(d)(14)(F) was amended to read, "explain how Keynesian economics uses fiscal policy to stabilize the economy through aggregate demand (H, E)."

Proposed §113.29(d)(15) related to supply, demand, markets and understanding prices was deleted.

Proposed §113.29(d)(15)(B) related to analyzing price controls was deleted.

New §113.29(d)(15)(B) was added to read, "determine the relationship between productivity and the economy (E, S)."

Proposed §113.29(d)(16) related to supply, demand, markets, and understanding profit was deleted.

New §113.29(d)(18) was added to read, "Benefits of the Free Enterprise System. The student understands that benefits of the free enterprise system. The student is expected to."

New §113.29(d)(18)(F) was added to read, "describe the effects of intellectual property protections (G/Civ, E, S)."

New §113.29(d)(18)(I) was added to read, "evaluate the costs of government policies (G/Civ, E)."

Proposed §113.29(d)(19) related to decision and game theory was deleted.

Proposed §113.29(d)(19)(B) related to short-run, one-off game was deleted.

Proposed §113.29(d)(19)(C) related to Prisoner's Dilemma game was deleted.

Proposed §113.29(d)(19)(D) related to long-run games was deleted.

Proposed §113.29(d)(21) related to microeconomics of public policy and understanding competition was deleted.

Proposed §113.29(d)(22) related to microeconomics of public policy and understanding government controls was deleted.

Proposed §113.29(d)(23) related to microeconomics of public policy and understanding of moral hazards was deleted.

Proposed §113.29(d)(24) related to microeconomics of public policy and understanding of monopolies was deleted.

Proposed §113.29(d)(25) related to microeconomics of public policy and understanding taxation was deleted.

Proposed §113.29(d)(25)(B) related to income tax was deleted.

Proposed §113.29(d)(25)(C) related to property tax was deleted.

Proposed §113.29(d)(25)(D) related to excise tax was deleted.

Proposed §113.29(d)(26) related to microeconomics of public policy and understanding subsidiary was deleted.

Proposed §113.29(d)(29) related to money and monetary policy and understanding price stability was deleted.

Proposed §113.29(d)(29)(B) related to the Federal Reserve was deleted.

Proposed §113.29(d)(30) related to money and monetary policy (macro) and understanding full employment was deleted.

Proposed §113.29(d)(30)(A) related to full employment was deleted.

Proposed §113.29(d)(31) related to money and monetary policy (macro) and understanding monetary tools used by the Federal Reserve was deleted.

Proposed §113.29(d)(33) related to fiscal policy (macro) and understanding changes in federal spending and taxation was deleted.

Proposed §113.29(d)(33)(B) related to budget deficit and debt was deleted.

Proposed §113.29(d)(33)(D) related to national debt and fiscal policy was deleted.

Proposed §113.29(d)(34) related to fiscal policy (macro) and understanding modern approaches was deleted.

Proposed §113.29(d)(34)(B) related to supply-side economics was deleted.

Proposed §113.29(d)(35)(A)-(I) related to national statistics and economic measurement (macro) and understanding evaluating the economy were deleted.

Proposed §113.29(d)(36) related to national statistics and economic measurement (macro) and understanding factors included was deleted.

Proposed §113.29(d)(37)(I) related to the relationship between productivity and the economy was deleted.

Proposed §113.29(d)(38)(B) related to economic principles to analyze government decision-making was deleted.

Proposed §113.29(d)(40) related to benefits of the free enterprise system and understanding voluntary exchange was deleted.

Proposed §113.29(d)(41) related to benefits of the free enterprise system and understanding benefits of the free enterprise system was deleted.

Proposed §113.29(d)(41)(B) related to effects of intellectual property protections was deleted.

Proposed §113.29(d)(41)(E) related to costs of government policies was deleted.

Proposed §113.29(d)(41)(H) related to patterns of continuity and change in free enterprise versus command economies was deleted.

The SBOE approved the new section for first reading and filing authorization at its April 10, 2026 meeting and for second reading and final adoption at its June 26, 2026 meeting.

In accordance with TEC, §7.102(f), the SBOE approved the new section for adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2027-2028 school year. The earlier effective date will enable school systems to begin preparing for implementation of the new TEKS. The effective date is 20 days after filing as adopted with the Texas Register.

SUMMARY OF COMMENTS AND RESPONSES: The public comment period on the proposal began May 15, 2026, and ended at 5:00 p.m. on June 15, 2026. The SBOE also provided an opportunity for registered oral and written comments at its June 2026 meeting in accordance with the SBOE board operating policies and procedures. Following is a summary of public comments received and corresponding responses.

Comment. Eight teachers, 3 administrators, 3 parents, 11 community members, and two college representatives stated that more balanced instruction on economic systems and financial-literacy content. The commenters noted that standards should avoid one-sided affirmation of a single economic system and should instead help students compare strengths, limitations, tradeoffs, and historical outcomes. The commenters identified practical economic knowledge as important for understanding policy, work, and the modern economy. The commenters indicated that economic concepts should be presented with neutral language and historical complexity rather than as one-sided affirmation of a single system. The commenters requested standards that support analysis of evidence, competing perspectives, and practical economic knowledge.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for strengthening economic and financial literacy instruc-

tion based on feedback from numerous experts, educators, and stakeholders to extend the economics content within a one-year course with specific content focus on both micro- and macro-economics.

Comment. Three teachers, five parents, and one community member stated that standards are accurate, balanced, objective, comprehensive, and inclusive. The commenters explained that social studies education should provide fair and truthful instruction in history, geography, government, economics, culture, and civic responsibility. The commenters noted that students benefit from multiple perspectives, evidence-based learning, academic neutrality, and representation of diverse experiences. The commenters described that balanced standards should prepare students to understand Texas, the United States, and the world in a diverse society. The commenters identified accuracy and inclusion as necessary for student trust, engagement, and rigorous learning. The commenters indicated that social studies education should provide a fact-based understanding of history, government, economics, geography, and civic responsibility. The commenters requested revisions that preserve academic rigor, inclusivity, and factual accuracy.

Response. As a result of public comment, the SBOE took action to adopt the proposed new Kindergarten-Grade 8 and certain high school social studies TEKS, as amended, with consideration for academic rigor, varied perspectives, and factual accuracy based on feedback from numerous experts, educators, and stakeholder groups.

Comment. One teacher questioned the relevance of including the concepts of virtue, courage, and justice within the economics course standards. The commenter expressed concern that these concepts appear more closely aligned with government or civics instruction and asked whether they had been placed in the economics standards in error.

Response. The SBOE disagrees with the commenter's proposal to revise §113.29(d)(1)(B) by removing references to virtue, courage, and justice from the economics course based on TEC, §28.002, which authorizes the SBOE to establish the essential knowledge and skills for economics and other social studies courses. The SBOE maintains that economic systems do not operate independently of the social, political, and civic principles that shape individual and collective decision-making.

Comment. One parent commented that the standard in §113.29(d)(3)(A) is unnecessary because the content is already adequately addressed by the standards in §113.29(d)(3)(B)-(D). The commenter suggested that the standard is redundant and could be removed without diminishing student understanding of the topic.

Response. As a result of public comment, §113.29(d)(3)(A) was deleted.

Comment. One administrator stated specific instances of superficial content in §113.29(d)(41)(E).

Response. As a result of public comment, §113.29(d)(41)(E) was deleted.

Comment. One administrator stated that §113.29(d)(41)(E) should explicitly include the concept of tradeoffs as a core part of economic reasoning. The commenter proposed revising the standard to require students to evaluate the costs and benefits of government policies and explain the tradeoffs involved in policy decisions. The commenter explained that tradeoffs are a foundational concept in economics and that their inclusion strengthens analytical thinking. The commenter requested revising §113.29(d)(41)(E) to ensure students understand how policy decisions involve balancing competing priorities and outcomes.

Response. As a result of public comment, the SBOE took action to delete §113.29(d)(41)(E) from the proposed social studies TEKS, as amended, with consideration of tradeoffs as a core part of economic reasoning based on feedback from numerous experts, educators, and stakeholder groups.

STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; TEC, §28.002(h-3), as added by House Bill (HB) 824, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge; TEC, §28.002(h-11), as added by Senate Bill 24, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of communist regimes and ideologies; TEC, §28.025(a), which requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002; and TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, which requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement course designated by the SBOE as containing substantively similar and rigorous academic content.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §§7.102(c)(4); 28.002(a); (c); (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; and (h-11) as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a); and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

§113.29. Foundations of Economics (One Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.

(c) Introduction.

(1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other

countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

(2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

(A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;

(B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

(C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

(3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

(4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

(A) History (World, United States, and Texas), coded with H;

(B) Government and Civics, coded with G/Civ;

(C) Geography and Culture, coded with Geo/C;

(D) Economics, coded with E; and

(E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

(5) Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

(A) analyze economic data, including graphs, charts, and statistical models, to identify patterns, draw conclusions, and make evidence-based predictions about economic trends (E, S);

(B) construct and defend an evidence-based economic argument and use reasoning to connect evidence to the claim (E, S);

(C) engage in civil discourse about economics topics, including those with multiple perspectives(G/Civ, E, S); and

(D) evaluate the reliability, bias, and perspective of economic sources to determine their validity in supporting an economic argument (E, S).

(6) Student expectations embed relevant statutory requirements, including:

(A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

(B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

(C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;

(D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;

(E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

(F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);

(G) TEC, §28.0022--Certain instructional requirements and prohibitions;

(H) TEC, §29.907--Celebrate Freedom Week;

(I) TEC, §29.9071--Texas Military Heroes Day; and

(J) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) History of Economic Thought. The student understands the history and theories of economics. The student is expected to:

(A) define economics (E);

(B) identify the relationship between virtue, including trust, courage, and justice, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S);

(C) compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S);

(D) explain the principles of free enterprise described in "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S); and

(E) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).

(2) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:

(A) explain how socialism is a step towards communism according to Marx (H, G/Civ, E, S);

(B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and

(C) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).

(3) History of Economic Thought. The student understands the ideas of limited government in neoclassical economics. The student is expected to:

(A) define neoclassical economics (E);

(B) explain that Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E); and

(C) explain that Milton Friedman supported free-market economics through competition, consumer choice, and limited government involvement in the economy (H, E).

(4) Scarcity and Opportunity Cost (Micro). The student understands how scarcity influences economic decisions and the role of factors of production in the creation of goods and services. The student is expected to:

(A) define economic opportunity (E);

(B) explain scarcity in terms of opportunity cost (E);

(C) explain the four factors of production, including land, labor, capital, and entrepreneurs (E);

(D) explain how types of capital can produce goods and services (E, S); and

(E) define types of goods as durable, non-durable, consumer, and capital, and define services (E).

(5) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:

(A) explain how choices involve tradeoffs and result in opportunity cost in decision-making (E, S);

(B) explain how societies answer the fundamental economic question of what to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(C) explain how societies answer the fundamental economic question of how to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(D) explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(E) describe the concept of marginal analysis (E); and

(F) graph and explain how a production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E).

(6) Supply, Demand, and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:

(A) define the laws of supply and demand (E);

(B) identify the determinants that shift supply and demand (E);

(C) graph supply and demand to illustrate movement along and shifts in supply and demand curves (G/Civ, E, S);

(D) explain shortages, surpluses, and equilibrium using supply and demand graphs (G/Civ, E, S);

(E) define Say's Law (E); and

(F) define equilibrium price and identify determinants of change to equilibrium price (E, S).

(7) Supply, Demand and Markets (Micro). The student understands how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit. The student is expected to:

(A) explain the circular flow model (E);

(B) explain the role of buyers and sellers in markets (E);

(C) explain how scarcity influences supply, demand, and market prices (E);

(D) explain how price elasticity reflects how consumers and producers respond to changes in price (E);

(E) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and

(F) define profit in a market economy (G/Civ, E).

(8) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:

(A) describe the role of competition in market economies (G/Civ, E);

(B) describe the role of competition in a monopoly (E);

(C) describe the role of competition in an oligopoly (E); and

(D) describe the role of competition in pure competition (E).

(9) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:

(A) define the theory of the firm (E);

(B) define and apply the law of diminishing returns (E); and

(C) describe how firms make decisions using game theory (E, S).

(10) Microeconomics of Public Policy (Micro). The student understands how government actions influence markets, including public goods and services competition, regulation, incentives, and taxation. The student is expected to:

(A) identify public goods and services (E);

(B) explain factors that influence individuals' use of public goods and services, including cost, access, and benefit to the community (G/Civ, E, S);

(C) describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S);

(D) explain how government policies influence wage, including minimum wage, and price controls affect behaviors of individuals and firms (G/Civ, E, S);

(E) explain how the moral hazard problem changes behavior and risk taking when firms and individuals are protected by government action (G/Civ, E);

(F) identify factors that contribute to natural monopolies, including infrastructure costs and economies of scale (Geo/C, E, S);

(G) define sales, income, property, and excise tax (G/Civ, E); and

(H) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).

(11) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:

(A) describe the basic functions of money (E);

(B) describe the attributes of money (E);

(C) compare commodity money, representative money, and fiat money (E, S); and

(D) identify opportunity cost in using commodity, representative, and fiat monies (E).

(12) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:

(A) explain the factors in the country's overall level of income, employment, and prices (G/Civ, E);

(B) identify the components of Gross Domestic Product (GDP) (E, S);

(C) identify the types of unemployment as structural, frictional, and cyclical (E);

(D) describe inflation and its causes (E);

(E) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S);

(F) identify the determinants of aggregate supply and aggregate demand (E);

(G) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);

(H) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);

(I) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S); and

(J) explain imprecision in economic measurement (E).

(13) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to:

(A) describe the purpose, goals, and tools of the Federal Reserve System in setting monetary policy (G/Civ, E);

(B) define monetary policy and explain price stability (E);

(C) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E);

(D) define full employment (E);

(E) define money supply (E);

(F) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S); and

(G) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).

(14) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:

(A) explain major revenue and expenditure categories (E);

(B) explain the government's role in taxation (G/Civ, E);

(C) explain budget deficits and surpluses (G/Civ, E);

(D) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S);

(E) describe supply-side economics (E); and

(F) explain how Keynesian economics uses fiscal policy to stabilize the economy through aggregate demand (H, E);.

(15) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:

(A) label the business cycle model (E, S);

(B) determine the relationship between productivity and the economy (E, S);

(C) explain the factors in productivity increase (E);

(D) explain the factors in worker earnings (E);

(E) explain technological advances (E);

(F) explain entrepreneurship, entrepreneurial ventures and their effects (E);

(G) determine the relationship between calculated risk and the economy (E, S);

(H) determine the relationship between creative destruction and the economy (E, S); and

(I) determine the relationship between centralized capital spending and the economy (G/Civ, E, S).

(16) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:

(A) define public choice theory (G/Civ, E); and

(B) describe how government officials act as rational actors (G/Civ, E).

(17) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:

(A) explain the concept of comparative advantage in trade (G/Civ, E, S);

(B) explain the advantages and consequences of trade (E, S);

(C) determine the effect of trade barriers on trade (G/Civ, E);

(D) define the balance of trade (E);

(E) evaluate labor productivity trends on trade (E, S); and

(F) evaluate the role of exchange rates on trade using economic data (E, S).

(18) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:

(A) evaluate the role of voluntary exchange in free enterprise (E);

(B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S);

(C) define the competitive nature of free enterprise (E);

(D) define consumer sovereignty (E);

(E) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);

(F) describe the effects of intellectual property protections (G/Civ, E, S);

(G) compare central planning to the free enterprise system (G/Civ, E);

(H) compare the economic development of the United States, Japan, and India to the USSR and China, focusing on free enterprise versus command economies (H, Geo/C, E, S);

(I) evaluate the costs of government policies (G/Civ, E); and

(J) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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TITLE 22. EXAMINING BOARDS

PART 10. TEXAS FUNERAL SERVICE COMMISSION

CHAPTER 206. ANATOMICAL FACILITIES, NON-TRANSPLANT ANATOMICAL DONATION ORGANIZATIONS, AND WILLED BODY PROGRAMS

22 TAC §206.16

The Texas Funeral Service Commission (Commission) adopts new §206.16, relating to Standard for Bloodborne Pathogen Screening of Anatomical Donors. Section 206.16 is adopted with changes as published in the August 28, 2026, issue of the *Texas Register* (51 TexReg 5630). The rule will be republished.

REASONED JUSTIFICATION. Bodies and derived specimens used or distributed in an unembalmed, fresh, or fresh-frozen state present a different infection-control profile than bodies that have been embalmed and fixed with formalin. Based on the information presented to the State Anatomical Advisory Committee at its July 8 and July 29, 2026, meetings, the Commission finds that a uniform, risk-based screening standard is needed to protect students, faculty, licensees, and other personnel who handle anatomical donations, and to establish consistent donor-eligibility and documentation practices among the willed body programs and non-transplant anatomical donation organizations the Commission regulates.

The new section requires bloodborne pathogen screening by a qualified laboratory for every donor whose body or derived specimens are intended for use or distribution in an unembalmed state; does not require serologic screening as an infection-control measure for donors used only after documented formalin fixation and embalming; requires standard precautions regardless of testing status; makes serologic testing one component of, and not a substitute for, donor-eligibility review; and requires records sufficient to demonstrate compliance. The requirements are rationally connected to that factual basis: testing is required where fixation has not reduced infectious risk, is not required where it has, and is supplemented in every case by standard precautions and medical-history exclusion.

CHANGES TO THE PROPOSED TEXT. On the recommendation of the State Anatomical Advisory Committee, the Commission made the following changes to the proposed text. Changes (2) through (5) respond to the comments summarized below. Change (1) and the typographical correction in change (3) are nonsubstantive corrections made by the Commission.

(1) Subsection (c) is changed to provide that the definitions apply "when used in this section" rather than "when used in this chapter," so that the definitions do not alter the meaning of terms elsewhere in Chapter 206.

(2) Subsection (d)(3) is changed to require documentation of the postmortem interval when known or reasonably ascertainable, and to provide that separate documentation of the interval is not required when the organization documents the date and time of death and the date and time of specimen collection.

(3) Subsection (d)(4)(A) is changed to permit nucleic acid testing (NAT) as an alternative to Hepatitis B surface antigen testing, consistent with the NAT alternative already provided in subparagraphs (B) and (C), and a typographical error in the reference to a CLIA-certified laboratory in subsection (d)(4) is corrected.

(4) New subsection (d)(7) permits a non-transplant anatomical donation organization or willed body program to satisfy the testing requirements of subsection (d)(4) by relying on results obtained by a medical examiner, organ procurement organization, eye bank, or tissue bank, if the testing was performed by a qualifying laboratory, the specimen was collected after death or not more than seven days before death and was evaluated for plasma dilution when the donor received a transfusion or infusion, and the results, their source, and the collection date and time are documented in the donor eligibility record.

(5) Subsection (g)(3) is changed to conform the recordkeeping requirement to the change in subsection (d)(3).

Each change either clarifies the proposed text or reduces the burden it imposes. No change subjects any person to the rule who was not subject to it as proposed, and no change imposes a new requirement. The changes are a logical outgrowth of the proposal and of the comments received, and they do not require republication of the rule as a new proposal.

SUMMARY OF COMMENTS AND AGENCY RESPONSE. The Commission received one written comment on the proposed rule during the comment period, from Science Care, Inc., by letter dated September 17, 2026. The Commission also received one oral comment at its October 8, 2026, open meeting, from Kurt Clark, of UT Health Houston, speaking as a member of the State Anatomical Advisory Committee. Science Care supported adoption of the rule. It stated that it supports the Commission's efforts to establish clear standards for infectious disease testing and documentation, and it requested three revisions.

COMMENT: Science Care requested that the rule permit nucleic acid testing (NAT) to satisfy the testing requirement for Hepatitis B virus, as the proposal did for Hepatitis C and HIV. It proposed that subsection (d)(4)(A) read: "Hepatitis B surface antigen (HBsAg) testing or Nucleic Acid Testing (NAT);".

RESPONSE: The Commission agrees and has revised subsection (d)(4)(A) as the commenter proposed.

COMMENT: Science Care requested that the rule expressly allow a non-transplant anatomical donation organization to rely on qualified serologic and NAT results obtained by an organ procurement organization, whether from antemortem specimens collected immediately before death or from postmortem specimens. It stated that requiring duplicate testing would increase cost, delay the donation process, and create operational burden without a corresponding public health benefit when the original testing was conducted in accordance with applicable standards.

RESPONSE: The Commission agrees and has added subsection (d)(7). Science Care asked that reliance be conditioned on testing performed in compliance with applicable regulations and standards, and noted that shared results may come from antemortem specimens. The Commission adopted that condition by stating it in the rule. The testing must be performed by a laboratory meeting subsection (d)(4). The specimen must be collected after death or not more than seven days before death. If the donor received a transfusion or infusion before collection, the specimen must have been evaluated for plasma dilution in accordance with applicable standards. The results, their source, and the collection date and time must be documented in the donor eligibility record. The specimen-timing and plasma-dilution conditions are drawn from the federal donor-testing standards that apply to the organ procurement organizations and tissue banks whose results will be relied on (21 CFR §1271.80(b) and (d)(2)). Stating them in the rule allows the Commission to verify the reliability of shared results on inspection.

COMMENT: Kurt Clark, of UT Health Houston, speaking as a member of the State Anatomical Advisory Committee, commented at the Commission's October 8, 2026, meeting that the reliance provision should also include results obtained by medical examiners.

RESPONSE: The Commission agrees. Subsection (d)(7) applies to willed body programs as well as non-transplant anatomical donation organizations, and it covers results obtained by a medical examiner, eye bank, or tissue bank as well as an organ procurement organization. The rationale for avoiding duplicate testing applies equally to testing performed by those entities, and the conditions stated in subsection (d)(7) apply to every source.

COMMENT: Science Care noted that subsection (d)(3) required documentation of the postmortem interval in every case, while subsection (g)(3) required records of the interval only "when known." It proposed revised text for subsection (d)(3).

RESPONSE: The Commission agrees. It has adopted subsection (d)(3) in the form the commenter proposed and has conformed subsection (g)(3).

OTHER SUBMISSIONS. The Commission's public-comment workbook contains three web-form entries recorded in fields labeled for §206.16 or §206.18: from Maverick Medical Education (July 28, 2026), Texas Tech University Health Sciences Center-Lubbock (August 7, 2026), and Anatomy Gifts Registry (August 9, 2026). Each was submitted before this rule was published for comment. In each, the commenter's own rule selection and text address §206.12 or §206.14. The Commission has treated those entries as comments on those sections, not as comments on this rule.

STATUTORY AUTHORITY. The new section is adopted under Texas Health and Safety Code §691.022(c), which requires the Commission to "adopt rules, establish procedures, and prescribe forms necessary to administer and enforce this chapter, including rules establishing registration and inspection requirements and procedures"; §691.022(b), which requires the Commission to "adopt rules to ensure that each body and anatomical specimen is treated with respect while in the custody of the commission or person authorized to receive the body or specimen"; §691.034(a-2), which requires the Commission to inspect and authorizes it to approve willed body programs and anatomical facilities "for the receipt and use of bodies and anatomical specimens"; §691.034(g), which requires the Commission to "adopt rules and procedures necessary to administer this section"; and Texas Occupations Code §651.005, which requires the Commission to regulate willed body programs, non-transplant anatomical donation organizations, and anatomical facilities as provided by Chapter 691.

The Commission interprets these provisions as authorizing it to set the conditions under which registered and approved entities

receive, distribute, and use bodies and anatomical specimens. A condition that an unembalmed body be screened before it is distributed for use, and that the screening be documented, is a registration and inspection standard within §691.022(c) and §691.034(g), and a standard for the handling of bodies by persons authorized to receive them within §691.022(b). As applied to non-transplant anatomical donation organizations, the rule establishes a substantive standard and does not alter the accreditation-based verification process described by §691.034(a-3).

The adopted rule affects Texas Health and Safety Code Chapters 691 and 692A and Texas Occupations Code Chapter 651.

Statutory Authority: Health and Safety Code §§691.022(b), (c), 691.034; Occupations Code §651.005. Cross-reference to Statute: Health and Safety Code Chapters 691 and 692A; Occupations Code Chapter 651.

§206.16. Standard for Bloodborne Pathogen Screening of Anatomical Donors.

(a) Purpose. The purpose of this section is to establish minimum health and safety standards for the screening and use of anatomical donors to reduce the risk of occupational exposure to bloodborne pathogens while recognizing the effectiveness of proper embalming and formalin fixation in reducing infectious risk.

(b) Applicability. This section applies to all entities participating in the procurement, acceptance, storage, distribution, and use of human anatomical donations under the authority of the Commission.

(c) Definitions. The following words and terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:

(1) "Embalmed" means a donor preserved using accepted arterial and cavity embalming techniques with sufficient formaldehyde fixation.

(2) "CLIA-certified laboratory" means a laboratory certified under the Clinical Laboratory Improvement Amendments.

(d) Screening Requirements for Unembalmed Donors.

(1) A Non-Transplant Anatomical Donation Organization or Willed Body Program shall require bloodborne pathogen screening for every donor whose body or derived specimens are intended for use or distribution in an unembalmed state.

(2) Blood specimens shall be collected as soon after death as practicable.

(3) The organization shall document the postmortem interval between death and specimen collection when known or reasonably ascertainable. Where the organization documents the date and time of death of the donor and the date and time of specimen collection from that donor, separate documentation of the postmortem interval is not required.

(4) Serologic testing shall be performed by a CLIA-certified laboratory or by a laboratory operated by an accredited medical school, hospital, or other qualified laboratory that meets applicable federal and state standards, and shall include, at a minimum:

(A) Hepatitis B surface antigen (HBsAg) testing or Nucleic Acid Testing (NAT);

(B) Hepatitis C antibody (anti-HCV) or Nucleic Acid Testing (NAT); and

(C) Human Immunodeficiency Virus (HIV) antigen/antibody testing or Nucleic Acid Testing (NAT).

(5) Documentation of testing results shall accompany the donor or be maintained in the donor eligibility record.

(6) Donors whose required testing cannot be completed shall not be distributed or used as unembalmed anatomical specimens unless otherwise authorized by applicable federal or state law.

(7) Notwithstanding paragraph (2) of this subsection, a Non-Transplant Anatomical Donation Organization or Willed Body Program may satisfy the testing requirements of paragraph (4) of this subsection by relying on test results obtained by a medical examiner, organ procurement organization, eye bank, or tissue bank if:

(A) the testing was performed by a laboratory meeting the requirements of paragraph (4) of this subsection;

(B) the specimen was collected after death or not more than seven days before death and, if the donor received a transfusion or infusion before collection, was evaluated for plasma dilution in accordance with applicable standards; and

(C) the results, the identity of the organization that obtained them, and the date and time of specimen collection are documented in the donor eligibility record.

(e) Embalmed Donors.

(1) Bloodborne pathogen serologic screening is not required as an infection-control measure for donors whose bodies or derived specimens will be used only after documented formalin fixation and embalming.

(2) Organizations shall maintain documentation demonstrating that embalming and formalin fixation have been completed prior to use or distribution.

(3) Regardless of donor testing status, organizations shall implement standard precautions, including appropriate personal protective equipment, safe sharps practices, environmental decontamination, and donor exclusion based on medical history, including known or suspected prion disease.

(f) Donor Eligibility.

(1) Serologic testing is one component of the donor eligibility determination and shall not be used as a substitute for medical history review, or other donor exclusion criteria established by the Commission or applicable law.

(2) Donors presenting known or suspected conditions that pose unacceptable infectious risks, including prion diseases where applicable, shall be excluded in accordance with applicable law and accepted medical standards.

(g) Documentation. Each participating organization shall maintain records of:

(1) Laboratory test results;

(2) Date and time specimens were collected;

(3) Postmortem interval at specimen collection, or the dates and times of death and specimen collection, when known or reasonably ascertainable;

(4) Embalming and fixation records, when applicable; and

(5) Donor eligibility determinations.

(h) The Commission may require documentation demonstrating compliance with this section as a condition of participation in anatomical donation programs under its oversight.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 12, 2026.

TRD-202604338
Maria Haynes
Executive Director
Texas Funeral Service Commission
Effective date: November 1, 2026
Proposal publication date: August 28, 2026
For further information, please call: (512) 936-2488

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22 TAC §206.18

The Texas Funeral Service Commission (Commission) adopts new §206.18, relating to Registration and Disposition of Commercially Acquired Plastinated Human Remains. Section 206.18 is adopted without changes as published in the August 28, 2026, issue of the *Texas Register* (51 TexReg 5633). The rule will not be republished.

REASONED JUSTIFICATION. Plastinated human remains are parts of human corpses that have been preserved by replacing water and lipids with curable polymers. They enter this state through producers, distributors, and vendors and are held by educational, healthcare-training, governmental, museum, and research recipients. Before this rule, no Commission rule required that commercially acquired plastinated remains be registered, tracked from acquisition through final disposition, or disposed of in a manner consistent with the treatment required for other anatomical material regulated under Chapter 691. The Commission finds that this gap prevents it from verifying the lawful acquisition and donor authorization of human remains used for teaching in this state and from ensuring their dignified final disposition.

The new section requires the direct producer or providing vendor to register each plastinated specimen with the Commission, including donor-authorization documentation and a unique identifier that remains with the specimen; requires recipients to keep records and to notify the Commission of possession and of later transfers, relocations, or changes in use within 30 days; exempts from registration specimens a recipient possessed before the effective date of the section; requires disposition in accordance with the disposition requirements of Chapter 206, including §206.14, with post-disposition notice to the Commission; and requires record retention for seven years after final disposition. Each requirement serves the identified purpose: registration and the unique identifier establish provenance and donor authorization, recipient notices maintain chain of custody, and the disposition requirement ensures dignified final disposition.

Scope of the rule as adopted. The preamble to the proposed rule referred to commercially acquired human skeletal material and listed definitions of terms that do not appear in the rule text. The rule as proposed and as adopted applies only to commercially acquired plastinated human remains. Commercially acquired skeletal material remains outside Chapter 206 under §206.1(b)(4).

SUMMARY OF COMMENTS AND AGENCY RESPONSE. The Commission received no comments on the proposed rule. The staff summary of public comments presented to the Commission at its October 8, 2026, meeting reflects that no comment on §206.18 was received during the comment period, which closed September 27, 2026. Because no comments were received, there are no submissions or proposals with which the Commission disagrees.

STATUTORY AUTHORITY. The new section is adopted under Texas Health and Safety Code §691.022(c), which requires the Commission to "adopt rules, establish procedures, and prescribe forms necessary to administer and enforce this chapter, including rules establishing registration and inspection requirements and procedures"; §691.022(b), which requires the Commission to adopt rules to ensure that each body and anatomical specimen is treated with respect while in the custody of a person authorized to receive it; §691.031(a)(3), which requires the Commission to adopt rules ensuring that "each person who has control or possession of a body or anatomical specimen" completes, maintains, and transfers a chain-of-custody form prescribed by the Commission; §691.033(a), which limits the use of bodies and anatomical specimens to further medical or forensic science to a willed body program, non-transplant anatomical donation organization, anatomical facility, or other person designated by the Commission; §691.034(b), which authorizes the Commission to investigate any "other person" it has reason to believe has improperly used a body or anatomical specimen; and Texas Occupations Code §651.005.

The Commission interprets these provisions as follows. Health and Safety Code §691.001(3) defines "anatomical specimen" as "a part of a human corpse." Plastination preserves, but does not change, the character of the material as part of a human corpse, so commercially acquired plastinated remains are anatomical specimens within Chapter 691. Section 691.031(a)(3) applies to each person who has control or possession of a body or anatomical specimen; the registration, unique-identifier, notice, and record requirements of the new section are the chain-of-custody form and records the Commission prescribes for plastinated specimens. Because §691.033(a) permits use of anatomical specimens to further medical or forensic science only by registered entities or persons designated by the Commission, registration of a specimen and its recipient under the new section is the means by which the Commission designates and tracks recipients that use plastinated specimens for education. Section 691.022(b) and the disposition requirements of Chapter 206 authorize the Commission to require that plastinated remains, like other anatomical specimens, receive dignified final disposition.

The adopted rule affects Texas Health and Safety Code Chapters 691 and 692A and Texas Occupations Code Chapter 651.

Statutory Authority: Health and Safety Code §§691.022(b), (c), 691.031, 691.033, 691.034; Occupations Code §651.005. Cross-reference to Statute: Health and Safety Code Chapters 691 and 692A; Occupations Code Chapter 651.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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TRD-202604339

Maria Haynes
Executive Director
Texas Funeral Service Commission
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For further information, please call: (512) 936-2488

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TITLE 31. NATURAL RESOURCES AND CONSERVATION

PART 2. TEXAS PARKS AND WILDLIFE DEPARTMENT

CHAPTER 51. EXECUTIVE

SUBCHAPTER O. ADVISORY COMMITTEES

31 TAC §§51.601, 51.606 - 51.615, 51.631, 51.671 - 51.673

The Texas Parks and Wildlife Commission in a duly noticed meeting on August 20, 2026, adopted amendments to 31 TAC §§51.601, 51.606 - 51.615, 51.631, and 51.671 - 51.673, concerning Advisory Committees. Section 51.601, concerning General Requirements, is adopted with changes to the proposed text as published in the July 17, 2026, issue of the *Texas Register* (51 TexReg 4660). This rule will be republished. The amendments to §§51.606 - 51.615, 51.631, and 51.671 - 51.673 are adopted without change and will not be republished.

The change to §51.601 alters subsection (f) as proposed to replace generic language stipulating four-year terms with a specific term expiration date of July 1, 2030.

The amendments establish an expiration date of July 1, 2030, for the following advisory committees: White-tailed Deer Advisory Committee (WTDAC), Migratory Game Bird Advisory Committee (MGBAC), Upland Game Bird Advisory Committee (UGBAC), Private Lands Advisory Committee (PLAC), Bighorn Sheep Advisory Committee (BSAC), Wildlife Diversity Advisory Committee (WDAC), Mule Deer Advisory Committee (MDAC), Urban Outreach Advisory Committee (UOAC), Accessibility Advisory Committee (AAC), Boating and Waterways Advisory Committee (BWAC), Freshwater Fisheries Advisory Committee (FFAC), State Parks Advisory Committee (SPAC), Coastal Resources Advisory Committee (CRAC), and Oyster Advisory Committee (OAC). The department believes that these advisory committees continue to perform a valuable service for the department. Therefore, the department wishes to continue these advisory committees.

Parks and Wildlife Code, §11.0162, authorizes the chair of the Texas Parks and Wildlife Commission to "appoint committees to advise the commission on issues under its jurisdiction." Government Code, Chapter 2110, requires that rules be adopted regarding each state agency advisory committee. Unless otherwise provided by specific statute, the rules must (1) state the purpose of the committee; (2) describe the manner in which the committee will report to the agency; and (3) establish the date on which the committee will automatically be abolished, unless the advisory committee has a specific duration established by statute.

The amendment to §51.601, concerning General Requirements, establishes an expiration date of July 1, 2030 for committee member terms and provides for committee members to serve beyond the expiration date of their terms until a replacement is appointed by the chair. The amendment also replaces the word "Chairman" with the word "chair" (which occurs throughout the rules), which is intended to replace archaic language with generic references in a spare style to reflect modern usage and code construction practices.

The amendment to §51.611, concerning Wildlife Diversity Advisory Committee (WDAC), renames the committee and makes conforming changes to references accordingly, which is necessary to avoid potential confusion.

The department received three comments opposing adoption of the rules as proposed. Of the three comments, two provided a specific reason or rationale for opposing adoption. Those comments, accompanied by the department's response to each, follow.

One commenter opposed adoption and stated dissatisfaction with recreational fishing harvest rules. The department disagrees that the comment is germane to the rules. No changes were made as a result of the comment.

One commenter opposed adoption and stated that subcommittees for a specific species of wildlife are not necessary and dilute focus on real needs. The department neither agrees nor disagrees with the comment and responds that the rules as adopted do not establish subcommittees. The department further responds that advisory committees dedicated to specific kinds of resources absolutely provide critical focus with respect to informing agency management decisions. No changes were made as a result of the comment.

The department received two comments supporting adoption of the rules as proposed.

The amendments are adopted under the authority of Parks and Wildlife Code, §11.0162 and Government Code, §2110.005 and §2110.008.

The adopted amendments affect Parks and Wildlife Code, §11.0162 and Government Code, §2110.005 and §2110.008.

§51.601. General Requirements.

(a) Definitions. The following words and terms, when used in this subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

(1) Advisory committee--A committee, council, commission, board, or task force or other entity with multiple members that has as its primary function advising the department.

(2) Chair--The chair of the Texas Parks and Wildlife Commission.

(3) Commission--The Texas Parks and Wildlife Commission.

(4) Department--The Texas Parks and Wildlife Department.

(5) Director--The Executive Director of the Texas Parks and Wildlife Department.

(b) Creation. The chair may appoint advisory committees to advise the commission on issues within the jurisdiction of the department or the commission.

(c) Function. Unless otherwise provided by law, an advisory committee will address only those matters about which advice is sought. An advisory committee will have no authority to establish agency policy.

(d) Expiration of advisory committee. Unless expressly provided in this subchapter or other law, each department advisory committee will expire on the expiration date established for each advisory committee.

(e) Membership. The chair may, in his or her sole discretion, appoint individuals to serve on an advisory committee. Membership in an advisory committee will not exceed 24 (excluding ex officio members). Unless otherwise provided by specific statute, membership of each advisory committee shall be balanced to ensure representation of industries or occupations regulated or directly affected by the department and consumers of services provided by the department or by the industries or occupations regulated by the department to which the advisory committee relates. Each advisory committee shall include at least one department employee as an ex officio member. Members may be subject to removal and/or replacement at the discretion of the chair.

(f) Term of members.

(1) Unless expressly provided in this subchapter or other law, the term of an advisory committee member shall expire on July 1, 2030.

(2) A committee member may continue to serve after the expiration date of a term until the chair appoints a replacement.

(g) Presiding officer. The presiding officer of each advisory committee shall be selected by the members of the advisory committee from its membership. The chair may make a recommendation to the advisory committee regarding the presiding officer.

(h) Subcommittees. The chair may also appoint one or more subcommittees of an advisory committee, so long as the membership of the advisory committee, including any subcommittees does not exceed 24.

(i) Meetings. Each committee shall meet at least once a year, but may meet as often as necessary. The department ex officio member of each advisory committee shall work with the presiding officer to schedule advisory committee meetings and provide adequate notice to department staff and to other members.

(j) Reports. On or before October 1 of each year of its existence, each advisory committee shall submit a report to the department. Upon receipt of the report, the department shall evaluate the advisory committee's work, usefulness and costs related to the committee's existence, including the cost of agency staff time spent in support of the committee's activities. Each report shall included the following:

(1) a summary or minutes of meetings conducted during the previous fiscal year (September 1-August 30);

(2) a summary of recommendations from the advisory committee; and

(3) other information determined by the advisory committee or the chair to be appropriate and useful.

(k) Expenses. Members of each advisory committee will serve without compensation or reimbursement for travel or other out-of-pocket expenses.

(l) Rules. For each advisory committee appointed, the commission shall adopt rules that address the purpose of the advisory committee and membership qualifications. Such rules may also address the terms of service, operating procedures, and other standards to ensure the effectiveness of an advisory committee appointed under this subchapter.

(m) Rulemaking Committees. Notwithstanding other provisions of this subchapter, as authorized by §2001.031, Texas Government Code (the Administrative Procedure Act), the Director may, from time to time, appoint ad hoc committees of experts or interested persons or representatives of the public to advise the Department about contemplated rulemaking. Members of such committees shall serve at the will of the Director and shall serve without compensation. Committees appointed under this subsection shall continue for no longer than one year, unless extended by the Director.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 9, 2026.

TRD-202604328
James Murphy
General Counsel
Texas Parks and Wildlife Department
Effective date: October 29, 2026
Proposal publication date: July 17, 2026
For further information, please call: (512) 389-4775

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TITLE 34. PUBLIC FINANCE

PART 1. COMPTROLLER OF PUBLIC ACCOUNTS

CHAPTER 9. PROPERTY TAX ADMINISTRATION

SUBCHAPTER K. ARBITRATION OF APPRAISAL REVIEW BOARD DETERMINATIONS

DIVISION 1. GENERAL RULES

34 TAC §§9.4202, 9.4209, 9.4210

The Comptroller of Public Accounts adopts amendments to §9.4202, concerning definitions, §9.4209, concerning refund and arbitrator fee processing, §9.4210, concerning revising the RBA request form, without changes to the proposed text as published in the May 15, 2026, issue of the *Texas Register* (51 TexReg 3353). The rules will not be republished.

The amendments to §9.4202 add a "lessee" definition, modify the "property owner" definition and renumber subsequent paragraphs. The amendment to §9.4209 updates references to §9.4223, regarding dismissal for lack of jurisdiction and §9.4244 regarding dismissal for lack of jurisdiction, to incorporate changes adopted in separate rule packages. The amendment to §9.4210 adopts by reference a revised RBA request form to include an option for lessees. The form may be viewed at https://comptroller.texas.gov/forms/ap-219.pdf.

The comptroller did not receive any comments regarding adoption of the amendments.

The amendments are adopted under Tax Code, §41A.13, which requires the comptroller to adopt rules necessary to implement Tax Code, §41A.011 (Right to Appeal by Person Leasing Property).

The amendments implement Tax Code §41A.011 (Right to Appeal by Person Leasing Property).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 5, 2026.

TRD-202604243
Chris Blackwell
General Counsel and Associate Deputy Comptroller
Comptroller of Public Accounts
Effective date: October 25, 2026
Proposal publication date: May 15, 2026
For further information, please call: (512) 475-2220

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DIVISION 2. LIMITED BINDING ARBITRATION FOR PROCEDURAL VIOLATIONS

34 TAC §9.4223

The Comptroller of Public Accounts adopts amendments to §9.4223, concerning dismissal for lack of jurisdiction, without changes to the proposed text as published in the May 15, 2026, issue of the *Texas Register* (51 TexReg 3355). The rule will not be republished.

The amendment to subsection (a) adds new paragraph (10) with an additional ground for mandatory dismissal of a request for LBA due to lack of jurisdiction.

The comptroller received comments regarding adoption of the amendment from Alvin Lankford, Chief Appraiser of the Williamson Central Appraisal District and Paul Johnson.

Mr. Lankford suggested that an amendment could be made to the rule to clarify that Limited Binding Arbitration hearings are limited only to procedural issues and exclude disputes involving matters of opinion, appraisal judgment, or appraisal methodology. The comptroller thanks Mr. Lankford for his comment, but declines to make a change to the rule noting that this would require an amendment to §9.4220 of this title, which is not currently being amended.

Mr. Lankford suggested that a new dismissal reason could be added for Limited Binding Arbitration filings not related to Appraisal Review Board hearings. The comptroller thanks Mr. Lankford for his comment, but declines to make a change to the rule as this issue is currently addressed in §9.4223(a)(3) of this title.

Mr. Lankford suggested that a new dismissal reason could be added for Limited Binding Arbitration filings concerning a property for which a Regular Binding Arbitration has already been decided or dismissed. The comptroller thanks Mr. Lankford for his comment, but declines to make a change to the rule as this issue is currently addressed in §9.4223(a)(3) of this title.

Mr. Lankford suggested removing the phrase "for the same issues" from the rule text because the language appears to permit successive Limited Binding Arbitrations involving the same Appraisal Review Board hearing. The comptroller thanks Mr. Lankford for his comment, but declines to make a change to the rule as the rule incorporates the legal doctrine of collateral estoppel which must be based on the same issue of fact or law.

Mr. Johnson commented that the amendment is unnecessary and would never be used. The comptroller thanks Mr. Johnson for his comment, but declines to make a change to the rule as it addresses a specific need to streamline the Limited Binding Arbitration process by incorporating the legal doctrine of collateral estoppel to preserve resources by preventing relitigating issues.

Mr. Johnson suggested the comptroller ensure the Property Tax Arbitration System allow all jurisdictional issues to be identified. The comptroller thanks Mr. Johnson for his comment, but declines to make a change to the rule as the comment does not relate to the rule.

Mr. Johnson suggested the comptroller ensure the Property Tax Arbitration System allow appraisal districts to upload supporting documentation for all jurisdictional issues. The comptroller thanks Mr. Johnson for his comment, but declines to make a change to the rule as the comment does not relate to the rule.

Mr. Johnson suggested the comptroller ensure the Property Tax Arbitration System doesn't allow for dismissal of a pending Limited Binding Arbitration prior to a hearing being held. The comptroller thanks Mr. Johnson for his comment, but declines to make a change to the rule as the comment does not relate to the rule.

The amendments are adopted under Tax Code, §41A.13 (Rules), which allows the comptroller to adopt rules necessary to implement Tax Code, §41A.

The amendments implement Tax Code, §41A.015 (Limited Binding Arbitration to Compel Compliance with Procedural Requirements Related to Protests).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 5, 2026.

TRD-202604244
Chris Blackwell
General Counsel and Associate Deputy Comptroller
Comptroller of Public Accounts
Effective date: October 25, 2026
Proposal publication date: May 15, 2026
For further information, please call: (512) 475-2220

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DIVISION 3. REGULAR BINDING ARBITRATION OF APPRAISAL REVIEW BOARD DETERMINATIONS

34 TAC §9.4240, §9.4244

The Comptroller of Public Accounts adopts amendments to §9.4240, concerning request for RBA, and §9.4244, concerning dismissal for lack of jurisdiction, without changes to the proposed text as published in the May 15, 2026, issue of the *Texas Register* (51 TexReg 3356). The rules will not be republished.

The amendments to §9.4240 clarify and update the requirements and structure of the process for lessees to appeal an ARB order determining a protest of property value. The amendments to §9.4244 add additional instances where the arbitrator shall dismiss a request for RBA due to lack of jurisdiction.

The comptroller did not receive any comments regarding adoption of the amendments.

The amendments are adopted under Tax Code, §41A.13, which requires the comptroller to adopt rules necessary to implement Tax Code, §41A.011 (Right to Appeal by Person Leasing Property).

The amendments implement Tax Code, §41A.011 (Right to Appeal by Person Leasing Property).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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TRD-202604245
Chris Blackwell
General Counsel and Associate Deputy Comptroller
Comptroller of Public Accounts
Effective date: October 25, 2026
Proposal publication date: May 15, 2026
For further information, please call: (512) 475-2220

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TITLE 37. PUBLIC SAFETY AND CORRECTIONS

PART 7. TEXAS COMMISSION ON LAW ENFORCEMENT

CHAPTER 221. PROFICIENCY CERTIFICATES

37 TAC §221.21

The Texas Commission on Law Enforcement (Commission) adopts amended 37 Texas Administrative Code §221.21, Firearms Proficiency for Community Supervision Officers, with no changes to the proposed text as published in the July 31, 2026 issue of the *Texas Register* (51 TexReg 5002). The rule will not be republished.

This adopted amended rule removes the requirements for community supervision and corrections department officers and parole officers to recertify firearms proficiency every year and to renew the firearms proficiency certificate every two years. This realigns the rule with the provisions of Texas Occupations Code §1701.257 and allows the Texas Department of Criminal Justice to determine any recertification or requalification requirements.

The public comment period began on July 31, 2026, and ended on September 3, 2026, at the conclusion of the public meeting of the Commission. No public comments were received.

The amended rule is adopted pursuant to Texas Occupations Code §1701.151, General Powers of Commission; Rulemaking Authority, and Texas Occupations Code §1701.257, Firearms Training Program for Supervision Officers. Texas Occupations Code §1701.151 authorizes the Commission to adopt rules for the administration of Occupations Code Chapter 1701. Texas Occupations Code §1701.257 requires the Commission to administer a training program and issue certificates relating to firearms proficiency for community supervision and corrections department officers or parole officers.

The amended rule as adopted affects or implements Texas Occupations Code Chapter 1701, Law Enforcement Officers, and Texas Government Code Chapter 76, Community Supervision and Corrections Departments. No other code, article, or statute is affected by this adoption.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 8, 2026.

TRD-202604280
Gregory Stevens
Executive Director
Texas Commission on Law Enforcement
Effective date: November 1, 2026
Proposal publication date: July 31, 2026
For further information, please call: (512) 936-7700

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PART 11. TEXAS JUVENILE JUSTICE DEPARTMENT

CHAPTER 380. RULES FOR STATE-OPERATED PROGRAMS AND FACILITIES

SUBCHAPTER A. ADMISSION, PLACEMENT, RELEASE, AND DISCHARGE

DIVISION 5. PROGRAM COMPLETION AND RELEASE

37 TAC §380.8565

The Texas Juvenile Justice Department (TJJD) adopts amendments to 37 TAC, Part 11, §380.8565, Discharge of Youth with Determinate Sentences upon Transfer to TDCJ or Expiration of Sentence, without changes to the proposed text as published in the August 21, 2026, issue of the *Texas Register* (51 TexReg 5514). The rule will not be republished.

SUMMARY OF CHANGES

Amendments to §380.8565 include adding that TJJD requests a juvenile court hearing to recommend the transfer of a youth to the Texas Department of Corrections, Correctional Institutions Division, if the youth is adjudicated or convicted of conduct that meets the following criteria: 1) the adjudication or conviction is classified as a first- or second- degree felony or is the offense of assault of a public servant; 2) the conduct occurred while the youth was committed to TJJD custody; 3) the youth was at least 16 years old when the conduct occurred; and 4) the youth has not completed the sentence.

PUBLIC COMMENTS

TJJD received no public comments on the proposed rulemaking action.

STATUTORY AUTHORITY

The amended section is adopted under §242.003, Human Resources Code, which requires the Board to adopt rules appropriate to properly accomplish TJJD's functions and to adopt rules for governing TJJD schools, facilities, and programs; and §244.014(a-1), Human Resources Code, which requires TJJD to refer a child with a determinate sentence to the juvenile court for a hearing for possible transfer to the TDCJ for confinement if the child is convicted or adjudicated for certain conduct.

No other statute, code, or article is affected by this adoption.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 8, 2026.

TRD-202604274
Jana Jones
General Counsel
Texas Juvenile Justice Department
Effective date: November 1, 2026
Proposal publication date: August 21, 2026
For further information, please call: (512) 490-7130

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SUBCHAPTER B. TREATMENT
DIVISION 1. PROGRAM PLANNING

37 TAC §380.8702

The Texas Juvenile Justice Department (TJJD) adopts amendments to 37 TAC, Part 11, §380.8702, Rehabilitation Program Overview, without changes to the proposed text as published in the August 21, 2026, issue of the *Texas Register* (51 TexReg 5516). The rule will not be republished.

SUMMARY OF CHANGES

Amendments to §380.8702 include: 1) adding information related to the residential treatment model framework; 2) describing the core tools used in the treatment model framework, including behavior analysis, treatment targets, behavior modification principles, skills training, and youth and family involvement; 3) adding the expectation that residential treatment is oriented around clear behavioral expectations and privileges associated with progress; 4) outlining TJJD staff priorities that encourage motivation and engagement, including goal-setting with youth, collaborative planning, validating engagement, adaptation of treatment delivery to fit the youth, and explicit linkage between participation in treatment and youth's goals; 5) adding that the TJJD environment will be structured to reinforce skillful behavior in real time, block or weaken outcomes that reinforce unsafe or unskillful behavior, provide opportunities for skillful behavior, generalize skills across settings and staff, and teach youth to structure their own environments and select effective skills that maximize success; and 6) adding descriptions of egregious maladaptive behavior categories that TJJD staff will target, including life-threatening and aggressive; escape, abscond, and evasion; treatment-interfering and program-destroying; and quality-of-life-interfering.

PUBLIC COMMENTS

TJJD received no public comments on the proposed rulemaking action.

STATUTORY AUTHORITY

The amended section is adopted under §242.003, Human Resources Code, which requires the Board to adopt rules appropriate to properly accomplish TJJD's functions and to adopt rules for governing TJJD schools, facilities, and programs.

No other statute, code, or article is affected by this adoption.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 8, 2026.

TRD-202604275
Jana Jones
General Counsel
Texas Juvenile Justice Department
Effective date: November 1, 2026
Proposal publication date: August 21, 2026
For further information, please call: (512) 490-7130

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SUBCHAPTER E. BEHAVIOR MANAGEMENT AND YOUTH DISCIPLINE
DIVISION 1. BEHAVIOR MANAGEMENT

37 TAC §§380.9503 - 380.9505

The Texas Juvenile Justice Department (TJJD) adopts amendments to 37 TAC, Part 11, §380.9503, Rules and Consequences for Residential Facilities, and §380.9504, Rules and Consequences for Youth on Parole, with changes to the proposed text as published in the August 21, 2026, issue of the *Texas Register* (51 TexReg 5518). These rules will be republished. TJJD also adopts new §380.9505, Egregious Behavior Protocol, without changes to the proposed text as published in the August 21, 2026, issue of the *Texas Register* (51 TexReg 5518). This rule will not be republished.

SUMMARY OF CHANGES

Amendments to §380.9503 include: 1) updating language related to major rule violations to include that major rule violations are considered the most serious incidents and are categorized in the TJJD treatment hierarchy as life-threatening behavior targets; escape, abscond, and evasion behavior targets; or treatment-interfering or program-destroying behavior targets; 2) clarifying that responsive treatment is based on the degree of interference or intrusiveness such conduct has on any youth's ability to effectively engage in treatment; 3) adding *assault by threat, chunking fluids other than bodily fluids,* and *obstruction or retaliation* as a major rule violation; and 4) updating language related to minor rule violations to clarify that minor rule violations are considered treatment-interfering behavior targets, program-destroying behavior targets, or quality-of-life-interfering behavior targets.

Amendments to §380.9504 include updating language related to parole rule violations to include that parole rule violations are categorized in the TJJD treatment hierarchy based on the degree of interference or intrusiveness such conduct has on any youth's ability to engage effectively in treatment.

New §380.9505 includes: 1) the rule's applicability and general provisions; and 2) information pertaining to the egregious behavior protocol, safety-based measures, and youth returning to regular programming.

PUBLIC COMMENTS

TJJD received no public comments on the proposed rulemaking action.

STATUTORY AUTHORITY

The new and amended sections are adopted under §242.003, Human Resources Code, which requires the Board to adopt rules appropriate to properly accomplish TJJD's functions and to adopt rules for governing TJJD schools, facilities, and programs.

No other statute, code, or article is affected by this adoption.

§380.9503. Rules and Consequences for Residential Facilities.

(a) Purpose. This rule establishes the actions that constitute violations of the rules of conduct for residential facilities. Violations of the rules may result in disciplinary consequences that are proportional to the severity and extent of the violation. Appropriate due process, including a consideration of extenuating circumstances, shall be followed before imposing disciplinary consequences.

(b) Applicability. This rule applies to youth assigned to residential facilities operated by the Texas Juvenile Justice Department (TJJD).

(c) Definitions. The following terms, as used in this rule, have the following meanings unless the context clearly indicates otherwise.

(1) Attempt to Commit--A youth, with specific intent to commit a rule violation, engages in conduct that amounts to more than mere planning that tends but fails to effect the commission of the intended rule violation.

(2) Bodily Injury--Physical pain, illness, or impairment of physical condition. Fleeting pain or minor discomfort does not constitute bodily injury.

(3) Direct Someone to Commit--Occurs when:

(A) a youth communicates with another youth;

(B) the communication is intended to cause the other youth to commit a rule violation; and

(C) the other youth commits or attempts to commit a rule violation.

(4) Possession--Actual care, custody, control, or management. It does not require the item to be on or about the youth's person.

(d) General Provisions.

(1) Formal incident reports are completed for alleged rule violations as required by internal operational procedures.

(2) A formal incident report is not proof that a youth committed an alleged rule violation. An incident report or other document describing conduct is not something that can be appealed or grieved; only the results of a hearing or rule-violation review may be appealed, as provided below.

(3) When a youth is found to be in possession of prohibited money as defined in this rule, a Level II hearing is required to seize the money. Seized money shall be placed in the student benefit fund in accordance with §380.9555 of this chapter.

(4) This paragraph applies only to youth not on parole status who are alleged to have engaged in conduct classified as a first- or second-degree felony while in a residential facility operated by or under contract with TJJD. A Level II hearing shall be requested on these youth unless it is determined that, given all circumstances, a Level II hearing is not appropriate. Such decision shall be documented. If a requested Level II hearing is held and the allegation is proved, the youth shall be reviewed for the most restrictive setting appropriate, including the intervention program described by §380.9510 of this chapter.

(e) Disciplinary Consequences.

(1) Disciplinary consequences shall be established in writing in TJJD's procedural manuals. Appropriate disciplinary consequences may be imposed only if the consequences are established in writing in TJJD's procedural manuals prior to the occurrence of the conduct for which the consequence is issued.

(2) Disciplinary consequences may include, but are not limited to, the following:

(A) suspension of privileges;

(B) restriction from planned activities;

(C) trust-fund restriction; and

(D) disciplinary transfer to a high-restriction facility (available only for youth on institutional status in a medium-restriction facility).

(3) The following are prohibited as disciplinary consequences:

(A) corporal or unusual punishment;

(B) subjecting a youth to humiliation, harassment, or physical or mental abuse;

(C) subjecting a youth to personal injury;

(D) subjecting a youth to property damage or disease;

(E) punitive interference with the daily functions of living, such as eating or sleeping;

(F) purposeless or degrading work, including group exercise as a consequence;

(G) placement in the intervention program under §380.9510 of this chapter;

(H) disciplinary isolation; and

(I) extending a youth's stay in a TJJD facility.

(4) A Level II hearing is required before imposing a disciplinary consequence that materially alters a youth's living conditions, including disciplinary transfer from a medium-restriction facility to a high-restriction facility. TJJD's procedural manuals will specify which disciplinary consequences require a Level II hearing. Disciplinary consequences requiring a Level II hearing are considered major consequences.

(5) This paragraph applies only to youth in high-restriction facilities. To impose a disciplinary consequence that does not require a Level II hearing, a rule-violation review is required. A rule-violation review is a process by which staff review evidence to determine whether a rule violation occurred. A rule-violation review results in a finding that the alleged violation is proven, the alleged violation is not proven, or a different rule was violated than the one alleged. A rule violation is proven if a preponderance of the evidence proves behavior meeting the definition of a rule violation occurred. The following steps are to be taken for every rule-violation review, regardless of whether a consequence is sought:

(A) a written description of the incident must be prepared;

(B) staff must notify the youth which rule violation the youth allegedly committed;

(C) staff must notify the youth which disciplinary consequence(s) staff is considering imposing, if any;

(D) the youth must be given the opportunity to review the relevant evidence considered by staff and to present the youth's own relevant evidence; and

(E) the youth must be given the opportunity to address the allegation, including providing any extenuating circumstances and information on the appropriateness of the intended consequence(s).

(6) If a Level II hearing is not required, a Level III hearing must occur before imposing disciplinary consequences for a youth in a medium-restriction facility, in accordance with §380.9557 of this chapter.

(f) Review and Appeal of Consequences.

(1) All disciplinary consequences shall be reviewed for policy compliance by the facility administrator or designee within three calendar days after issuance. The reviewing staff shall not be the staff who issued the discipline.

(2) The reviewing staff may remove or reduce any disciplinary consequence determined to be excessive or not validly related to the nature or seriousness of the conduct.

(3) Youth may appeal disciplinary consequences issued through a Level II hearing by filing an appeal in accordance with §380.9555 of this chapter.

(4) Youth in medium-restriction facilities may appeal disciplinary consequences issued through a Level III hearing by filing an appeal in accordance with §380.9557 of this chapter.

(5) The findings and disposition from a rule-violation review are not grievable, but they may be appealed to the facility administrator or designee on the grounds that the youth did not commit the rule violation found proven during the review, that the consequence is not appropriate, or that the youth was not provided with the requisite notice or opportunity to be heard. If the result of a rule-violation review is overturned, that fact shall be documented appropriately.

(g) Major Rule Violations. It is a violation to knowingly commit, attempt to commit, direct someone to commit, or aid someone else in committing any of the following conduct. Major rule violations are considered the most serious incidents and are categorized in the TJJD treatment hierarchy as life-threatening behavior targets; escape, abscond, and evasion behavior targets; or treatment-interfering or program-destroying behavior targets. Responsive treatment is based on the degree of interference or intrusiveness such conduct has on any youth's ability to effectively engage in treatment, including placing a youth on the egregious behavior protocol and other appropriate levels of intervention.

(1) Assault by Threat--Intentionally or knowingly threatening another with imminent bodily injury.

(2) Assault of Another Youth (No Injury)--Intentionally, knowingly, or recklessly engaging in conduct with the intent to cause bodily injury to another youth but the conduct does not result in bodily injury.

(3) Assault of Staff (No Injury)--Intentionally, knowingly, or recklessly engaging in conduct with the intent to cause bodily injury to a staff member, contract employee, or volunteer with the intent to cause injury but the conduct does not result in bodily injury.

(4) Assault Causing Bodily Injury to Another Youth--Intentionally, knowingly, or recklessly engaging in conduct that causes another youth to suffer bodily injury.

(5) Assault Causing Bodily Injury to Staff--Intentionally, knowingly, or recklessly engaging in conduct that causes a staff member, contract employee, or volunteer to suffer bodily injury.

(6) Attempted Escape--Committing an act with specific intent to escape that amounts to more than mere planning that tends but fails to effect an escape.

(7) Chunking Bodily Fluids--Causing a person to contact the blood, seminal fluid, vaginal fluid, saliva, urine, and/or feces of another with the intent to harass, alarm, or annoy another person.

(8) Chunking Other Fluids--Causing a person to contact any fluid or liquid not considered a bodily fluid with the intent to harass, alarm, or annoy another person.

(9) Distribution of Prohibited Substances--Distributing or selling any prohibited substances or items.

(10) Escape--Leaving a high-restriction residential placement without permission or failing to return from an authorized leave.

(11) Extortion or Blackmail--Demanding or receiving favors, money, actions, or anything of value from another in return for protection against others, to avoid bodily harm, or in exchange for not reporting a violation.

(12) Failure to Comply with Electronic Monitoring Program Conditions (for Youth in Medium-Restriction Residential Placement)--Failing to comply with one of the following conditions required by the youth's electronic monitoring program conditions:

(A) remain at the address listed at all designated times;

(B) follow curfew restriction as stated in the youth's conditions of placement or conditions of parole;

(C) remain at the approved placement while on electronic monitoring, going only to school, approved activities, religious functions, and medical/psychological appointments and then return to the approved placement, in accordance with the schedule identified in the conditions of placement or conditions of parole;

(D) wear the electronic monitoring device 24 hours a day;

(E) allow a TJJD staff member to enter the youth's residence to install, maintain, and inspect the device if required;

(F) notify the electronic monitoring officer as soon as possible within 24 hours if the youth experiences any problems with the electronic monitoring system; and

(G) charge the device daily for a minimum of one hour continuously in the morning and one hour continuously in the evening.

(13) Fighting Not Resulting in Bodily Injury--Engaging in a mutually instigated physical altercation with another person or persons that does not result in bodily injury.

(14) Fighting That Results in Bodily Injury--Engaging in a mutually instigated physical altercation with another person or persons that results in bodily injury.

(15) Fleeing Apprehension--Running from or refusing to come to staff when called and such act results in disruption of facility operations.

(16) Misuse of Medication--Using medication provided to the youth by authorized personnel in a manner inconsistent with specific instructions for use, including removing the medication from the dispensing area.

(17) Obstruction or Retaliation--Intentionally or knowingly threatening to harm another person on account of that person's status as a public servant or to prevent or delay the service of another person as a public servant, prospective witness, or informant.

(18) Participating in a Major Disruption of Facility Operations--Intentionally engaging in conduct that poses a threat to persons or property and substantially disrupts the performance of facility operations or programs.

(19) Possessing, Selling, or Attempting to Purchase Ammunition--Possessing, selling, or attempting to purchase ammunition.

(20) Possession of Prohibited Items--Possessing the following prohibited items:

(A) cellular telephone;

(B) matches or lighters;

(C) jewelry, unless allowed by facility rules;

(D) money in excess of the amount or in a form not permitted by facility rules (see §380.9555 of this chapter for procedures concerning seizure of such money);

(E) pornography;

(F) items which have been fashioned to produce tattoos or body piercing;

(G) cleaning products when the youth is not using them for a legitimate purpose; or

(H) other items that are being used inappropriately in a way that poses a danger to persons or property or threatens facility security.

(21) Possessing, Selling, or Attempting to Purchase a Weapon--Possessing, selling, or attempting to purchase a weapon or an item that has been made or adapted for use as a weapon.

(22) Possession or Use of Prohibited Substances and Paraphernalia--Possessing or using any unauthorized substance, including controlled substances or intoxicants, medications not prescribed for the youth by authorized medical or dental staff, alcohol, tobacco products, or related paraphernalia such as that used to deliver or make any prohibited substance.

(23) Refusing a Drug Screen--Refusing to take a drug screen when requested to do so by staff or tampering with or contaminating the urine sample provided for a drug screen. Note: If the youth says he/she cannot provide a sample, the youth shall be given water to drink and two hours to provide the sample.

(24) Refusing a Search--Refusing to submit to an authorized search of person or area.

(25) Repeated Non-Compliance with a Written, Reasonable Request of Staff (for Youth in Medium-Restriction Residential Placement)--Failing on two or more occasions to comply with a specific written, reasonable request of staff. If the request requires the youth to do something daily or weekly, the two failures to comply must be within a 30-day period. If the request requires the youth to do something monthly, the two failures to comply must be within a 60-day period.

(26) Sexual Misconduct--Intentionally or knowingly engaging in any of the following:

(A) causing contact, including penetration (however slight), between the penis and the vagina or anus; between the mouth and penis, vagina or anus; or penetration (however slight) of the anal or genital opening of another person by hand, finger, or other object;

(B) touching or fondling, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of another person;

(C) kissing for sexual stimulation;

(D) exposing the anus, buttocks, breasts, or genitals to another or exposing oneself knowing the act is likely to be observed by another person; or

(E) masturbating in an open and obvious way, whether or not the genitals are exposed.

(27) Stealing--Intentionally taking property with an estimated value of $100 or more from another without permission.

(28) Tampering with Monitoring Equipment--A youth intentionally or knowingly tampers with monitoring equipment assigned to any youth.

(29) Tampering with Safety Equipment--Intentionally tampering with, damaging, or blocking any device used for safety or security of the facility. This includes, but is not limited to, any locking device or item that provides security access or clearance, any fire alarm or fire suppression system or device, video camera, radio, telephone (when the tampering prevents it from being used as necessary for safety and/or security), handcuffs, or shackles.

(30) Tattooing/Body Piercing--Engaging in tattooing or body piercing of self or others. Tattooing is defined as making a mark on the body by inserting pigment into the skin.

(31) Threatening Another with a Weapon--Intentionally and knowingly threatening another with a weapon. A weapon is something that is capable of inflicting bodily injury in the manner in which it is being used.

(32) Unauthorized Absence--Leaving a medium-restriction residential placement without permission or failing to return from an authorized leave.

(33) Vandalism--Intentionally causing $100 or more in damage to state property or personal property of another.

(34) Violation of Any Law--Violating a Texas or federal law that is not already defined as a major or minor rule violation.

(h) Minor Rule Violations. It is a violation to knowingly commit, attempt to commit, direct someone to commit, or aid someone else in committing any of the following conduct. In terms of the TJJD treatment hierarchy, minor rule violations are considered treatment-interfering behavior targets, program-destroying behavior targets, or quality-of-life-interfering behavior targets.

(1) Breaching Group Confidentiality--Disclosing or discussing information provided in a group session to another person not present in that group session.

(2) Disruption of Program--Engaging in behavior that requires intervention to the extent that the current program of the youth and/or others is disrupted. This includes, but is not limited to:

(A) disrupting a scheduled activity;

(B) being loud or disruptive without staff permission;

(C) using profanity or engaging in disrespectful behavior toward staff or peers; or

(D) refusing to participate in a scheduled activity or abide by program rules.

(3) Failure to Abide by Dress Code--Failing to follow the rules of dress and appearance as provided by facility rules.

(4) Failure to do Proper Housekeeping--Failing to complete the daily chores of cleaning the living environment to the expected standard.

(5) Gang Activity--Participating in an activity or behavior that promotes the interests of a gang or possessing or exhibiting anything related to or signifying a gang, such as, but not limited to, gang-related literature, symbols, or signs.

(6) Gambling or Possession of Gambling Paraphernalia--Engaging in a bet or wager with another person or possessing paraphernalia that may be used for gambling.

(7) Horseplay--Engaging in wrestling, roughhousing, or playful interaction with another person or persons that does not rise to the level of an assault. Horseplay does not result in any party getting upset or causing injury to another.

(8) Improper Use of Telephone/Mail/Computer--Using the mail, a computer, or the telephone system for communication that is prohibited by facility rules, at a time prohibited by facility rules, or to inappropriately access information.

(9) Lending/Borrowing/Trading Items--Lending or giving to another youth, borrowing from another youth, or trading with another youth possessions, including food items, without permission from staff.

(10) Lying/Falsifying Documentation/Cheating--Lying or withholding information from staff, falsifying a document, and/or cheating on an assignment or test.

(11) Possession of an Unauthorized Item--Possessing an item the youth is not authorized to have (possession of which is not a major rule violation), including items not listed on the youth's personal property inventory. This does not include personal letters or photographs.

(12) Refusal to Follow Staff Verbal Instructions--Deliberately failing to comply with a specific reasonable verbal instruction made by a staff member.

(13) Stealing--Intentionally taking property with an estimated value under $100 from another without permission.

(14) Threatening Others--Making verbal or physical threats toward another person or persons.

(15) Unauthorized Physical Contact with Another Youth (No Injury)--Intentionally making unauthorized physical contact with another youth without the intent to cause injury and that does not cause injury, such as, but not limited to, pushing, poking, or grabbing.

(16) Unauthorized Physical Contact with Staff (No Injury)--Intentionally making unauthorized physical contact with a staff member, contract employee, or volunteer without the intent to cause injury and that does not cause injury, such as, but not limited to, pushing, poking, and grabbing.

(17) Undesignated Area--Being in any area without the appropriate permission to be in that area.

(18) Vandalism--Intentionally causing less than $100 in damage to state or personal property.

§380.9504. Rules and Consequences for Youth on Parole.

(a) Purpose. This rule establishes the actions that constitute violations of the rules of conduct youth are expected to follow while under parole supervision. Violations of the rules may result in disciplinary consequences, including revocation of parole, that are proportional to the severity and extent of the violation. Appropriate due process must be followed before imposing consequences.

(b) Applicability.

(1) This rule applies to youth on parole status who are assigned to a home placement.

(2) For parole revocation purposes, this rule also applies to youth on parole status who are assigned to a residential placement as a home substitute. However, this rule does not apply to the daily rules of conduct for these youth. For the daily rules of conduct, see §380.9503 of this chapter.

(c) General Provisions.

(1) Conditions of parole are provided to the youth before release on parole.

(2) Conditions of parole, including the rules of conduct, are reviewed with youth when they initially meet with their parole officers and at other times as necessary.

(3) Repeated violations of any rule of conduct may result in more serious disciplinary consequences.

(d) Definition. Possession--Actual care, custody, control, or management. It does not require the item to be on or about the youth's person.

(e) Parole Rule Violations. It is a violation to knowingly commit, attempt to commit, or aid someone else in committing any of the following conduct. Parole rule violations are categorized in the TJJD treatment hierarchy based on the degree of interference or intrusiveness such conduct has on any youth's ability to effectively engage in treatment.

(1) Abscond--Leaving a home placement or failing to return from an authorized leave when:

(A) the youth's parole officer did not give permission; and

(B) the youth's whereabouts are unknown to the youth's parole officer.

(2) Failure to Comply with Electronic Monitoring Program Conditions--Failing to comply with one of the following conditions required by the youth's electronic monitoring program conditions:

(A) remain at the address listed at all designated times;

(B) follow curfew restriction as stated in the youth's conditions of placement or conditions of parole;

(C) remain at the approved placement while on electronic monitoring, going only to school, approved activities, religious functions, and medical/psychological appointments and then return to the approved placement, in accordance with the schedule identified in the conditions of placement or conditions of parole;

(D) wear the electronic monitoring device 24 hours a day;

(E) allow a TJJD staff member to enter the youth's residence to install, maintain, and inspect the device if required;

(F) notify the electronic monitoring officer as soon as possible within 24 hours if the youth experiences any problems with the electronic monitoring system; and

(G) charge the device daily for a minimum of one hour continuously in the morning and one hour continuously in the evening.

(3) Failure to Comply with Sex Offender Conditions of Parole--Intentionally or knowingly failing to comply with one of the following conditions present in the youth's sex offender conditions of parole addendum:

(A) do not have unsupervised contact with children under the age specified by the conditions of parole;

(B) do not babysit or participate in any activity where the youth is responsible for supervising or disciplining children under the age specified by the conditions of parole; or

(C) do not initiate physical contact or touching of any kind with a child, victim, or potential victim.

(4) Failure to Report an Arrest or Citation--Failing to report an arrest or receipt of a citation to the youth's parole officer within 24 hours of arrest or citation.

(5) Participating in a Major Disruption of Facility Operations--Intentionally engaging in conduct that poses a threat to persons or property and substantially disrupts the performance of facility operations or programs. (This parole violation applies only to youth assigned to a residential placement as a substitute for home placement.)

(6) Possessing, Selling, or Attempting to Purchase Ammunition--Possessing, selling, or attempting to purchase ammunition.

(7) Possessing, Selling, or Attempting to Purchase a Weapon--Possessing, selling, or attempting to purchase a weapon or an item that has been made or adapted for use as a weapon.

(8) Refusing a Drug Screen--Refusing to take a drug screen when requested to do so by staff or tampering with or contaminating the urine sample provided for a drug screen.

(9) Repeated Non-Compliance with a Written, Reasonable Request of Staff--Failing on two or more occasions to comply with a specific condition of release under supervision and/or a specific written, reasonable request of staff. If the request requires the youth to do something daily or weekly, the two failures to comply must be within a 30-day period. If the request requires the youth to do something monthly, the two failures to comply must be within a 60-day period.

(10) Photos, Videos, or Social Media Posts with Weapon, Ammunition, or Unauthorized Substance--Appearing in photos, videos, or other images, whether or not posted to social media, with any weapon, ammunition, or unauthorized substance or related paraphernalia, including any object that reasonably resembles a weapon, ammunition, or unauthorized substance or related paraphernalia. The term weapon includes, but is not limited to, guns, explosive devices, knives, blades, and clubs. The term related paraphernalia includes, but is not limited to, items used to make or deliver unauthorized substances.

(11) Tampering with Monitoring Equipment--A youth intentionally or knowingly tampers with monitoring equipment assigned to any youth.

(12) Unauthorized Absence--Leaving a medium-restriction residential placement without permission or failing to return from an authorized leave.

(13) Possession or Use of Unauthorized Substances--Possessing, ingesting, inhaling, or otherwise consuming any unauthorized substance, including controlled substances or intoxicants, medications not prescribed for the youth by authorized medical or dental staff, alcohol or tobacco products, or related paraphernalia such as that used to deliver or make any unauthorized substance.

(14) Violation of Any Law--Violating a federal or state law or municipal ordinance.

(f) Possible Consequences.

(1) A parole rule violation may result in a Level I hearing or a Level hearing conducted in accordance with §380.9551 or §380.9557 of this chapter, respectively.

(A) This subparagraph applies only to youth alleged to have engaged in conduct classified as a first- or second-degree felony while on parole. Except as provided by this subparagraph, a Level I hearing shall be requested on these youth. The hearing may be deferred when requested by local prosecutors, as provided in §380.9551 of this chapter. The designated staff person may determine that, given all circumstances, a Level I hearing is not appropriate. Such decision shall be documented. If a Level I hearing is held and the youth's parole is revoked, the youth shall be reviewed for the most restrictive setting appropriate, including the intervention program described by §380.9510 of this chapter.

(B) Parole officers are encouraged to be creative in determining a consequence appropriate to address and correct the youth's behavior. Staff should use evidence-based interventions that relate to the youth's risk, needs, and responsivity when appropriate. All assigned consequences should be related to the misconduct when possible.

(2) Consequences through a Level hearing for a youth on parole include, but are not limited to:

(A) Verbal Reprimand--Conference with a youth including a verbal reprimand that draws attention to the misbehavior and serves as a warning that continued misbehavior could result in more severe consequences.

(B) Curfew Restriction--An immediate change in existing curfew requirements outlined in the youth's conditions of parole.

(C) Community Service Hours--Disciplinary assignment of a specific number of hours the youth is to perform community service in addition to the hours assigned when the youth was placed on parole. In no event may more than 20 community service hours be assigned through a Level hearing.

(D) Increased Level of Supervision--An assigned increase in the number of primary contacts between the youth and parole officer in order to increase the youth's accountability.

(E) Electronic Tracking--Assignment to a system that electronically tracks a youth's movement and location.

(F) Writing Assignment--An assignment designed for the youth to address the misbehavior and identify appropriate behavior in similar situations.

(3) Consequences through a Level I hearing for a youth on parole, including youth assigned to a residential placement as a home substitute, include:

(A) parole revocation and placement in any high- or medium-restriction program operated by or under contract with the Texas Juvenile Justice Department; and

(B) assignment of a length of stay consistent with §380.8525 of this chapter.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 8, 2026.

TRD-202604277
Jana Jones
General Counsel
Texas Juvenile Justice Department
Effective date: November 1, 2026
Proposal publication date: August 21, 2026
For further information, please call: (512) 490-7130

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TITLE 40. SOCIAL SERVICES AND ASSISTANCE

PART 17. STATE PENSION REVIEW BOARD

CHAPTER 610. FUNDING SOUNDNESS RESTORATION PLANS

40 TAC §§610.13 - 610.15, 610.20, 610.21, 610.30 - 610.32

The Pension Review (Board) adopts amendments to existing rules at 40 Texas Administrative Code (TAC), Chapter 610, §§610.13 - 610.15, 610.20, 610.21, and 610.30 - 610.32, regarding the Funding Soundness Restoration Plans for public retirement systems and their associated governmental entities, without changes to the proposed text as published in the August 7, 2026, issue of the *Texas Register* (51 TexReg 5151). These rules will not be republished.

EXPLANATION OF AND JUSTIFICATION FOR THE RULES

In 2015, the legislature passed House Bill 3310, creating the FSRP requirement for public retirement systems with a funding period greater than 40 years. In 2021, the legislature passed House Bill 3898, which updated the FSRP provisions, reducing the triggering funding period to greater than 30 years and adding additional requirements for public retirement systems and their associated governmental entities to formally adopt plans to improve their funding. The Board adopted 40 Texas Administrative Code Chapter 610 in 2022 to implement the updated statutory requirements. The Board recently completed its first quadrennial review of Chapter 610 and now adopts amendments to §§610.13 - 610.15, 610.20, 610.21 and 610.30 - 610.32 to clarify and improve compliance with the FSRP requirement.

SECTION-BY-SECTION SUMMARY

The adopted rules amend 40 TAC §610.13. The adopted rules make a minor grammatical correction.

The adopted rules amend 40 TAC §610.14. The adopted rules modify the applicability for the rules to specify that the rules apply to systems that submitted a voluntary FSRP only if the system did so before September 1, 2025.

The adopted rules amend 40 TAC §610.15. The adopted rules require that public retirement systems required by statute to provide a notice of inadequate financing to its members provide a copy of the notice to the Board.

The adopted rules amend 40 TAC §610.20. The adopted rules modify the applicability for the rules to specify that the rules apply to systems that submitted a legacy FSRP only if the system did so before September 1, 2025. The adopted rules amend rule language pertaining to the allowable degree of variation from corridors to remove any appearance of subjectivity. The adopted rules also make minor technical corrections.

The adopted rules amend 40 TAC §610.21. The adopted rules make a minor technical correction.

The adopted rules amend 40 TAC §610.30. The adopted rules specify that a system may submit an FSRP before the deadline so long as the Board reviews and determines the plan is sufficient to amortize the unfunded liability within the statutorily required timeframe.

The adopted rules amend 40 TAC §610.31. The adopted rules clarify that systems and sponsors must submit statutorily required progress updates and that the progress update must be submitted using a form prescribed by the Board. The adopted amendments also strike outdated references.

The adopted rules amend 40 TAC §610.32. The adopted rules amend rule language pertaining to the allowable degree of variation from corridors to remove any appearance of subjectivity and reflect that voluntary FSRPs were previously authorized.

PUBLIC COMMENTS AND INFORMATION RELATED TO THE COST, BENEFIT, OR EFFECT OF THE PROPOSED RULES

The Board drafted and distributed the proposed rules to persons internal and external to the agency. The proposed rules were published in the August 7, 2026, issue of the *Texas Register* (51 TexReg 5151). The Board requested public comments on the proposed rules and information related to the cost, benefit, or effect of the proposed rules, including any applicable data, research, or analysis. The public comment period closed on September 7, 2026. The Board did not receive any comments from interested parties on the proposed rules.

BOARD ACTION

At its meeting on September 30, 2026, the Pension Review Board adopted the proposed rules as published in the *Texas Register*.

STATUTORY AUTHORITY

The adopted rules are adopted under Texas Government Code Sections 802.2015(h) and 802.2016(h), which authorize the Pension Review Board to adopt rules as necessary to implement the Funding Soundness Restoration Plan requirement. The statutory provisions affected by the adopted rules are those set forth in Texas Government Code Sections 802.106, 802.2015, and 802.2016.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 7, 2026.

TRD-202604273
Tamara Aronstein
General Counsel
State Pension Review Board
Effective date: October 27, 2026
Proposal publication date: August 7, 2026
For further information, please call: (512) 463-1736

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TITLE 43. TRANSPORTATION

PART 10. TEXAS DEPARTMENT OF MOTOR VEHICLES

CHAPTER 215. MOTOR VEHICLE DISTRIBUTION

INTRODUCTION. The Texas Department of Motor Vehicles (department) adopts amendments to 43 Texas Administrative Code (TAC) Chapter 215, Motor Vehicle Distribution. Specifically, the department adopts amendments to Subchapter A, General Provisions, §215.2 and the repeal of §215.1; adopts amendments to Subchapter B, Licenses, Generally, §§215.82 - 215.84, 215.89, and 215.91 and the repeal of §215.81; adopts amendments to Subchapter C, Franchised Dealers, Manufacturers, Distributors, and Converters, §§215.104, 215.110, 215.113, 215.115, 215.120, and 215.121; adopts amendments to Subchapter D, General Distinguishing Numbers and In-Transit Licenses, §§215.132 - 215.134, 215.140, 215.141, 215.144, 215.145, 215.152, 215.154, 215.155, and 215.158; adopts new §215.153 and §215.159, and repeals §215.131; adopts amendments to Subchapter E, Lessors and Lease Facilitators, §§215.175, 215.177, and 215.181 and repeals §215.171; and adopts amendments to Subchapter F, Advertising, §§215.242, 215.244, 215.246, and 215.270 and repeals §§215.241, 215.243, and 215.269.

The department adopts §§215.2, 215.82, 215.89, 215.91, 215.104, 215.110, 215.113, 215.115, 215.132, 215.140, 215.144, 215.145, 215.152, 215.154, 215.155, 215.158, 215.177, 215.181, 215.242, and 215.246; adopts new §215.153; and adopts the repeal of §§215.1, 215.81, 215.131, 215.171, 215.241, 215.243, and 215.269 without changes to the proposed text as published in the April 24, 2026, issue of the *Texas Register* (51 TexReg 2638). The text of these rules will not be republished. The department adopts new §215.159, and amendments to §§215.83, 215.84, 215.120, 215.121, 215.133, 215.134, 215.141, 215.175, 215.244, and 215.270, with changes to the proposed text as published in the April 24, 2026, issue of the *Texas Register* (51 TexReg 2638). The department withdraws proposed new §215.107, withdraws the proposed amendments to §§215.85, 215.105, 215.108, 215.114, 215.137, 215.157, 215.264, and 215.500, and withdraws the repeal of §215.101. Accordingly, the department does not adopt §215.107 and retains the existing rule text for remaining affected sections. The text of §§215.83, 215.84, 215.120, 215.121, 215.133, 215.134, 215.141, 215.159, 215.175, 215.244 and 215.270 will be republished.

REASONED JUSTIFICATION. The department is reviewing Chapter 215 in accordance with Government Code, §2001.039, which requires state agencies to periodically review existing rules and determine whether the reasons for initially adopting the rules continue to exist. Notice of the department's intent to review and readopt Chapter 215 is published elsewhere in this issue of the *Texas Register*. As part of that review, the department determined that certain provisions should be amended, repealed, or replaced to improve clarity and consistency, eliminate unnecessary or duplicative language, incorporate statutory changes, and ensure the rules continue to effectively implement and administer applicable law. The department therefore adopts the amendments, new sections, and repeals described in the following paragraphs.

Subchapter A. General Provisions

§215.1

This section describing the purpose and scope of the chapter is repealed because the section is unnecessary, as relevant statutory references are incorporated into the applicable rules throughout the chapter.

§215.2

Adopted amendments to §215.2(a) add a reference to Transportation Code, Chapter 730, the Motor Vehicle Records Disclosure Act, to clarify that the definitions in Chapter 730 apply to Chapter 215 because the chapter includes rules implementing and enforcing that Act. The amendments also update related punctuation. An amendment to §215.2(b)(7) clarifies that the definition of standard license plate does not include a dealer's temporary license plate issued under Transportation Code, §503.062. A dealer's temporary license plate may only be used for the purposes authorized by Transportation Code, §503.062, whereas a dealer's standard license plate authorized by Transportation Code, §503.061 may be used for a broader range of authorized purposes.

Subchapter B. Licenses, Generally

§215.81

This section describing the purpose and scope of the chapter is repealed because it is unnecessary, as relevant statutory references are incorporated into the applicable rules throughout the chapter.

§215.82

Adopted amendments to §215.82 add "and Dealer's Temporary" to the title of the section and add "a dealer's temporary license plate" to the rule text to include this license plate type among the license plates for which a dealer may receive a replacement license plate or sticker at no charge if the dealer did not receive the original license plate ordered and requests a replacement within 45 days after the department mails the license plate in the department-designated system. Adopted amendments also delete unnecessary references to specific types of license holders eligible to receive a standard license plate because the phrase "standard license plate" is already defined in §215.2(b)(7) of this title (relating to Definitions; Conformity and Statutory Requirements) as a license plate issued to a license holder. Additional adopted amendments delete "standard" from the description of the license plate in §215.82(1) and (2) because those provisions apply to both standard license plates and dealer's temporary license plates. These amendments allow a dealer to receive a replacement at no charge if a dealer's temporary license plate is lost in the mail and the dealer promptly requests a replacement.

§215.83

Adopted amendments to §215.83 create new paragraph §215.83(a) to document existing requirements for a new applicant to register for an account in the department-designated licensing system through the department's website. These amendments require an applicant to designate an account administrator, provide the name and email address for that person, provide the business telephone number, name, business type, and social security number or employer identification number, as applicable, and specify that the applicant's licensing account administrator must be an owner, officer, manager, or bona fide employee. These amendments reflect existing requirements for establishing an account that an applicant may use to submit a license application. The remaining paragraphs are renumbered to accommodate new §215.83(a). At adoption, the depart-

ment made a conforming change to a relettered reference in §215.83(l).

§215.84

At adoption, the department withdrew proposed amendments that would have deleted §215.84(a) and relettered the remaining subsections, in response to public comments that the explanation §215.84(a) provided was helpful for readers. The adopted amendment to §215.84(c) makes a minor wording change without changing meaning.

§215.89

Adopted amendments to §215.89(a) delete an unnecessary phrase to streamline the subsection language. An amendment to §215.89(b)(2) updates, for ease of reference, a citation to the criminal offense guidelines for the motor vehicle industry in 43 TAC Chapter 211. An amendment to §215.89(b)(5) adds a modifying phrase identifying consumer harm as a factor that the department may consider when evaluating whether a license holder or applicant is unfit to hold a license due to insolvency or failure to obtain or maintain financial resources sufficient to meet financial obligations. Consideration of consumer harm is important because a license holder may reorganize finances due to a business setback but may not be considered unfit if no consumer harm resulted. An amendment to §215.89(b)(8) deletes an unnecessary introductory verb and connector and updates a citation to reflect the renumbering of provisions in Chapter 211.

§215.91

Occupations Code, §55.004(b-1), as amended by Senate Bill 1818, 89th Texas Legislature, Regular Session, requires all state licensing agencies, including the department, to issue a provisional license to military service members, military veterans, and military spouses while the agency processes a license application. Adopted amendments to §215.91(b) clarify the application process for a military service member, military spouse, or military veteran to obtain a provisional license. These clarifications are necessary for the department to identify and process these applications on an expedited basis as required by Occupations Code, §55.0041, as amended by House Bill 5629, 89th Legislature, Regular Session.

Adopted amendments to §215.91(b)(1) align the rule with Occupations Code, §55.004, as amended by Senate Bill 1818, to require licensing agencies to issue a provisional license while reviewing the application of a military service member, military spouse, or military veteran who is currently licensed and in good standing in another state or who was licensed in Texas within the prior five years. The amendments establish streamlined application requirements for a provisional license, as specified by Occupations Code, §§55.004 and 55.0041, and clarify that a military service member, military spouse, or military veteran may apply for a provisional license by downloading and completing the application form from the department website or by contacting the department. The amendments also require the applicant to submit the completed provisional license application to the department at the email address designated in the application form, delete the requirement to submit the more comprehensive online application specified in §215.83, and reletter the required attachments that must accompany the provisional license application. The amendments add new §215.91(b)(1)(C) and amend relettered §215.91(b)(1)(A) to clarify and separate documentation requirements applicable to military veterans from documentation required of active-duty military personnel and military spouses. Amendments to §215.91(b)(1)(D) clarify that the affidavit required by Occupations Code, §55.0041(b)(3), for applicants previously licensed in another state applies to military veterans as well as military service members and military spouses.

Adopted amendments to §215.91(b)(2) add the phrase "provisional license" to describe the application type and align the rule with Occupations Code, §55.004. Amendments to §215.91(b)(2)(A) add a reference to military veterans and update related punctuation and conjunctions. Amendments to §215.91(b)(2)(B) change a verb to "confirm" for consistency with §215.91(b)(2)(C). Amendments to §215.91(b)(2)(C) provide that, if the department confirms the information required by subparagraphs (A) and (B), the department will notify the applicant to submit a sufficient application as described in §215.83 at the time the department issues the provisional license, consistent with Occupations Code, §55.0041(b-1).

Adopted amendments to §215.91(b)(3) clarify that the department will issue a license within 10 days after receiving a sufficient application, or notify the applicant why a license cannot currently be issued, as required by Occupations Code, §55.0041(b-1), when the applicant holds a provisional license, is licensed in good standing in another state with substantially similar licensing requirements, or was licensed in good standing in Texas during the preceding five years. Another amendment to §215.91(b)(3) moves the final sentence to new §215.91(c) and reletters current §215.91(c) as §215.91(d) to improve readability. These amendments streamline the process for military service members, military spouses, and military veterans to apply for and obtain a provisional license consistent with Occupations Code, Chapter 55, without requiring substantial licensing-system modifications.

Subchapter C. Franchised Dealers, Manufacturers, Distributors, and Converters

§215.104

Adopted amendments to §215.104(a) and (b) modernize and simplify text to improve readability without changing meaning. An amendment to §215.104(a)(2) removes a typographical error. Amendments to §215.104(c) add a requirement for a franchised dealer to file a license amendment application within 10 days if the person responsible for the dealer's business activities changes due to the appointment of a receiver or the filing of bankruptcy and make related changes in punctuation and conjunction placement. These amendments help ensure that the appropriate representative receives department licensing and enforcement notices and may act within the time limits established by statute and rule. Amendments to §215.104(d) modernize and simplify text to improve readability without changing meaning.

§215.110

An adopted amendment to §215.110(b) clarifies that the information described is located in subsection (a), rather than elsewhere in the section, to avoid potential confusion.

§215.113

Adopted amendments to §215.113(c) update the subchapter designation in 43 TAC Chapter 224 and delete "License" from a referenced section title to correct the title and subchapter reference.

§215.115

Adopted amendments to §215.115(e) add "if applicable" and related punctuation because certain records identified in the subsection may not be relevant to every license holder's business.

§215.120

At adoption, the department revised the title of §215.120 to "Standard License Plates for Manufacturers, Distributors, and Converters" to clarify the scope of the section. Adopted amendments to §215.120(d) substitute "license holder" for "manufacturer, distributor, or converter" where that term clearly refers to a manufacturer, distributor, or converter and simplify the rule text without changing meaning. An amendment to §215.120(d)(2) substitutes "secured" for "affixed" for consistency in terminology. Amendments to §215.120(g) clarify that requests for additional standard license plates and supporting business justifications are submitted by manufacturers, distributors, and converters and remove language that could create uncertainty regarding the scope of the subsection. The amendments to §215.120(g) prevent any confusion or conflict with 43 TAC §215.139, relating to Dealer's Standard License Plate Allocation. An amendment to §215.120(g)(1) clarifies that the department may consider the number of vehicles assembled or modified during the prior 12 months at facilities in or serving the Texas market when evaluating requests for additional standard license plates. These amendments clarify the information the department may consider and address common issues raised by manufacturers requesting additional standard license plates.

At adoption, the department did not adopt the proposed amendments to §215.120(a) and (b). Those subsections retain the existing references to manufacturer and converter standard license plates. The department determined that retaining the existing terminology more clearly communicates the scope of the section and avoids potential confusion regarding the use of standard license plates. The department also revised §215.120(g) and (h) at adoption to expressly identify manufacturers, distributors, and converters as the persons subject to those provisions and to conform terminology throughout the section and to correct a capitalization error.

§215.121

The department received stakeholder comments that the proposed changes, which would have deleted §215.121(a), removed citations to §215.121(a), and relettered the remaining subsection, were unnecessary and removed language that was helpful to readers. The department therefore withdrew the proposed deletion of §215.121(a) and the proposed amendments to §215.121(b) that would have removed cross-references to §215.121(a) and would have made changes to improve readability in the absence of §215.121(a).

Adopted amendments to §215.121(b)(10) update references to relevant Transportation Code chapters that may result in sanctions if violated. An adopted amendment to §215.121(b)(11) updates a citation to the criminal offense guidelines in 43 TAC Chapter 211.

Adopted amendments add new §215.121(b)(19) to enforce Transportation Code, Chapter 730, the Motor Vehicle Records Disclosure Act, by establishing a sanction for violations of the Act by a manufacturer, distributor, converter, franchised dealer, or an employee or agent of those persons. The amendments also make related punctuation and conjunction changes. These license holders and their employees and agents have access to motor vehicle records protected by the Motor Vehicle Records Disclosure Act, and unauthorized disclosure may result in significant consumer harm.

Subchapter D. General Distinguishing Numbers and In-Transit Licenses

§215.131

This section describing the purpose and scope of the chapter is repealed because it is unnecessary, as relevant statutory references are incorporated into the applicable rules throughout the chapter.

§215.132

Adopted amendments update definitions consistent with other adopted changes in Subchapter D. Amendments delete the definition of "barrier" in §215.132(1), because adopted amendments to §215.140 remove that term, and renumber the remaining definitions accordingly. An amendment to renumbered §215.132(1) deletes the final sentence referencing a buyer's provisional license plate to align with the new definition of "buyer's provisional license plate" in renumbered §215.132(2). Amendments to renumbered §215.132(2) define a buyer's provisional license plate as a license plate a dealer may use when a general issue license plate for the vehicle or vehicle type is not available in the dealer's inventory, an exempt license plate application is pending department approval, or a retail purchaser requires a commercial fleet specific-use license plate that will be obtained through a department system. These amendments clarify the authorized uses of buyer's provisional license plates and facilitate retail vehicle transactions involving those circumstances.

§215.133

The department received public comments that the proposed amendments, which would have deleted §215.133(a) and (b) and relettered the remaining subsections, made the text less clear for readers. The department therefore withdrew these proposed amendments at adoption.

Adopted amendments to §215.133(c) add "license" to clarify the application type referenced and clarify that a dealer or wholesale motor vehicle auction reapplying for a GDN after the GDN expires or is closed must enter or verify current information, provide documentation necessary to satisfy new or revised requirements, and pay all required fees, including any outstanding civil penalties owed under a final order. An amendment to §215.133(d) updates a citation to Chapter 211. Amendments also delete §215.133(i) because that provision unnecessarily duplicates statutory language, and reletter the remaining subsections accordingly. Additional amendments delete an unnecessary reference to former §215.133(i) in relettered §215.133(i).

§215.134

The department received comments from stakeholders that proposed amendments, which would have deleted §215.134(a) and relettered the remaining subsections, would have made the rule text less clear for readers. Therefore, the department did not adopt these proposed amendments. However, the department adopted an amendment to §215.134(b) to add the word "license" for clarity and consistency. The department also adopted an amendment to §215.134(f), which updates a citation to Chapter 211.

§215.140

Adopted amendments to §215.140(a)(3)(A), §215.140(a)(4)(A)(i), and §215.140(b)(3)(A) add the term "legible" to clarify signlettering requirements and ensure that the public and the department can readily identify the GDN holder. Amendments to §215.140(a)(3)(B), §215.140(a)(4)(A)(ii), and §215.140(b)(3)(B) provide additional flexibility for dealer and auction signage by

recognizing signs permanently affixed or etched on an exterior window, wall, or door as an alternative to signs permanently installed in the ground. Amendments to §215.140(a)(5)(F) add "licensed" to describe a dealer's physical location and authorize the department to mail or deliver license plates to another physical location identified in the dealer's license record and approved by the department. This change provides operational flexibility for dealers with multiple locations and complements new §215.159 regarding license plate storage.

Amendments to §215.140(a)(6)(E) delete unnecessary license plate descriptors to improve readability without changing meaning. Amendments to §215.140(a)(11)(B)(iv) and (vii) replace the requirement for physical barriers separating display space with a requirement for permanent signage identifying a dealer's reserved display area. The department received feedback that the prior barrier requirement was difficult to implement and maintain in shared locations. The adopted amendments provide a simpler and less costly method of identifying dealer inventory areas while continuing to allow the department and the public to determine which display space belongs to a particular dealer.

§215.141

The department received stakeholder comments that the proposed changes, which would have deleted §215.141(a), removed citations to §215.141(a), and relettered the remaining subsections, were unnecessary and removed language that was helpful to readers. The department therefore withdrew the proposed deletion of §215.141(a) and the proposed amendments to §215.141(b) that would have removed cross-references to §215.141(a) and would have made changes to improve readability in the absence of §215.141(a).

The department adopted amendments to §215.141(b)(16) and (21) update references to Transportation Code chapters to include relevant chapters and remove references to chapters a license holder could not violate in this context. An amendment to §215.141(b)(17) updates a citation to Chapter 211. Amendments to §215.141(b)(26), (28), and (34) delete outdated references that are no longer necessary because of changes in law and the passage of time. Amendments add new §215.141(b)(36) to enforce Transportation Code, Chapter 730, the Motor Vehicle Records Disclosure Act, by providing a sanction for violations committed by a GDN holder or its employee or agent. These license holders and their employees and agents have access to protected motor vehicle record information, and unauthorized disclosure may result in significant consumer harm. At adoption, the department retained the parenthetical following the citation to Transportation Code, §501.100 in §215.141(b)(31). The department determined that retaining the parenthetical improves clarity and is consistent with other statutory citations within the rule.

Amendments also add new §§215.141(b)(37) - (39) to specify violations involving issuance and assignment of license plates. These provisions address issuance of an incorrect license plate type, failure to assign a secured license plate to the vehicle in the department-designated system, and voiding and reissuing the same license plate to extend a title or registration filing deadline. Department investigations of complaints received after elimination of temporary tags identified conduct of this nature, which may lead to unnecessary law-enforcement stops and delay proper titling and registration.

§215.144

Adopted amendments to §215.144(e)(8)(L) clarify that a dealer is not required to copy a purchaser's photo identification document when doing so would violate federal law. Amendments to §215.144(e)(8)(M) require that the odometer disclosure statement be properly executed by the seller and acknowledged by the purchaser and delete the phrase "signed by the buyer" for consistency with §217.4(d)(2) of this title. Amendments to §215.144(e)(8)(M) and (N) modify punctuation and conjunctions to accommodate new §215.144(e)(8)(O), which requires retention of the dealer's copy of the buyer's license plate receipt. This requirement helps ensure that a complete transaction record is available if the department investigates a complaint. An amendment to §215.144(l)(1) removes redundant language, and an amendment to §215.144(l)(2) corrects the title of the referenced section.

§215.145

Adopted amendments to §215.145(d)(1) and (e)(1) simplify terminology by replacing longer references with the term "amendment application." Amendments also add new subsection (h), requiring a dealer to file a license amendment application within 10 days when responsibility for management of the business changes because of appointment of a receiver or a bankruptcy filing. These amendments help ensure that the appropriate representative receives department notices and may act on behalf of the license holder within applicable statutory and regulatory deadlines.

§215.152

An adopted amendment to §215.152(e) revises wording to improve readability without changing meaning. An adopted amendment to §215.152(h) deletes an extraneous word. Adopted amendments to §215.152(i)(6) require a delivery service to notify the department that a license plate shipment is undeliverable before a dealer becomes ineligible to receive a quarterly allocation delivered to the licensed location. Amendments add new §215.152(i)(8), which makes an applicant or dealer ineligible for a quarterly allocation delivered to a licensed location if the person has filed a change of address and the department has not yet approved the proposed location. Related punctuation and conjunction changes accommodate that addition.

Amendments to §215.152(l) and (m) replace the term "general issue plates" with "buyer's license plates" because buyer's license plates include more than general issue plates, and replace "buyer" with the possessive form "buyer's" for consistency. An amendment to §215.152(n) replaces "receive" with "request" for consistency in terminology. An amendment to §215.152(o)(1) substitutes "dealer's" for "requestor's" because dealer license plate activity is a relevant factor the department may consider when evaluating an allocation request. An amendment to §215.152(p) corrects a cross-reference.

§215.153

Adopted new §215.153 describes a dealer's responsibilities when issuing a buyer's provisional license plate, a type of buyer's license plate used when another appropriate license plate is not available or cannot yet be assigned at the time of sale. The rule facilitates retail transactions involving depleted inventories of general issue license plates, pending exempt license plate applications, and commercial fleet vehicles.

Section 215.153(a) provides that a dealer is responsible for managing buyer's provisional license plate inventory within the

dealer's allocation and authorizes the department to require supporting documentation for requests involving those plates. Section 215.153(b) requires issuance of a buyer's provisional license plate when a suitable general issue plate is unavailable and the purchaser does not have an eligible plate available for reassignment. Section 215.153(c) authorizes use of a buyer's provisional license plate while an exempt plate application is pending. Section 215.153(d) addresses vehicles eligible for commercial fleet license plates.

Section 215.153(e) requires a dealer, except in commercial fleet transactions, to promptly obtain and assign the appropriate permanent plate. Section 215.153(f) establishes expiration requirements for buyer's provisional license plates. Section 215.153(g) requires destruction of an expired buyer's provisional license plate consistent with §215.158. Collectively, these provisions facilitate vehicle sales while maintaining accountability and reducing opportunities for license plate fraud.

§215.154

Adopted amendments to the graphic in §215.154(b) increase initial allocations of dealer's temporary license plates for GDN holders that sell trailers and semitrailers and for wholesale motor vehicle dealers that also hold a wholesale auction GDN. The department received a significant number of requests for additional dealer's temporary license plates from these license holders during implementation of the dealer license plate program, indicating that larger initial allocations are warranted. The amendments increase the allocation for trailer and semitrailer dealers from five to 15 plates and establish a new allocation category of 40 plates for wholesale motor vehicle dealers that also operate wholesale auctions.

Amendments also delete §215.154(c) and reletter the remaining subsections and graphic title because dealers licensed on July 1, 2025, have already received the initial allocations contemplated by that subsection. Amendments to relettered §215.154(f) require proof of the number of vehicles transported during the prior 12-month period, if applicable, when requesting a waiver for additional dealer's temporary license plates. This information assists the director in evaluating requests and minimizing unnecessary accumulation of unassigned license plates.

§215.155

Adopted amendments to §215.155(b) delete the term "general issue" because buyer's license plates include provisional license plates. Amendments to §215.155(e) delete language requiring registration fees to be remitted with the title transfer application because those transactions are processed separately.

§215.158

Adopted amendments to §215.158 delete the phrase "buyer's license plate or buyer's temporary" to clarify that loss, theft, or destruction of any license plate must be reported to the department.

§215.159

Adopted new §215.159 establishes options and requirements for a dealer to store and manage license plate inventory away from the licensed location, including at centralized storage locations used by multiple dealers. The rule provides operational flexibility while maintaining appropriate safeguards for license plate security and department oversight.

Section 215.159(a) requires a dealer to disclose the address of a license plate storage location and certify compliance with the rule. Section 215.159(b)(1) provides that a licensed location used for plate storage must comply with the premises requirements in §215.140. Section 215.159(b)(2) establishes requirements applicable to a storage location that is not itself a licensed location, including requirements concerning the physical structure, equipment, inventory organization, accessibility, posted business hours, staffing, security, and permissible locations.

These requirements ensure that license plate inventory remains secure, that dealers can access the department's systems and communicate with the department, and that the department may effectively monitor compliance with Transportation Code, §§503.063, 503.0631, and 503.0633. The rule also accommodates the operational needs of dealers while reducing opportunities for theft, diversion, or misuse of license plates.

Section 215.159(c) informs dealers that the department may inspect a license plate storage location before approving the location and during the license term to monitor compliance with applicable statutes and rules.

At adoption, the department revised the language of §215.159(a) and (b) to allow multiple dealers to use the same storage location, and to exempt storage locations from the limitation under §215.140(a)(7) that only four dealers can use the same location. The department made these revisions in response to feedback from independent dealers that have separate GDN licenses but share common ownership and preferred to store plates in one centralized location. These revisions provide additional flexibility for dealers and could reduce overhead costs for dealers that are able to share a common location.

Subchapter E. Lessors and Lease Facilitators

§215.171

This section describing the purpose and scope of the chapter is repealed because it is unnecessary, as relevant statutory references are incorporated into the applicable rules throughout the chapter.

§215.175

The department received stakeholder comments that the proposed changes, which would have deleted §215.175(a), removed citations to §215.175(a), and relettered the remaining subsections, were unnecessary and removed language that was helpful to readers. The department therefore withdrew the proposed changes to §215.175(a) and the proposed amendments to §215.175(b) that would have removed cross-references to §215.175(a) and would have made changes to improve readability in the absence of §215.175(a). At adoption, the department also corrected a reference in §215.175(b)(1) to reflect the full title of the referenced section

Adopted amendments to §215.175(b)(10) updates a reference to the applicable criminal offense guidelines in Chapter 211 of this title. Adopted amendments add new §215.175(b)(14) to enforce Transportation Code, Chapter 730, the Motor Vehicle Records Disclosure Act, by providing a sanction for violations committed by a vehicle lessor, vehicle lease facilitator, or their employee or agent. The amendments also make related punctuation and conjunction changes. Vehicle lessors, vehicle lease facilitators, and their employees and agents have access to motor vehicle records protected by the Motor Vehicle Records Disclosure Act, and unauthorized disclosure may result in significant consumer harm.

§215.177

An adopted amendment to §215.177(a)(2) adds the term "legible" to clarify sign-lettering requirements and ensure that the public and the department can readily identify the license holder.

§215.181

Adopted amendments to §215.181 revise a sentence to modernize the rule and improve readability without changing meaning.

Subchapter F. Advertising

§215.241

This section describing the purpose and scope of the chapter is repealed because it is unnecessary, as relevant statutory references are incorporated into the applicable rules throughout the chapter.

§215.242

Adopted amendments to §215.242 delete unnecessary phrases to improve readability without changing meaning.

§215.243

This section is repealed because it is unnecessary and redundant to treat a violation of an advertising rule as a prima facie violation of Occupations Code, Chapter 2301. Occupations Code, §2301.263 provides that a license issued under Chapter 2301 is subject to both Chapter 2301 and applicable board rules. Accordingly, treating an advertising rule violation as a separate prima facie violation of Chapter 2301 is unnecessary because the rule merely restates existing statutory authority.

§215.244

Adopted amendments to §215.244 add and modify definitions used in the advertising rules. An amendment to §215.244(1)(A)(ii) adds business cards to the list of items that constitute an advertisement. Amendments add §215.244(1)(A)(vi) and (vii) to modernize the definition of advertisement by expressly including statements or representations displayed on internet websites, social media platforms, other digital applications or platforms, and electronic communications such as email. Electronic forms of advertising have evolved significantly, and these amendments update the rule to reflect the most common methods of digital advertising. Additional amendments modify punctuation and conjunctions to accommodate new §215.244(1)(A)(vi) and (vii). At adoption, an amendment to §215.244(12) was altered slightly for consistency with the wording of other definitions in the section without changing meaning.

At adoption, the department received a public comment in opposition to a proposed amendment to §215.244 that would have created a new definition of the term "cure" for purposes of Occupations Code, §2301.203, which requires the department to provide a license holder an opportunity to cure an alleged advertising violation before issuing a notice of violation and recommended sanction. In response to the comments, the department did not adopt the proposed new definition of "cure," the proposed renumbering of other subparagraphs to accommodate the new definition, or the proposed amendment to the definition of "subsequent violation" in §215.244(17).

§215.246

Adopted amendments to §215.246 delete a redundant sentence because the requirement that an advertisement not be false, deceptive, or misleading is already provided by §215.242 of this title.

§215.269

This section is repealed because procedures governing the determination of violations under department rules have been moved to 43 TAC Chapter 224. The section is therefore redundant and no longer necessary.

§215.270

Adopted amendments to §215.270(a)(1) streamline rule language and modernize methods by which the department may communicate with license holders by expressly including email, while retaining the certified mail requirement.

In response to public comments, the department did not adopt proposed amendments that would have implemented revised definitions of "cure" and "subsequent violation" that were proposed but not adopted in §215.244.

Additional adopted amendments delete §215.270(c) and reletter the remaining subsection accordingly because publication of a retraction notice in a local newspaper is no longer an effective or efficient method of informing the public or curing an alleged advertising violation.

CHANGES AT ADOPTION. The department received comments on proposed §§215.84, 215.85, 215.101, 215.105, 215.107, 215.108, 215.114, 215.120, 215.121(a), 215.133(a)-(b), 215.134, 215.137, 215.141, 215.157, 215.175(a), 215.244, 215.270, 215.264, and 215.500. After consideration of the comments, the department modified §§215.84, 215.120, 215.121, 215.133, 215.134, 215.141, 215.175, 215.244, and 215.270 at adoption and determined to withdraw proposed new §215.107 and withdraw the proposed revisions to §§215.85, 215.101, 215.105, 215.108, 215.114, 215.137, 215.157, 215.264, and 215.500. Additionally, after further review of the proposal and operational considerations relating to license plate storage, the department revised the language of §215.159 at adoption.

The department received comments from stakeholders requesting reinstatement of rule language the department had proposed for amendment or repeal because it was identified during the review by the Texas Regulatory Efficiency Office as duplicative of statute, unnecessary, in need of streamlining, or in need of modernization in §§215.84(a), 215.85, 215.101, 215.105, 215.108, 215.114, 215.121(a), 215.133(a)-(b), 215.134, 215.137, 215.141, 215.157, 215.175(a), and 215.500. In response, the department withdrew all proposed revisions to §§215.85, 215.101, 215.105, 215.108, 215.114, 215.137, 215.157, and 215.500, and modified the proposed amendments in §§215.84, 215.121(a), 215.133(a)-(b), 215.134(a), 215.141, and 215.175(a) to remove the amendments identified by stakeholders as unnecessary or unhelpful.

The department also received comments regarding proposed new §215.107, which the department had proposed to require manufacturers and distributors to file a license amendment to transfer a line-make from one manufacturer or distributor to another. After consideration of those comments and further review of the proposal, the department determined not to adopt new §215.107 and therefore withdraws the proposed section.

The department revised §215.120 at adoption in response to comments regarding standard license plates. At adoption, the department revised the title of §215.120 to "Standard License Plates for Manufacturers, Distributors, and Converters" to clarify

the scope of the section. The department did not adopt the proposed amendments to §215.120(a) and (b) and retained the existing references to manufacturer and converter standard license plates. The department determined that retaining the existing terminology more clearly communicates the scope of the section and avoids potential confusion regarding the use of standard license plates. The department also revised §215.120(g) and (h) to expressly identify manufacturers, distributors, and converters as the persons subject to those provisions and to conform terminology throughout the section.

The department revised the amendments to §215.159(a) and (b) at adoption to allow multiple dealers to use the same license plate storage location, and to exempt storage locations from the limitation under §215.140(a)(7) that only four dealers can use the same location. The department made these revisions in response to feedback from independent dealers who requested to be able to store license plates in one centralized location, to reduce costs by allowing the dealers to share the costs of a common storage location.

The department also revised §215.141(b)(31) at adoption to retain the parenthetical following Transportation Code, §501.100 for clarity and consistency with other statutory citations appearing in the rule.

After consideration of comments received regarding the department's proposed definitions interpreting Occupations Code, §2301.203, the department revised amendments to §215.244 and §215.270 at adoption to remove the proposed new definitions of "cure" and "subsequent violation," and to remove proposed new text that referred to those proposed defined terms. The department also corrected wording in §215.244(12) at adoption so that it is consistent with other definitions in the section without changing its meaning.

After consideration of comments received regarding lease advertising disclosures, the department determined not to adopt the proposed amendments to §215.264. The department concluded that the existing provisions continue to provide an effective framework for compliance and therefore retained the current rule text.

Except as described in this section, the department adopts the rules as proposed. The department also made nonsubstantive grammatical, formatting, and conforming revisions throughout the adoption text to improve clarity and consistency.

SUMMARY OF COMMENTS.

The department received three timely written comments on the proposal from the Texas Automobile Dealers Association (TADA), the Texas Independent Automobile Dealers Association (TIADA), and the Texas Recreational Vehicle Association (TRVA).

Comment. TADA and TIADA commented in opposition to adoption of the proposed rule amendments in §§215.84(a), 215.85, 215.101, 215.105, 215.108, 215.114, 215.121(a), 215.133(a)-(b), 215.134(a), 215.137, 215.141, 215.157, and 215.175(a), which were identified as part of the Texas Regulatory Efficiency Office's review of the department's rules. The commenters asserted that the amendments are unnecessary and would create confusion or add unnecessary complexity and could disrupt established reliance on existing rule language without addressing a demonstrated need.

Response. The department agrees. As part of the Texas Regulatory Efficiency Office's review, the department identified rules that contained unnecessary or unenforceable language, required modernization, or duplicated statutory provisions. Throughout the review, Texas Regulatory Efficiency Office staff emphasized that it was important for the department to consider stakeholder feedback as part of the process. In light of the public comments indicating that stakeholders find helpful the language that was proposed for deletion, the department did not adopt the proposed changes to these sections that resulted from the Texas Regulatory Efficiency Office review.

Comment. TADA opposed adoption of the proposed amendments to §215.107 because manufacturers and distributors are aware of their licensing requirements. TADA stated that the rule should not include information required for a license amendment application because it does not need to be in a rule and the department may want to change it in the future. TADA also stated that the discussion of manufacturer licensing requirements in the department's eLicensing User Guide eliminates the need for the department to make a rule.

Response. The department disagrees. Texas Government Code §2001.004 requires state agencies to adopt rules reflecting all formal and informal procedures, including license application requirements. Under Government Code, Chapter 2001, such requirements must be adopted through notice-and-comment rulemaking or are subject to being voidable. While Occupations Code, Chapter 2301 establishes the general requirement for licensing, it does not provide the level of procedural detail necessary to ensure consistent implementation and enforcement. Proposed new §215.107 clarified how those statutory requirements apply in the context of a line-make transfer, including what information must be provided and how responsibilities are to be identified. Including this information in a manufacturer license application form or the eLicensing User Guides does not constitute notice-and-comment rulemaking under Government Code, Chapter 2001. However, after consideration of the comments received and further review of the proposal, the department has determined not to adopt proposed new §215.107 at this time and therefore withdraws the proposed section.

Comment: TADA commented in opposition to proposed new 215.107 because portions of the proposed language, including language regarding manufacturer and dealer obligations to perform warranty repairs, could create confusion.

Response: The department agrees. After consideration of the comments received and further review of the proposal, the department has determined not to adopt proposed new §215.107 at this time and therefore withdraws the proposed section.

Comment. TADA and TRVA opposed adoption of the term "licenses" in §215.107(a), stating that manufacturers and distributors do not typically license line-makes to each other. TADA commented that it is not aware of a situation in which manufacturers and distributors license line-makes to each other, and both commenters asserted that such arrangements are not anticipated by statutes requiring manufacturers to sell through franchise dealers.

Response. The department agrees. After consideration of the comments received and further review of the proposal, the department has determined not to adopt proposed new §215.107 at this time and therefore withdraws the proposed section.

Comment. TADA opposed adoption of amendments to §215.120 that remove the modifiers specifying "manufacturer" and "converter" plates, because doing so could create confusion about whether standard license plates are interchangeable. TADA rec-

ommended amending §215.120(g) to clarify that it applies only to manufacturers or converters.

Response. The department agrees that the removal of references to "manufacturer" and "converter" license plates could create confusion. To avoid confusion, the department is not adopting the proposed amendments to §215.120(a) and (b), and those subsections retain the current references to manufacturer and converter standard license plates. The rule, when read as a whole, applies to manufacturers, distributors, and converters. At adoption, the department revised the title of §215.120 to "Standard License Plates for Manufacturers, Distributors, and Converters" to clarify that scope. The department agrees that §215.120(g) prior to amendment could be read in isolation to apply more broadly. At adoption, the department revised subsection (g) to expressly reference manufacturers, distributors, and converters as the parties both requesting additional standard license plates and providing the supporting business justification for the request. The department also revised subsection (h) to similarly reference manufacturers, distributors and converters to better define the scope of the rule. These revisions clarify the intended scope of §215.120 and eliminate potential ambiguity and confirm that standard license plates are not interchangeable with other plate types.

Comment. TADA opposed adoption of the amendments to §215.121, and requested that TxDMV amend the rule to explicitly limit its application to manufacturers, distributors, and converters.

Response. The department disagrees. These violations apply to all license holders addressed in this subchapter and under Occupations Code, Chapter 2301, including dealers. Section 215.121 expressly applies to a license applicant, license holder, or a person engaged in a business for which a license is required, and is not limited to manufacturers, distributors, or converters. References in prior rulemaking materials to specific license types only explained specific amendments related to those license types and do not limit the scope of the rule.

Comment. TADA commented in support of proposed amendments to §215.140, which allow dealers to affix signs to doors or windows without requiring permanent installation in the ground and to store license plates at a physical location listed in the license record other than a licensed sales and service location.

Response. The department agrees that the proposed amendments to §215.140 provide dealers with greater flexibility by allowing signage to be affixed to doors or windows without permanent installation and by allowing license plate storage at approved locations listed in the license record.

Comment. TADA commented in support of new §215.159, stating that it will allow dealers greater flexibility in storing and managing plate inventory.

Response. The department agrees that new §215.159 provides dealers with greater flexibility in storing and managing license plate inventory while maintaining appropriate oversight of plate control.

Comment. TADA commented in opposition to the proposed amendments to §215.244 that define "cure" and "subsequent violation" to establish a two-year period during which a license holder may be subject to enforcement for a subsequent violation of the same advertising provision, and proposed amendments to §215.270 that implement the revised definitions. TADA argued that courts have interpreted the statute to require the department to give a separate opportunity to cure each advertising violation.

Response. The department agrees. The Texas Legislature will have an opportunity to decide whether to clarify Occupations Code, §2301.203(c) during the 90th Legislative Session. The department therefore will not adopt rule amendments on this issue at this juncture to prevent any conflict with potential future legislation.

Comment. TADA opposed adoption of the proposed amendments to §215.264. TADA stated that the rule should be amended to track Federal Regulation M, 12 C.F.R. §213.7(f), to ensure consistency with federal lease disclosure requirements and avoid potential inconsistencies.

Response. The department agrees that removing the option to publish information in a written advertisement would remove an option for dealers that remains possible despite the decline of print media. The potential revision to §215.264(h)-(j) was identified as part of the Texas Regulatory Efficiency Office's review as an opportunity to modernize and streamline the rule language. However, the department understands that dealers are familiar with the current language and prefer to maintain it as an option. Accordingly, the department is not adopting amendments to these subsections and will retain the existing language.

SUBCHAPTER A. GENERAL PROVISIONS

43 TAC §215.1

STATUTORY AUTHORITY. The department adopts a repeal to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that al-

low licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts a repeal under the authority of Government Code, §2001.039, in addition to the statutory authority referenced throughout this preamble. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule.

CROSS REFERENCE TO STATUTE. This repeal implements Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Laura Moriaty
General Counsel
Texas Department of Motor Vehicles
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For further information, please call: (512) 465-4160

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43 TAC §215.2

STATUTORY AUTHORITY. The department adopts amendments to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a license holder who is unfit, makes a material misrepresentation, violates Occupations Code, Chapter 2301 or a board rule or order, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, fails to maintain qualifications for a license, willfully defrauds a purchaser, fails to fulfill a written agreement with a retail purchaser of a motor vehicle, or violates the requirements of Transportation Code, §503.0631; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that allow licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.063, which establishes requirements governing dealer-issued buyer's license plates and authorizes actions to be taken in accordance with department rules; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which authorizes the department by rule to establish the maximum number of license plates or sets of license plates that a dealer may obtain under Transportation Code, §503.063 and §503.065; Transportation Code, §730.014, which authorizes state agencies to adopt rules to implement and administer the Motor Vehicle Records Disclosure Act; Transportation CodeÂ §1001.002, which provides

that the department shall administer and enforce Occupations Code, Chapter 2301; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §501.0041 and §502.0021, and Government Code, §§2001.004, 2001.039, and 2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.039 requires state agencies to review and readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. The adopted amendments, new sections, and repeals implement Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, 730, 1001, and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER B. LICENSES, GENERALLY

43 TAC §215.81

STATUTORY AUTHORITY. The department adopts a repeal to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that allow licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts a repeal under the authority of Government Code, §2001.039, in addition to the statutory authority referenced throughout this preamble. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule.

CROSS REFERENCE TO STATUTE. This repeal implements Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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43 TAC §§215.82 - 215.84, 215.89, 215.91

STATUTORY AUTHORITY. The department adopts amendments to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that allow licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §730.014, which authorizes state agencies to adopt rules to implement and administer the Motor Vehicle Records Disclosure Act; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §501.0041 and §502.0021, and Government Code, §§2001.004, 2001.039, and 2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, 730, 1001, and 1002.

§215.83. License Applications, Amendments, or Renewals.

(a) An applicant for a new license must register for an account in the department-designated licensing system by:

(1) accessing the licensing system through the department's website;

(2) designating the account administrator, which must be an owner, officer, manager, or bona fide employee;

(3) providing the name and email address for the account administrator; and

(4) providing the applicant's business telephone number, name, business type, and social security number or employer identification number, as applicable.

(b) An application for a new license, license amendment, or license renewal filed with the department must be:

(1) filed electronically in the department-designated licensing system on a form approved by the department;

(2) completed by the applicant, license holder, or authorized representative who is an employee, a licensed attorney, or a certified public accountant;

(3) accompanied by the required fee, paid by credit card or by electronic funds transfer, drawn from an account held by the applicant or license holder, or drawn from a trust account of the applicant's attorney or certified public accountant; and

(4) accompanied by proof of a surety bond, if required.

(c) An authorized representative of the applicant or license holder who files an application with the department on behalf of an applicant or license holder may be required to provide written proof of authority to act on behalf of the applicant or license holder.

(d) The department will not provide information regarding the status of an application, application deficiencies, or pending new license numbers to a person other than a person listed in subsection (a)(2) of this section, unless that person files a written request under Government Code, Chapter 552.

(e) Prior to the expiration of a license, a license holder or authorized representative must electronically file with the department a sufficient license renewal application. Failure to receive notice of license expiration from the department does not relieve the license holder from the responsibility to timely file a sufficient license renewal application. A license renewal application is timely filed if the department receives a sufficient license renewal application on or before the date the license expires.

(f) An application for a new license, license amendment, or license renewal filed with the department must be sufficient. An application is sufficient if the application:

(1) includes all information and documentation required by the department; and

(2) is filed in accordance with subsection (a) of this section.

(g) If an applicant, license holder, or authorized representative does not provide the information or documentation required by the department, the department will issue a written notice of deficiency. The information or documentation requested in the written notice of deficiency must be received by the department within 20 calendar days of the date of the notice of deficiency, unless the department issues a written extension of time. If an applicant, license holder, or authorized representative fails to respond or fully comply with all deficiencies listed in the written notice of deficiency within the time prescribed by this subsection, the application will be deemed withdrawn and will be administratively closed.

(h) The department will evaluate a sufficient application for a new license, license amendment, or license renewal in accordance with applicable rules and statutes to determine whether to approve or deny the application. If the department determines that there are grounds for denial of the application, the department may pursue denial of the application in accordance with Subchapter G of this chapter (relating to Administrative Sanctions).

(i) The department will process an application for a new license, license amendment, or license renewal filed by a military service member, military spouse, or military veteran in accordance with Occupations Code, Chapter 55 and §215.91 of this title (relating to License Processing for Military Service Members, Spouses, and Veterans).

(j) A license holder who timely files a sufficient license renewal application in accordance with subsection (d) of this section may continue to operate under the expired license until the license renewal application is determined in accordance with Government Code §2001.054.

(k) A license holder who fails to timely file a sufficient license renewal application in accordance with subsection (d) of this section is not authorized to continue licensed activities after the date the license expires. A license holder may dispute a decision that a license renewal application was not timely or sufficient by submitting evidence to the department demonstrating that the license renewal application was timely and sufficient. Such evidence must be received by the department within 15 days of the date the department issues notice that a timely or sufficient license renewal application was not received by the department.

(l) The department shall accept a late license renewal application up to 90 days after the date the license expires. In accordance with subsection (k) of this section, the license holder is not authorized to continue licensed activities after the date the license expires until the department approves the late license renewal application. If the department grants a license renewal under this section, the licensing period begins on the date the department issues the renewed license. The license holder may resume licensed activities upon receipt of the department's written verification or upon receipt of the renewed license.

(m) If the department has not received a late license renewal application within 90 days after the date the license expires, the department will close the license. A person must apply for and receive a new license before that person is authorized to resume activities requiring a license.

(n) A dealer's standard license plate issued in accordance with Transportation Code, Chapter 503, Subchapter C expires on the date the associated license expires, is canceled, or when a license renewal application is determined, whichever is later.

§215.84. Brokering, New Motor Vehicles.

(a) Unless excluded from the definition of "Broker" in Occupations Code, §2301.002, a person may not act, offer to act, or claim to be a broker.

(b) For purposes of this chapter, the phrase "arranges or offers to arrange a transaction," as used in the definition of broker in Occupations Code, §2301.002, includes the practice of arranging or offering to arrange a transaction involving the sale of a new motor vehicle for a fee, commission, or other valuable consideration. Advertising is not acting as a broker, provided the person's business primarily is broadcasting, printing, publishing, or advertising for others in their own names.

(c) A buyer referral service, program, plan, club, or any other entity that accepts a fee for arranging a transaction involving the sale of a new motor vehicle is a broker. The payment of a fee to such entity is aiding and abetting brokering. However, a referral service, program, plan, club, or other entity that forwards a referral to a franchised dealership may lawfully operate in a manner that includes all the following conditions:

(1) There is no exclusive market area offered to a dealer by the program. All dealers are allowed to participate in the program on equal terms.

(2) Participation by a dealer in the program is not restricted by conditions, such as limiting the number of line-makes or discrimination by size of dealership or location. The total number of participants in the program may be restricted if the program is offered to all dealers at the same time, with no regard to the line-make.

(3) All participants pay the same fee for participation in the program. The program fee shall be a weekly, monthly, or annual fee, regardless of the size, location, or line-makes sold by the franchised dealer.

(4) A person is not to be charged a fee on a per referral fee basis or any other basis that could be considered a transaction-related fee.

(5) The program does not set or suggest to the dealer any price of a motor vehicle or a trade-in.

(6) The program does not advertise or promote its plan in a manner that implies that the buyer, as a customer of that program, receives a special discounted price that cannot be obtained unless the customer is referred through that program.

(7) A program must comply with Subchapter F of this chapter (related to Advertising).

(d) This section does not apply to a person who is not a broker as defined in Occupations Code, §2301.002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER C. FRANCHISED DEALERS, MANUFACTURERS, DISTRIBUTORS, AND CONVERTERS

43 TAC §§215.104, 215.110, 215.113, 215.115, 215.120, 215.121

STATUTORY AUTHORITY. The department adopts amendments to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code, §503.063 and §503.065; Transportation Code, §504.0011, which allows the board to adopt rules to implement and administer Chapter 504; Transportation Code, §520.0071, which requires the board to adopt rules classifying deputies performing titling and registration duties, the duties and obligations of these deputies, the type and amount of bonds that may be required by a county tax assessor-collector for a deputy performing titling and registration duties, and the fees that may be charged or retained by deputies; Transportation Code, §520.021, which allows the department to adopt rules and policies for the maintenance and use of the department's automated registration and titling system; Transportation Code, §730.014, which authorizes state agencies to adopt rules to implement and administer the Motor Vehicle Records Disclosure Act; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §§501.0041, 502.0021, 503.002, 504.0011, and 520.003; and Government Code, §2001.004 and §2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502. Transportation Code, §503.002 authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503. Transportation Code, §504.0011 authorizes the board to adopt rules to implement and administer Chapter 504. Transportation Code, §520.003 authorizes the department to adopt rules to administer Chapter 520.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. These adopted new sections and amendments implement Government Code, Chapter 2001; Occupations Code, Chapters 2301 and 2305; and Transportation Code, Chapters 501-504, 520, and 1002.

§215.120. Standard License Plates for Manufacturers, Distributors, and Converters.

(a) A manufacturer, distributor, or converter may apply for a manufacturer or converter standard license plate for use on a new unregistered vehicle of the same vehicle type assembled or modified in accordance with Transportation Code §503.064 or §503.0618, as applicable:

(1) when applying for a new or renewal license, or

(2) by submitting a standard license plate request application electronically in the system designated by the department.

(b) A manufacturer may use a manufacturer's standard license plate to test a prototype motor vehicle on a public street or highway including a commercial motor vehicle prototype designed to carry a load. A manufacturer's standard license plate may not be used on a commercial motor vehicle prototype or new commercial motor vehicle to carry a load for which the manufacturer or other person receives compensation.

(c) A manufacturer, distributor, or converter shall attach a standard license plate to the rear of a vehicle in accordance with §217.27 of this title (relating to Vehicle Registration Insignia).

(d) A manufacturer, distributor, or converter shall maintain a record of each standard license plate issued to the license holder by the department either in the license holder's recordkeeping system or in the department-designated system. The license plate record must contain:

(1) the license plate number;

(2) the year and make of the vehicle to which the license plate is secured;

(3) the VIN of the vehicle, if one has been assigned; and

(4) the name of the person in control of the license plate.

(e) If a manufacturer, distributor, or converter cannot account for a standard license plate or a standard license plate is damaged, the manufacturer, distributor, or converter shall:

(1) document the license plate as "void" in the department-designated system; and

(2) within three days of discovering that the license plate is missing or damaged, report the license plate as lost, stolen, or damaged electronically in the system designated by the department; and

(3) if found after reported missing, cease use of the license plate.

(f) A standard license plate is no longer valid for use after the manufacturer, distributor, or converter reports to the department that the license plate is lost, stolen, or damaged. A manufacturer, distributor, or converter must render a void license plate unusable by permanently marking the front of the plate with the word "VOID" or a large "X" and once marked, shall destroy or recycle the license plate, or return the license plate to the department within 10 days.

(g) In evaluating requests for additional standard license plates from any eligible manufacturer, distributor, or converter, the department shall consider the business justification provided by that manufacturer, distributor, or converter, including the following:

(1) the number of vehicles assembled or modified in the prior 12 months at facilities in or serving the Texas market;

(2) the highest number of motor vehicles in inventory in the prior 12 months;

(3) the size and type of business;

(4) how the license holder typically uses standard license plates;

(5) the license holder's record of tracking and reporting missing or damaged license plates to the department; and

(6) any other factor the department in its discretion deems necessary to support the number of license plates requested.

(h) A manufacturer, distributor, or converter shall return a department-issued license plate to the department within 10 days of the license holder closing the associated license or the associated license being revoked, canceled, or closed by the department.

§215.121. Sanctions.

(a) The board or department may take the following actions against a license applicant, a license holder, or a person engaged in business for which a license is required:

(1) deny an application;

(2) revoke a license;

(3) suspend a license;

(4) assess a civil penalty;

(5) issue a cease and desist order; or

(6) take other authorized action.

(b) The board or department may take action described in subsection (a) of this section if a license applicant, a license holder, or a person engaged in business for which a license is required:

(1) fails to maintain records required under this chapter;

(2) refuses or fails within 15 days to comply with a request for records made by a representative of the department;

(3) sells or offers to sell a motor vehicle to a retail purchaser other than through a licensed or authorized dealer;

(4) fails to submit a license amendment application in the electronic licensing system designated by the department to notify the department of a change of the license holder's physical address, mailing address, telephone number, or email address within 10 days of the change;

(5) fails to timely submit a license amendment application in the electronic licensing system designated by the department to notify the department of a license holder's business or assumed name change, deletion of a line-make, or management or ownership change;

(6) fails to notify the department or pay or reimburse a franchised dealer as required by law;

(7) misuses or fails to display a license plate as required by law, or fails to report a lost, stolen, or damaged license plate within the time designated by rule;

(8) is a manufacturer or distributor and fails to provide a manufacturer's certificate for a new vehicle;

(9) fails to remain regularly and actively engaged in the business of manufacturing, assembling, or modifying a new motor vehicle of the type and line make for which a license has been issued by the department;

(10) violates a provision of Occupations Code, Chapter 2301; Transportation Code Chapters 501-504 or 520; a board order or rule; or a regulation of the department relating to the manufacture, assembly, sale, lease, distribution, financing, or insuring of vehicles, including advertising rules under Subchapter F of this chapter (relating to Advertising);

(11) is convicted of an offense that directly relates to the duties or responsibilities of the occupation in accordance with §211.10 of this title (relating to Criminal Offense Guidelines);

(12) is determined by the board or department, in accordance with §215.89 of this title (relating to Fitness), to be unfit to hold a license;

(13) omits information or makes a material misrepresentation in any application or other documentation filed with the department including providing a false or forged identity document or a false or forged photograph, electronic image, or other document;

(14) fails to remit payment as ordered for a civil penalty assessed by the board or department;

(15) violates any state or federal law or regulation relating to the manufacture, distribution, modification, or sale of a motor vehicle;

(16) fails to issue a refund as ordered by the board or department;

(17) fails to participate in statutorily required mediation without good cause;

(18) fails to keep or maintain records required under Occupations Code, Chapter 2305, Subchapter D; or

(19) violates a provision of Transportation Code, Chapter 730, Motor Vehicle Records Disclosure Act, including a violation by an employee or other agent.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER D. GENERAL DISTINGUISHING NUMBERS AND IN-TRANSIT LICENSES

43 TAC §215.131

STATUTORY AUTHORITY. The department adopts a repeal to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that allow licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which requires the board to adopt rules regulating the issuance of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts a repeal under the authority Government Code, §2001.039, in addition to the statutory authority referenced throughout this preamble. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule.

CROSS REFERENCE TO STATUTE. This repeal implements Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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43 TAC §§215.132 - 215.134, 215.140, 215.141, 215.144, 215.145, 215.152 - 215.155, 215.158, 215.159

STATUTORY AUTHORITY. The department adopts new and amendments to Chapter 215 under Occupations Code,

§2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Transportation Code, §503.061, which allows the board to adopt rules regulating the issuance and use of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code, §503.063 and §503.065; Transportation Code, §504.0011, which allows the board to adopt rules to implement and administer Chapter 504; Transportation Code, §520.0071, which requires the board to adopt rules classifying deputies performing titling and registration duties, the duties and obligations of these deputies, the type and amount of bonds that may be required by a county tax assessor-collector for a deputy performing titling and registration duties, and the fees that may be charged or retained by deputies; Transportation Code, §520.021, which allows the department to adopt rules and policies for the maintenance and use of the department's automated registration and titling system; Transportation Code, §730.014 which authorizes state agencies to adopt rules to implement and administer the Motor Vehicle Records Disclosure Act; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §§501.0041, 502.0021, 503.002, 504.0011, and 520.003; and Government Code, §2001.004 and §2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502. Transportation Code, §503.002 authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503. Transportation Code, §504.0011 authorizes the board to adopt rules to implement and administer Chapter 504. Transportation Code, §520.003 authorizes the department to adopt rules to administer Chapter 520.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. These adopted new sections and amendments implement Government Code, Chapter 2001; Occupations Code, Chapters 2301 and 2305; and Transportation Code, Chapters 501-504, 520, 730, and 1002.

§215.133. GDN Application Requirements for a Dealer or a Wholesale Motor Vehicle Auction.

(a) No person may engage in business as a dealer or as a wholesale motor vehicle auction unless that person has a valid GDN assigned by the department for each location from which the person engages in business. A dealer must also hold a GDN for a consignment location, unless the consignment location is a wholesale motor vehicle auction.

(b) Subsection (a) of this section does not apply to a person exempt from the requirement to obtain a GDN under Transportation Code §503.024.

(c) A GDN dealer or wholesale motor vehicle auction license application must be on a form prescribed by the department and properly completed by the applicant as required under §215.83 of this title (relating to License Applications, Amendments, or Renewals). A GDN dealer or wholesale motor vehicle auction application must include all required information, required supporting documents, and required fees and must be submitted to the department electronically in the licensing system designated by the department. A GDN dealer or wholesale motor vehicle auction GDN holder renewing or amending its GDN, or a dealer or wholesale motor vehicle auction reapplying for a GDN, must enter or verify current license information, provide related information and documents for any new requirements or changes to the GDN, and pay required fees including any outstanding civil penalties owed the department under a final order. An applicant for a new dealer or wholesale motor vehicle auction GDN must provide the following:

(1) Required information:

(A) type of GDN requested;

(B) business information, including the name, physical and mailing addresses, telephone number, Secretary of State file number (as applicable), and website address, as applicable;

(C) contact name, email address, and telephone number of the person submitting the application;

(D) contact name, email address, and telephone number of a person who can provide information about business operations and the motor vehicle products or services offered;

(E) the name, social security number, date of birth, identity document information, and ownership percentage for each owner, partner, member, or principal if the applicant is not a publicly traded company;

(F) the name, social security number, date of birth, and identity document information for each officer, director, manager, trustee, or other representative authorized to act on behalf of the applicant if the applicant is owned in full or in part by a legal entity;

(G) the name, employer identification number, ownership percentage, and non-profit or publicly traded status for each legal entity that owns the applicant in full or in part;

(H) the name, social security number, date of birth, and identity document information of at least one manager or other bona

fide employee who will be present at the established and permanent place of business if the owner is out of state or will not be present during business hours at the established and permanent place of business in Texas;

(I) if a dealer, the name, telephone number, and business email address of the account administrator for the temporary tag database prior to July 1, 2025, or for the license plate system on or after July 1, 2025, designated by the applicant who must be an owner or representative listed in the application;

(J) criminal history record information under the laws of Texas, another state in the United States, the United States, and any foreign jurisdiction for each person listed in the application, including offense description, date, and location;

(K) military service status;

(L) licensing history required to evaluate fitness for licensure under §215.89 of this title (relating to Fitness);

(M) information about the business location and business premises, including whether the applicant will operate as a salvage vehicle dealer at the location;

(N) history of insolvency, including outstanding or unpaid debts, judgments, or liens, unless the debt was discharged under 11 U.S.C. §§101 et seq. (Bankruptcy Act) or is pending resolution under a case filed under the Bankruptcy Act;

(O) signed Certification of Responsibility, which is a form provided by the department; and

(P) if a dealer, whether the applicant repairs a motor vehicle with a catalytic converter in Texas, and if so, the physical address where the repair is performed; and

(Q) any other information required by the department to evaluate the application under current law and board rules.

(2) A legible and accurate electronic image of each applicable required document:

(A) proof of a surety bond if required under §215.137 of this title (relating to Surety Bond);

(B) the certificate of filing, certificate of incorporation, or certificate of registration on file with the Secretary of State, as applicable;

(C) each assumed name certificate on file with the Secretary of State or county clerk;

(D) at least one of the following unexpired identity documents for each natural person listed in the application:

(i) driver license;

(ii) Texas Identification Card issued by the Texas Department of Public Safety under Transportation Code, Chapter 521, Subchapter E;

(iii) license to carry a handgun issued by the Texas Department of Public Safety under Government Code, Chapter 411, Subchapter H;

(iv) passport; or

(v) United States military identification card.

(E) a certificate of occupancy, certificate of compliance, or other official documentation confirming the business location complies with municipal ordinances, including zoning, occupancy, or other requirements for a vehicle business;

(F) documents proving business premises ownership, or lease or sublease agreement for the license period;

(G) business premises photos and a notarized affidavit certifying that all premises requirements in §215.140 of this title (relating to Established and Permanent Place of Business Premises Requirements) are met and will be maintained during the license period;

(H) evidence of franchise if applying for a franchised motor vehicle dealer GDN;

(I) proof of completion of the dealer education and training required under Transportation Code §503.0296, if applicable; and

(J) any other documents required by the department to evaluate the application under current law and board rules.

(3) Required fees:

(A) the fee for each type of license requested as prescribed by law; and

(B) the fee, including applicable taxes, for each dealer's standard plate, and dealer's temporary license plate on or after July 1, 2025, requested by the applicant as prescribed by law.

(d) An applicant for a dealer or wholesale auction GDN must also comply with fingerprint requirements in §211.13 of this title (relating to Fingerprint Requirements for Designated License Types), as applicable.

(e) An applicant for a GDN operating under a name other than the applicant's business name shall use the assumed name under which the applicant is authorized to do business, as filed with the Secretary of State or county clerk, and the assumed name of such legal entity shall be recorded by the applicant on the application using the letters "DBA." The applicant may not use a name or assumed name that may be confused with or is similar to that of a governmental entity or that is otherwise deceptive or misleading to the public.

(f) A wholesale motor vehicle dealer GDN holder may sell or exchange vehicles with licensed or authorized dealers only. A wholesale motor vehicle dealer GDN holder may not sell or exchange vehicles at retail.

(g) An independent mobility motor vehicle dealer shall retain and produce for inspection all records relating to the license requirements under Occupations Code, §2301.002(17-b) and all information and records required under Transportation Code §503.0295.

(h) In evaluating a new or renewal GDN application or an application for a new GDN location, the department may require a site visit to determine if the business location meets the requirements in §215.140. The department will require the applicant or GDN holder to provide a notarized affidavit confirming that all premises requirements are met and will be maintained during the license period.

(i) A person holding an independent motor vehicle dealer GDN and performing salvage activities must apply for a National Motor Vehicle Title Information System (NMVTIS) identification number and provide the number to the department in the GDN application.

(j) To be eligible for an independent motor vehicle dealer GDN, a person must complete dealer education and training specified by the department, except as provided in this subsection:

(1) once a person has completed the required dealer education and training, the person will not have to retake the dealer education and training for subsequent GDN renewals, but may be required to provide proof of dealer education and training completion as part of the GDN renewal process;

(2) a person holding an independent motor vehicle dealer GDN for at least 10 years as of September 1, 2019, is exempt from the dealer education and training requirement; and.

(3) a military service member, military spouse, or military veteran will receive appropriate credit for prior training, education, and professional experience and may be exempted from the dealer education and training requirement.

§215.134. Requirements for a Drive-a-way Operator In-Transit License.

(a) No drive-a-way operator may engage in business in Texas unless that person has a currently valid drive-a-way operator in-transit license issued by the department.

(b) A drive-a-way operator in-transit license application must be on a form prescribed by the department and properly completed by the applicant as required under §215.83 of this title (relating to License Applications, Amendments, or Renewals). A drive-a-way operator in-transit application must include all required information, required supporting documents, and required fees, and must be submitted to the department electronically in the licensing system designated by the department.

(c) A drive-a-way operator in-transit license holder renewing or amending its license must verify current license information, provide related information and documents for any new requirements or changes to the license, and pay required fees.

(d) An applicant for a new license must register for an account in the department-designated licensing system by selecting the licensing system icon on the dealer page of the department website. An applicant must designate the account administrator and provide the name and email address for that person, and provide the business telephone number, name, business type, and social security number or employer identification number, as applicable. The applicant's licensing account administrator must be an owner, officer, manager, or bona fide employee.

(e) Once registered, an applicant may apply for a new license and must provide the following:

(1) Required information:

(A) type of license requested;

(B) business information, including the name, physical and mailing addresses, telephone number, Secretary of State file number (as applicable), and website address, as applicable;

(C) contact name, email address, and telephone number of the person submitting the application;

(D) contact name, email address, and telephone number of a person who can provide information about business operations and the motor vehicle services offered;

(E) the name, social security number, date of birth, identity document information, and ownership percentage for each owner, partner, member, beneficiary, or principal if the applicant is not a publicly traded company;

(F) the name, social security number, date of birth, and identity document information for each officer, director, manager, trustee, or other representative authorized to act on behalf of the applicant if the applicant is owned in full or in part by a legal entity;

(G) the name, employer identification number, ownership percentage, and non-profit or publicly traded status for each legal entity that owns the applicant in full or in part;

(H) criminal history record information under the laws of Texas, another state in the United States, the United States, and any foreign jurisdiction for each person listed in the application, including offense description, date, and location;

(I) military service status;

(J) licensing history required to evaluate fitness for licensure under §215.89 of this title (relating to Fitness);

(K) signed Certification of Responsibility, which is a form provided by the department; and

(L) any other information required by the department to evaluate the application under current law and board rules.

(2) A legible and accurate electronic image of each applicable required document:

(A) the certificate of filing, certificate of incorporation, or certificate of registration on file with the Secretary of State, as applicable;

(B) each assumed name certificate on file with the Secretary of State or county clerk;

(C) one of the following unexpired identity documents for each natural person listed in the application:

(i) driver license;

(ii) Texas Identification Card issued by the Texas Department of Public Safety under Transportation Code, Chapter 521, Subchapter E;

(iii) license to carry a handgun issued by the Texas Department of Public Safety under Government Code, Chapter 411, Subchapter H;

(iv) passport; or

(v) United States military identification card;

(D) a list of manufacturers, distributors, dealers, or auctions for which the applicant provides drive-a-way services;

(E) a description of the business model or business process, transportation methods, compensation agreements, products, and services used or offered sufficient to allow department to determine if the license type applied for is appropriate under Texas law; and

(F) any other documents required by the department to evaluate the application under current law and board rules.

(3) Required fees:

(A) the license fee as prescribed by law; and

(B) the fee, including any taxes, for each drive-a-way in-transit standard license plate requested by the applicant as prescribed by law.

(f) An applicant for a drive-a-way operator in-transit license must also comply with fingerprint requirements in §211.13 of this title (relating to Fingerprint Requirements for Designated License Types).

(g) An applicant operating under a name other than the applicant's business name shall use the name under which the applicant is authorized to do business, as filed with the Secretary of State or county clerk, and the assumed name of such legal entity shall be recorded by the applicant on the application using the letters "DBA." The applicant may not use a name or assumed name that may be confused with or is similar to that of a governmental entity or that is otherwise deceptive or misleading to the public.

§215.141. Sanctions.

(a) The board or department may take the following actions against a license applicant, a license holder, or a person engaged in business for which a license is required:

(1) deny an application;

(2) revoke a license;

(3) suspend a license;

(4) assess a civil penalty;

(5) issue a cease and desist order; or

(6) take other authorized action.

(b) The board or department may take action described in subsection (a) of this section if a license applicant, a license holder, or a person engaged in business for which a license is required:

(1) fails to maintain a good and sufficient bond or post the required bond notice if required under Transportation Code §503.033 (relating to Security Requirement);

(2) fails to meet or maintain the requirements of §215.140 of this title (relating to Established and Permanent Place of Business Premises Requirements);

(3) fails to maintain records required under this chapter;

(4) refuses or fails to comply with a request by the department for electronic records or to examine and copy electronic or physical records during the license holder's business hours at the licensed business location:

(A) sales records required to be maintained by §215.144 of this title (relating to Vehicle Records);

(B) ownership papers for a vehicle owned by that dealer or under that dealer's control;

(C) evidence of ownership or a current lease agreement for the property on which the business is located; or

(D) the Certificate of Occupancy, Certificate of Compliance, business license or permit, or other official documentation confirming compliance with county and municipal laws or ordinances for a vehicle business at the licensed physical location.

(5) refuses or fails to timely comply with a request for records made by a representative of the department;

(6) holds a wholesale motor vehicle dealer's license and sells or offers to sell a motor vehicle to a person other than a licensed or authorized dealer;

(7) sells or offers to sell a type of vehicle that the person is not licensed to sell;

(8) fails to submit a license amendment application in the electronic licensing system designated by the department to notify the department of a change of the license holder's physical address, mailing address, telephone number, or email address within 10 days of the change;

(9) fails to submit a license amendment application in the electronic licensing system designated by the department to notify the department of a license holder's name change, or management or ownership change within 10 days of the change;

(10) issues more than one buyer's license plate or buyer's temporary license plate for a vehicle sold on or after July 1, 2025, or more than one temporary tag for a vehicle sold before July 1, 2025, for the purpose of extending the purchaser's operating privileges for more than 60 days;

(11) fails to remove a license plate or registration insignia from a vehicle that is displayed for sale;

(12) misuses a dealer's license plate, or a temporary tag before July 1, 2025;

(13) fails to display a dealer's license plate, or temporary tag before July 1, 2025, as required by law;

(14) holds open a title or fails to take assignment of a certificate of title, manufacturer's certificate, or other basic evidence of ownership for a vehicle acquired by the dealer, or fails to assign the certificate of title, manufacturer's certificate, or other basic evidence of ownership for a vehicle sold;

(15) fails to remain regularly and actively engaged in the business of buying, selling, or exchanging vehicles of the type for which the GDN is issued by the department;

(16) violates a provision of Occupations Code, Chapter 2301; Transportation Code Chapters 501 - 504, or 520; a board order or rule; or a regulation of the department relating to the sale, lease, distribution, financing, or insuring of vehicles, including advertising rules under Subchapter F of this chapter (relating to Advertising);

(17) is convicted of an offense that directly relates to the duties or responsibilities of the occupation in accordance with §211.10 of this title (relating to Criminal Offense Guidelines);

(18) is determined by the board or department, in accordance with §215.89 of this title (relating to Fitness), to be unfit to hold a license;

(19) has not assigned at least five vehicles in the prior 12 months, provided the dealer has been licensed more than 12 months;

(20) files or provides a false or forged:

(A) title document, including an affidavit making application for a certified copy of a title; or

(B) tax document, including a sales tax statement or affidavit;

(21) uses or allows use of that dealer's license or location for the purpose of avoiding a provision of Occupations Code, Chapter 2301, 2302, and 2305; Transportation Code, Chapters 503; or other laws;

(22) omits information or makes a material misrepresentation in any application or other documentation filed with the department including providing a false or forged identity document or a false or forged photograph, electronic image, or other document;

(23) fails to remit payment as ordered for a civil penalty assessed by the board or department;

(24) sells a new motor vehicle without a franchised dealer's license issued by the department;

(25) fails to comply with a dealer responsibility under §215.150 of this title (relating to Dealer Authorization to Issue License Plates);

(26) fails to securely store a license plate or fails to destroy a license plate within the time prescribed by statute;

(27) fails to maintain a record of dealer license plates as required under §215.138 of this title (relating to Use of Dealer's License Plates);

(28) fails to file or enter a vehicle transfer notice;

(29) fails to enter a lost, stolen, or damaged license plate in the electronic system designated by the department within the time limit prescribed by rule;

(30) violates any state or federal law or regulation relating to the sale of a motor vehicle;

(31) knowingly fails to disclose that a motor vehicle has been repaired, rebuilt, or reconstructed and issued a title under Transportation Code, §501.100 (relating to Application for Regular Certificate of Title for Salvage Vehicle);

(32) fails to issue a refund as ordered by the board or department;

(33) fails to acquire or maintain a required certificate of occupancy, certificate of compliance, business license or permit, or other official documentation for the licensed location confirming compliance with county or municipal laws or ordinances or other local requirements for a vehicle business;

(34) fails to remove a license plate from a vehicle as required by statute or rule;

(35) fails to keep or maintain records required under Occupations Code, Chapter 2305, Subchapter D or to allow an inspection of these records by the department;

(36) violates a provision of Transportation Code, Chapter 730, Motor Vehicle Records Disclosure Act, including a violation by an employee or other agent; or

(37) issues the wrong type of license plate based on the transaction or vehicle type;

(38) secures a license plate to a sold vehicle but fails to assign the license plate to the vehicle in the system designated by the department; or

(39) voids and reissues the same license plate to a buyer to extend a title or registration filing deadline.

§215.159. License Plate Storage Away from the Licensed Location.

(a) Application Requirements. A dealer may store and manage license plate inventory at one of its licensed locations or at another location if, in a license application, the dealer:

(1) discloses the physical address of the license plate storage location; and

(2) certifies that the license plate storage location satisfies all requirements in subsection (b) of this section.

(b) Location Requirements.

(1) If the license plate storage location is at a licensed location, the location must comply with the requirements of §215.140 of this title (related to Established and Permanent Place of Business Premises Requirements).

(2) If the license plate storage location is not at a licensed location, notwithstanding §215.140 of this title, the location may be shared with other dealers and must:

(A) be located in Texas at an address recognized by the U.S. Postal Service which is capable of receiving U.S. mail, and has an assigned emergency services property address;

(B) be located in a building with a permanent roof and connecting exterior walls on all sides;

(C) be equipped with:

(i) a computer;

(ii) internet access;

(iii) a working telephone number listed in the business name or assumed name under which the dealer conducts business;

(iv) a locked and secured room or closet or at least one securely locked, substantially constructed safe or steel cabinet bolted or affixed to the floor or wall in such a way that the safe or steel cabinet cannot be readily removed and of sufficient size to store all license plates in a dealer's possession;

(D) be organized so the license plate inventory for each dealer and licensed location is separate and easily identifiable and is properly assigned to a location in the license plate management system;

(E) have the address clearly visible from the street;

(F) have business hours posted at the main entrance in a manner and place accessible to delivery services and department staff;

(G) be open at least four days per week for at least four consecutive hours per day and may not be open solely by appointment, with the owner or a bona fide employee at the license plate storage location during the posted business hours for purposes of processing license plates, including acceptance of license plate deliveries;

(H) have a telephone that is answered from 8:00 a.m. to 5:00 p.m. weekdays by a bona fide employee, owner, answering service, voicemail service, or answering machine, so that a caller is able to speak to a natural person or leave a message during these hours;

(I) not be in a residence, apartment, hotel, motel, rooming house, provided by a subscription for office or storage space, or in a rented storage unit, but it may be in a portable-type office building if the building meets the requirements of this subsection and is not a readily moveable trailer or other vehicle; and

(J) not be in a restaurant, gas station, or convenience store, unless the location has a separate entrance door that does not require a person to pass through the other business.

(c) Site Visit. The department may visit the location prior to approving a dealer's application to add a license plate storage location and during the term of the license to monitor compliance with department rules as authorized under Occupations Code, §2301.256 and Transportation Code, §503.063(d).

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER E. LESSORS AND LEASE FACILITATORS

43 TAC §215.171

STATUTORY AUTHORITY. The department adopts a repeal to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, as amended by Senate Bill (SB) 2587, 89th Legislature (2025), which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §55.004, as amended by House Bill (HB) 5629, 89th Legislature, Regular Session, which requires the department to adopt rules for the issuance of a license to military service members, military veterans, or military spouses that allow licensure if the applicant holds a current license issued by another state that is similar in scope to the license in Texas and is in good standing with that state's licensing authority, or has held a license in Texas within the preceding five years; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which requires the board to adopt rules regulating the issuance of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts a repeal under the authority of Government Code, §2001.039, in addition to the statutory authority referenced throughout this preamble. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule.

CROSS REFERENCE TO STATUTE. This repeal implements Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, and 2301; and Transportation Code, Chapters 501-503, and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Laura Moriaty
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43 TAC §§215.175, 215.177, 215.181

STATUTORY AUTHORITY. The department adopts amendments to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §2302.051, which authorizes the board

to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.061, which requires the board to adopt rules regulating the issuance of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code Transportation Code, §730.014, which authorizes state agencies to adopt rules to implement and administer the Motor Vehicle Records Disclosure Act; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §501.0041 and §502.0021; and Government Code, §§2001.004, 2001.039, and 2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. These adopted amendments implement Government Code, Chapters 411 and 2001; Occupations Code, Chapters 53, 55, 2301, and 2302; and Transportation Code, Chapters 501-503, 730, 1001-1003, and 1005.

§215.175. Sanctions.

(a) The board or department may:

(1) deny a vehicle lessor or vehicle lease facilitator application;

(2) revoke or suspend a vehicle lessor or vehicle lease facilitator license; or

(3) assess a civil penalty or take other action on a vehicle lessor or vehicle lease facilitator applicant or license holder, or a person engaged in business for which a vehicle lessor or vehicle lease facilitator license is required.

(b) The board or department may take action described in subsection (a) of this section if a vehicle lessor or vehicle lease facilitator applicant, or license holder, or a person engaged in business for which a vehicle lessor or vehicle lease facilitator license is required:

(1) fails to maintain an established and permanent place of business required by §215.177 of this title (relating to Established and Permanent Place of Business Premises Requirements);

(2) fails to maintain records required under this subchapter;

(3) refuses or fails to comply with a request by a representative of the department to examine during the vehicle lessor's or vehicle lease facilitator's posted business hours at the vehicle lessor's or vehicle lease facilitator's licensed location:

(A) a vehicle leasing record required to be maintained by §215.178 of this title (relating to Records Required for Vehicle Lessors and Vehicle Lease Facilitators);

(B) ownership papers for a vehicle owned, leased, or under that vehicle lessor's or vehicle lease facilitator's control; or

(C) evidence of ownership or a current premises lease agreement for the property upon which the business is located;

(4) refuses or fails to timely comply with a request for records made by a representative of the department;

(5) fails to notify the department in writing by electronically submitting a license amendment in the licensing system designated by the department within 10 days of a change of the vehicle lessor or vehicle lease facilitator license holder's:

(A) mailing address;

(B) physical address;

(C) telephone number; or

(D) email address;

(6) fails to notify the department in writing by electronically submitting a license amendment in the licensing system designated by the department within 10 days of a change of the vehicle lessor or vehicle lease facilitator license holder's name, assumed name, management, or ownership;

(7) fails to comply with the fee restrictions or other requirements under Occupations Code, §2301.357 or Chapter 2301, Subchapter L. Vehicle Lessors and Vehicle Lease Facilitators;

(8) fails to maintain advertisement records or otherwise fails to comply with the advertising requirements of:

(A) §215.178; or

(B) Subchapter F of this chapter (relating to Advertising);

(9) violates any law relating to the sale, lease, distribution, financing, or insuring of motor vehicles;

(10) is convicted of an offense that, in accordance with Occupations Code, Chapter 53 and with §211.10 of this title (relating to Criminal Offense Guidelines), directly relates to the duties or responsibilities of the licensed occupation;

(11) is determined by the board or department, in accordance with §215.89 of this title (relating to Fitness), to be unfit to hold a vehicle lessor or vehicle lease facilitator license;

(12) uses or allows use of a vehicle lessor or vehicle lease facilitator license in violation of any law or for the purpose of avoiding any provision of Occupations Code, Chapter 2301;

(13) omits material information or makes a material misrepresentation in any application or other documentation filed with the department including providing a false or forged identity document or a false or forged photograph, electronic image, or other document; or

(14) violates a provision of Transportation Code, Chapter 730, Motor Vehicle Records Disclosure Act, including a violation by an employee or other agent.

(c) The board or department may take action on a vehicle lessor's license or assess civil penalties for the vehicle lessor's failure to notify the department in writing by electronically submitting a license amendment in the licensing system designated by the department within 10 days of any change, addition, or deletion to the list of vehicle lease facilitators with whom the vehicle lessor conducts business, including any change to a vehicle lease facilitator's mailing address, physical address, telephone number, or email address.

(d) The board or department may take action on a vehicle lease facilitator's license or assess civil penalties for the failure to notify the department in writing within 10 days by electronically submitting a license amendment in the licensing system designated by the department of any change, addition, or deletion to the list of vehicle lessors for whom the vehicle lease facilitator conducts business, including any change to a vehicle lessor's mailing address, physical address, telephone number, or email address.

(e) The board or department may take action on a vehicle lessor's or vehicle lease facilitator's license if the vehicle lessor or vehicle lease facilitator accepts a fee from a dealer, directly or indirectly, for referring a customer who purchases or considers purchasing a motor vehicle.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER F. ADVERTISING

43 TAC §§215.241, 215.243, 215.269

STATUTORY AUTHORITY. The department adopts repeals to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which requires the board to adopt rules regulating the issuance of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts repeals under the authority of Transportation Code, §501.0041 and §502.0021; and Government Code, §§2001.004, 2001.039, and 2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. These repeals implements Government Code, Chapters 411 and 2001; Occupations Code, Chapters 2301 and 2302; and Transportation Code, Chapters 501-503, 1001-1003, and 1005.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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43 TAC §§215.242, 215.244, 215.246, 215.270

STATUTORY AUTHORITY. The department adopts amendments to Chapter 215 under Occupations Code, §2301.151, which gives the board authority to regulate the distribution, sale, and lease of motor vehicles and the authority to take any action that is necessary or convenient to exercise that authority; Occupations Code, §2301.152, which authorizes the board to establish the qualifications of license holders, ensure that the distribution, sale, and lease of motor vehicles is conducted as required by statute and board rules, to prevent fraud, unfair practices, discrimination, impositions, and other abuses in connection with the distribution and sale of motor vehicles, and to enforce and administer Occupations Code, Chapter 2301 and Transportation Code, Chapter 503; Occupations Code, §2301.155, which authorizes the board to adopt rules as necessary or convenient to administer Occupations Code, Chapter 2301, and to govern practice and procedure before the board; Occupations Code, §2301.651, which gives the board authority to deny an application for a license, revoke or suspend a license, place on probation, or reprimand a licensee if the applicant or license holder is unfit, makes a material misrepresentation, violates any law relating to the sale, distribution, financing, or insuring of motor vehicles, willfully defrauds a purchaser, or fails to fulfill a written agreement with a retail purchaser of a motor vehicle; Government Code, §411.122(d), which authorizes department access to criminal history record information maintained by DPS; Government Code, §411.12511, which authorizes the department to obtain criminal history record information from DPS and the FBI for license applicants, license holders, and representatives whose act or omission would be cause for denying, revoking, or suspending a general distinguishing number or license issued under Transportation Code, Chapter 503, or Occupations Code, Chapters 2301 and 2302; Occupations Code, §2302.051, which authorizes the board to adopt rules as necessary to administer Occupations Code, Chapter 2302; Transportation Code, §503.002, which authorizes the board to adopt rules for the administration of Transportation Code, Chapter 503; Transportation Code, §503.009, which authorizes the board to adopt rules for certain contested cases; Transportation Code, §503.0296, which requires the board to adopt a rule requiring that an applicant for an original or renewal general distinguishing number who proposes to be an independent motor vehicle dealer complete web-based education and training developed or approved by the department; Transportation Code, §503.033, which authorizes the board to adopt rules to prescribe the form of the notice of a surety bond and the procedure by which a claimant may recover against the surety bond; Transportation Code, §503.061, which requires the board to adopt rules regulating the issuance of dealer's license plates; Transportation Code, §503.0631, which requires the department to adopt rules to implement and manage the department's database of dealer-issued buyer's license plates; Transportation Code, §503.0633, which allows the department to establish the maximum number of license plates or sets of license plates a dealer may obtain annually under Transportation Code; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

The department also adopts amendments under the authority of Transportation Code, §501.0041 and §502.0021; and Government Code, §§2001.004, 2001.039, and 2001.054, in addition to the statutory authority referenced throughout this preamble.

Transportation Code, §501.0041 authorizes the department to adopt rules to administer Transportation Code, Chapter 501. Transportation Code, §502.0021 authorizes the department to adopt rules to administer Transportation Code, Chapter 502.

Government Code, §2001.004 requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures. Government Code, §2001.039 requires state agencies to readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule. Government Code, §2001.054 specifies the requirements regarding the grant, denial, renewal, revocation, suspension, annulment, or withdrawal of a license.

CROSS REFERENCE TO STATUTE. These adopted amendments implement Government Code, Chapters 411 and 2001; Occupations Code, Chapters 2301 and 2302; and Transportation Code, Chapters 501-503, 730, 1001, and 1002.

§215.244. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Advertisement--

(A) An oral, written, graphic, or pictorial statement or representation made in the course of soliciting business, including, but not limited to a statement or representation:

(i) made in a newspaper, magazine, or other publication;

(ii) contained in a notice, sign, poster, display, circular, pamphlet, business card, or letter;

(iii) aired on the radio;

(iv) broadcast on the internet or television;

(v) streamed via an online service;

(vi) displayed on an internet website, social media platform, or other digital application or platform; or

(vii) transmitted electronically.

(B) Advertisement does not include direct communication between a person or person's representative and a prospective purchaser.

(2) Advertising provision--

(A) A provision of Occupations Code, Chapter 2301, relating to the regulation of advertising; or

(B) A rule relating to the regulation of advertising, adopted pursuant to the authority of Occupations Code, Chapter 2301.

(3) Bait advertisement--An alluring but insincere offer to sell or lease a product of which the primary purpose is to obtain a lead to a person interested in buying or leasing merchandise of the type advertised and to switch a consumer from buying or leasing the advertised

product in order to sell or lease some other product at a higher price or on a basis more advantageous to the dealer.

(4) Balloon payment--Any scheduled payment made as required by a consumer credit transaction that is more than twice as large as the average of all prior scheduled payments except the down payment.

(5) Clear and conspicuous--The statement, representation, or term being disclosed is of such size, color, contrast, and audibility and is presented so as to be readily noticed and understood. All language and terms, including abbreviations, shall be used in accordance with their common or ordinary usage and meaning.

(6) Dealership addendum--A form that is displayed on a window of a motor vehicle when a dealership installs special features, equipment, parts, or accessories, or charges for services not already compensated by the manufacturer or distributor for work required to prepare a motor vehicle for delivery to a buyer.

(A) The purpose of the addendum is to disclose:

(i) that it is supplemental;

(ii) any added feature, service, equipment, part, or accessory, including the retail price, charged and added by the dealership;

(iii) any additional charge to the selling price such as additional dealership markup; and

(iv) the total dealer selling price.

(B) The dealership addendum form shall not be deceptively similar in appearance to the Monroney label, as defined by paragraph (13) of this section.

(7) Demonstrator--A new motor vehicle that is currently in the inventory of the automobile dealership and used primarily for test drives by customers and for other purposes designated by the dealership.

(8) Disclosure--Required information that is clear, conspicuous, and accurate.

(9) Distributor Suggested Retail Price (DSRP)--Means the total price shown on the Monroney Label as specified by subparagraph (D) of paragraph (13) of this section.

(10) Factory executive/official motor vehicle--A new motor vehicle that has been used exclusively by an executive or official of the dealer's franchising manufacturer, distributor, or their subsidiaries.

(11) Limited rebate--A rebate that is not available to every consumer purchasing or leasing a motor vehicle because qualification for receipt of the rebate is conditioned or restricted in some manner. A rebate conditioned or restricted to purchasers who are residents of the contiguous United States is not a limited rebate.

(12) Manufacturer's Suggested Retail Price (MSRP)--The total price shown on the Monroney Label as specified by subparagraph (D) of paragraph (13) of this section.

(13) Monroney Label--The label required by the Automobile Information Disclosure Act, 15 U.S.C. §§1231 - 1233, to be affixed to the windshield or side window of certain new motor vehicles delivered to the dealer and that contains information about the motor vehicle, including, but not limited to:

(A) the retail price of the motor vehicle suggested by the manufacturer or distributor, as applicable;

(B) the retail delivered price suggested by the manufacturer or distributor, as applicable, for each accessory or item of optional equipment, physically attached to the motor vehicle at the time of its delivery to a dealer, which is not included within the price of the motor vehicle as stated in subparagraph (A) of this paragraph;

(C) the amount charged, if any, to a dealer for the transportation of the motor vehicle to the location at which it is delivered to the dealer; and

(D) the total of the amounts specified pursuant to subparagraphs (A), (B), and (C) of this paragraph.

(14) Online service--A network that connects computer users.

(15) Rebate or cash back--A sum of money applied to the purchase or lease of a motor vehicle or refunded after full payment has been rendered for the benefit of the purchaser.

(16) Savings claim or discount--An offer to sell or lease a motor vehicle at a reduced price, including, but not limited to, a manufacturer's or distributor's customer rebate, a dealer discount, or a limited rebate.

(17) Subsequent violation--Conduct that is the same or substantially the same as conduct the department has previously alleged in a notice of an opportunity to cure to be a violation of an advertising provision.

§215.270. Enforcement.

(a) The department may file a Notice of Department Decision against a license holder alleging a violation of an advertising provision pursuant to Occupations Code, §2301.203, provided the department can show:

(1) that the license holder who allegedly violated an advertising provision has received from the department a notice of an opportunity to cure the violation by email and certified mail, return receipt requested, and that the notice complied with subsection (b) of this section; and

(2) that the license holder committed a subsequent violation of the same advertising provision.

(b) An effective notice of an opportunity to cure issued under subsection (a)(1) of this section must:

(1) state that the department has reason to believe that the license holder violated an advertising provision and must identify the provision;

(2) set forth the facts upon which the department bases its allegation of a violation; and

(3) state that if the license holder commits a subsequent violation of the same advertising provision, the department will file a Notice of Department Decision under §224.56 of this title (relating to Notice of Department Decision).

(c) A cure is made solely for the purpose of settling an allegation and is not an admission of a violation of these rules; Occupations Code, Chapter 2301; or other law.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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CHAPTER 217. VEHICLE TITLES AND REGISTRATION

INTRODUCTION. The Texas Department of Motor Vehicles (department) adopts amendments to 43 Texas Administrative Code (TAC) Chapter 217, Vehicle Titles and Registration, Subchapter A, Motor Vehicle Titles, §§217.3 - 217.5, §217.7, and §217.12; amendments to Subchapter B, Motor Vehicle Registration, §§217.26 - 217.28, 217.40, 217.41, 217.47, 217.52, 217.54, 217.56, and 217.57, and repeal of §217.37; amendments to Subchapter C, Registration and Titling Systems, §217.72 and §217.74, and repeal of §217.73; amendments to Subchapter D, Nonrepairable and Salvage Motor Vehicles, §217.83 and §217.84; amendments to Subchapter F, Motor Vehicle Records, §§217.122, 217.124 - 217.127; amendments to Subchapter G, Inspections, §217.143; amendments to Subchapter J, Performance Quality Recognition Program, §217.204; and amendments to Subchapter L, Assembled Vehicles, §217.402 and §217.404.

The department adopts §§217.3, 217.4, 217.5, 217.7, 217.12, 217.26, 217.27, 217.28, 217.54, 217.57, 217.72, 217.74, 217.84, 217.122, 217.124, 217.125, 217.126, 217.127, 217.143, 217.204, 217.402, and 217.404; and adopts the repeal of §217.37, and §217.73 without changes to the proposed text as published in the June 26, 2026, issue of the *Texas Register* (51 TexReg 4113) and they will not be republished. The department adopts amendments to §§217.40, 217.41, 217.47, 217.52, 217.56, and 217.83 with changes to the proposed text as published in the in the June 26, 2026, issue of the *Texas Register* (51 TexReg 4113). These rules will be republished. The department withdraws the proposed revisions to §§217.1, 217.6, 217.21, 217.32, 217.43, 217.45, 217.71, 217.81, 217.121, 217.141, 217.161, 217.181, 217.201, 217.301, and 217.401 and therefore retains the existing text of these sections.

The department adopts the amendments and repeals to update and streamline the rule text, bringing it into compliance with statute and with current department procedure; to update the language to remove unnecessary or obsolete requirements; to modernize language and improve readability through the use of consistent terminology; and to more specifically describe the department's methods and procedures.

Amendments are also adopted to align the rules with Transportation Code, §502.0024, which requires the department to develop a system of registration allowing owners of trailers, semitrailers or pole trailers with a gross weight of 7,500 pounds or less to register such trailers for an extended registration period not to exceed five years.

REASONED JUSTIFICATION.

Subchapter A. Motor Vehicle Titles

§217.3

Adopted amendments to §217.3 delete §217.3(2) because it is a confusing and inconsistent description of the registration requirements for tractors under Transportation Code, Chapter 502. Registration of a tractor under Transportation Code, Chapter 502 is dependent on how the tractor is used on public roads, regardless of whether it is owned by any particular entity or meets the specific definition of a "road tractor" in Transportation Code, §502.001. The remaining paragraphs of §217.3 are adopted to be renumbered to accommodate the deletion of §217.3(2).

§217.4

An adopted amendment to §217.4(d)(2) deletes "if applicable" and replaces it with the phrase "unless exempt under Transportation Code, §502.072(c)." The adopted amendment provides clarity and ease of reference by citing the statute that details the limited circumstances when an odometer disclosure statement is not necessary in the application for a title for a motor vehicle.

§217.5

Adopted amendments to §217.5(a)(4)(C) delete "original" and replace that term with "copy of" where pertinent to eliminate the requirement to provide the original version of the bond release letter to align with Texas Transportation Code, §501.030, which does not require an applicant to produce the original version of the bond release letter. This adopted change also aligns with the department's current practice of accepting a copy of the bond release letter.

An adopted amendment to §217.5(b) adds language limiting the department's ability to reject a transaction because the supporting documents that provide evidence of ownership have been altered. Under the adopted language, the department would only be able to reject documents with altered text when the text was originally printed by the department, person, or governmental entity issuing the document and was later altered. The current rule language could be read to imply that any alteration to any portion of a registration receipt, title, or other evidence of ownership set out in §217.5(a)(2) is a valid reason for rejection, which does not reflect current department practices. However, alterations to text printed by the document's issuer indicate fraud. If corrections are necessary, the document's issuer can reissue a new document. To prevent fraud and forgery, an adopted amendment to §217.5(b) adds a sentence stating that if a digit printed on a document by the document's issuer has been altered, the department will reject the transaction. On the other hand, the information provided by transferors may require correction due to mistakes that do not indicate fraud, so the adopted amendments to §217.5(b) allow correction to text in the document if the corrected text was not originally printed on the document by the issuer. The adopted amended language aligns with the department's policy of allowing statements of fact to correct alterations of portions of documents filled out by a title applicant or seller. An additional adopted amendment to §217.5(b) deletes the word "other" before "evidence of ownership" to align with §217.5(a)(2), which uses "evidence of ownership" rather than "other evidence of ownership."

An adopted amendment to §217.5 adds a new subsection (c) titled "Corrected documentation," moves language from former subsections (b)(1), (b)(3), and (b)(4) under adopted new subsection (c), and renumbers accordingly. Former subsection (b)(2) was redundant with the adopted amended language in §217.5(b) regarding altered issuer-printed digits, so the adopted amendments delete subsection (b)(2). The adopted amendments reletter the remaining subsections as necessary to accommodate new subsection §217.5(c). These amendments

are adopted to improve organization within §217.5 because current §217.5(b)(1), (b)(3), and (b)(4) all describe different forms of acceptable document correction.

§217.7

Under §217.104(d) of this title, regarding Electronic Lien Title Program, when a lien that is recorded electronically instead of on a paper title is satisfied, the lienholder notifies the department and specifies the address to which the department should send the paper title. In accordance with §217.104(d), the address the lienholder gives the department may be for a recipient other than the owner of record when a party other than the owner of record has satisfied the lien. The department then removes the lien from the vehicle record, generates a paper title in the name of the owner of record, and mails it to the address specified by the lienholder. An adopted amendment to §217.7 creates a new subsection, §217.7(b), to address instances in which an owner or their agent requests a certified copy of the vehicle title, but the department's records indicate the title was issued to a third party at the direction of a lienholder following the release of an electronic lien. Adopted new §217.7(b) requires the owner or their agent to provide a written statement from either the third party to whom the department sent the title, disclaiming any interest in the vehicle, or a from the lienholder, stating that the title was incorrectly released to the third party. Adopted new §217.7(b) aligns with current department procedures and allows the department to confirm that the third party that received the title has no interest in the vehicle before the department would issue a certified copy of title to the owner of record. The remaining subsections under this section are re-lettered to accommodate new §217.7(b).

Adopted amended §217.7(c)(3) provides an additional option for submitting an application for a certified copy of title under a power of attorney by allowing the use of an expired photo identification of an owner or lienholder if the power of attorney is notarized by a Texas notary public. A notary public is a commissioned public officer who is required to confirm a person's identity for signature on the documents they notarize. Under the adopted amendments that create a new re-lettered §217.7(c)(3)(A), the notarized power of attorney submitted with an expired photo identification offers an option for people applying for a certified copy of title. It guards against potential fraud while providing flexibility in situations where the owner or lienholder does not have a current photo identification, such as due to illness or incapacitation. The adopted amendments remove a reference to §217.7(b)(1) and (2) from re-lettered §217.7(c)(3) and delete §217.7(b)(3)(C), because they are redundant with the reference to the same rule provisions in adopted new re-lettered §217.7(c)(3)(A). The adopted amendments re-letter the remaining subparagraphs of re-lettered §217.7(c)(3) to accommodate adopted new §217.7(c)(3)(A). Adopted amendments to re-lettered §217.7(c)(3)(B) and (C) add language clarifying which requirements apply when the power of attorney names an individual and which apply when it names an entity, without changing the underlying identification requirements.

§217.12

An adopted amendment to §217.12 deletes §217.12(a) and re-letters the remaining subsections accordingly. This adopted amendment eliminates text that is unnecessary because it is just a general statement that summarizes the mandate provided in the statutes administered by the department and county to collect required fees for services.

Subchapter B. Motor Vehicle Registration

§217.26

An adopted amendment to §217.26(c)(2)(B)(i) clarifies the photo identification requirements to register a motor vehicle for a lessee where the lessee is not an individual but a legal entity. The adopted amendments require the person signing the application for the lessee to produce a current photo identification along with a letter of authorization on the lessee's letterhead or a printed business card of the lessee. Under the adopted amendments, either the letter of authorization or the business card must contain the name of the person signing the application that matches their photo identification. This requirement would reduce the opportunity for fraud by lessees impersonating corporate entities.

§217.27

Adopted amendments to §217.27(c)(2) align the rule with statute in Transportation Code, §502.0026 and with adopted amended §217.54 of this title (relating to Extended Registration). The adopted amendments capture forms of extended registration that are not currently mentioned in the rule, for clarity and ease of reference for readers.

§217.28

An adopted amendment to §217.28(f) replaces "one week" with "five consecutive business days" to more specifically define "a protracted period of time" for closure of a county assessor-collector's office under Transportation Code, §502.407.

§217.37

This section, describing the charging of required fees provided in statute by the department and county, is adopted for repeal because it is unnecessary as it is just a general statement that summarizes the mandate provided in the statutes administrated by the department and county to collect required fees for services.

§217.40

In response to comments, the department did not adopt the proposed amendments to delete §217.40(a) and re-letter the remaining subsections accordingly, because stakeholders stated that §217.40(a) provides clarity and guidance for readers who are not familiar with all of the department's statutes. An adopted amendment to §217.40(b)(3) adds a provision requiring an applicant applying for a 72- or 144-hour permit for a commercial motor vehicle, motor bus, trailer, or semi-trailer to provide a United States Department of Transportation (USDOT) number. This adopted amendment aligns with current department procedures that were put in place as a fraud deterrent to prevent applications using false or stolen information. The adopted amendment helps to ensure the applications are from legitimate applicants seeking such permits for use consistent with Transportation Code, §502.094. An adopted amendment to §217.40(c)(2)(A) deletes the vehicle categories listed in clauses (i) through (v) because clauses (i) - (iii) and (v) are duplicative of Texas Transportation Code, §502.095(d), and clause (iv) describes a vehicle class that is not eligible for a thirty-day license plate under the statute.

§217.41

The department received comments that the purpose statement in §217.41(a) was helpful and clarifying for readers. In response to these comments, the department did not adopt the proposed deletion of §217.41(a) and the relettering of the remaining sub-

sections. An adopted amendment to §217.41(b)(2)(A)(ii) deletes the reference to "Subsection (b-1)" and replaces it with the reference to Transportation Code, §504.202(b-1). The adopted amendment corrects a citation error that did not properly reference the provision in the Transportation Code.

§217.47

In response to comments from stakeholders that the language proposed for deletion in §217.47(a) is helpful to readers, the department did not adopt the proposed amendments to §217.47(a) and the relettering of other subsections in §217.47.

An adopted amendment to §217.47(c) deletes §217.47(c)(7) and (8) since those provisions pertain to notifications and costs between the department and the Department of Public Safety and the Texas Commission on Environmental Quality that are governed by written agreements as authorized under Transportation Code, §502.047, and not by the department's rules.

§217.52

In response to comments from stakeholders that the language proposed for deletion in §217.52(a) is helpful to readers, the department did not adopt the proposed amendments to §217.52(a) and the relettering of other subsections in §217.52.

Adopted amendments to §217.52(h) delete three license plate categories (T-Plates license plates; luxury license plates; and freedom license plates); rename the "custom license plates" category to "custom personalized specialty license plates"; and provide new descriptions for the "custom personalized specialty license plates," "background-only license plates," and "embossed, personalized specialty license plates" categories. These adopted amendments eliminate outdated license plate categories that are no longer in use and update outdated descriptions of license plate categories to ensure program accuracy and to align the rule with current department practices. An adopted amendment to §217.52(h)(9) deletes §217.52(h)(6)(A) as it is duplicative of Transportation Code, §504.853(c), and re-letters the remaining paragraphs. Additional adopted amendments to §217.52 change cross-references throughout the section to account for the re-numbering of paragraphs based on adopted amendments to §217.52.

§217.54

Adopted amendments to §217.54 rename the section title and create two subsections to address extended registration of commercial fleet vehicles and certain trailers. The adopted amendments align the department's rules with Transportation Code, §502.0023 and §502.0024. Transportation Code, §502.0023 creates extended registration of commercial fleet vehicles registration for a period of not less than one year or more than eight years. Transportation Code, §502.0024 requires the department to develop an extended registration process to allow owners of trailers, semitrailers or pole trailers with a gross weight of 7,500 pounds or less to register such trailers for a period not to exceed five years. An adopted amendment to §217.54 retitles the section from "Registration of Fleet Vehicles" to "Extended Registration" to more accurately describe the scope of the rule as amended to include the extended registration of both commercial fleet vehicles and certain trailers as provided under Transportation Code, §502.0023 and §502.0024. An adopted amendment creates new §217.54(a), titled "Extended Registration of Commercial Fleet Vehicles," and renumbers the existing subsections as paragraphs under the adopted new subsection (a).

An adopted amendment to renumbered §217.54(a)(5)(B) adds an exception to the requirement that the registration receipt for a token trailer be carried in the vehicle and available to law enforcement. This amendment aligns the rule with Transportation Code, §502.0023(d-1) and Transportation Code, §502.255(i), which do not require that the registration receipt be maintained in the token trailer so long as the trailer displays a license plate issued for the registration.

Adopted amendments create new §217.54(b), titled "Extended Registration of Certain Trailers," to align the rule with Transportation Code, §502.0024. Adopted new §217.54(b)(1) clarifies for ease of the reader's reference that trailers, semitrailers, or pole trailers that have an actual gross weight or registered gross weight of 7,500 pounds or less are eligible for extended registration, in alignment with Transportation Code, §502.0024. Adopted new §217.54(b)(2) details the contents of the application, the required supporting documents to show evidence of financial responsibility as required by Transportation Code, §502.046, and the required fees associated with the application. Adopted new §217.54(b)(3) details an owner's options for selecting the extended registration period, including requirements that the registration period be between one and five years, begin on the first day of a calendar month, and end on the last day of a calendar month, to align with Transportation Code, §502.0024 and to make data processing of the registration period simpler for the department's registration and titling system. Adopted new §217.54(b)(4) details the issuance of the registration insignia, registration receipt and license plate for each extended registration trailer, while prohibiting transfer of the registration receipt or insignia between vehicles, owners or registrants to prevent fraud and to make license plate tracking easier for law enforcement. Adopted new §217.54(b)(5) provides that an extended registration expires if it is not renewed prior to the end of the expiration period, but allows for the owner, after expiration, to either register the trailer with single-year registration, or to request extended registration, to create flexibility for owners.

§217.56

In response to comments from stakeholders that the language proposed for deletion in §217.56(a) is helpful to readers, the department did not adopt the proposed amendments to §217.56(a) and the relettering of other subsections in §217.56.

Adopted amendments to §217.56(b) delete the definition of "Regional Service Center" because the term was only utilized in reference to an outdated physical approval process, and update the definition of "temporary cab card" to more accurately describe the timing for expiration of the cards. An adopted amendment to §217.56(c)(2)(B), updates the reference to the current version of the International Registration Plan to align with the department's adoption of International Registration Plan under Transportation Code, §502.091.

Additional adopted amendments to §217.56(c) account for the department's streamlined temporary cab card process. Adopted amendments to §217.56(c)(2)(C) modernize the rule to reflect electronic form submission for apportioned registration and clarify that applicants must provide the department with documents and information required by the International Registration Plan. Additional adopted amendments to §217.56(c)(2)(C) modernize the rule by striking language that describes the calculation of IRP fees as a separate step, since the electronic system calculates the fees automatically. The adopted amendments also remove the numbering designation from the remaining subparagraph (i) to accommodate the deletion.

Adopted amendments to §217.56(c)(2)(D) broaden the scope of the paragraph to incorporate all application requirements necessary for review and issuance of registration, consolidate language regarding computation of fees, eliminate unnecessary language related to an outdated paper payment process since IRP applications are now submitted electronically, and include a modernizing reference to the department's issuance of cab cards at the time the application is approved. The adopted amendments also clarify that the issuance of license plates, temporary cab cards, and cab cards is subject to the vehicle being eligible for apportioned registration.

Adopted amendments §217.56(c)(2)(F) allow a registrant, during an audit by the department, to submit operational records in any format, removing the requirement that the records be submitted in number order and sequence by date. The adopted amendments to §217.56(c)(2)(F) provide more efficient and flexible document submission options for the registrant. Similarly, adopted amendments to §217.56(c)(2)(J)(ii) expand the options for conducting a conference between the department and a registrant to discuss an adopted fee assessment, registration cancellation, or revocation of registration. The adopted amendments to §217.56(c)(2)(J)(ii) include telephonic and videoconferencing as options to allow more flexibility to the registrant and to align with current department processes. The adopted amendments to §217.56(c)(2)(H) substitute "registrant" for "carrier" for consistency with the terminology used in the remainder of §217.56(c)(2)(J).

Adopted amendments delete §217.56(c)(2)(M) in its entirety because it describes an outdated process that the department has eliminated. The department currently issues a temporary cab card upon approval of an application for apportioned registration and no longer requires paper submission of original documents. An adopted amendment to §217.56(c)(2)(L) removes a cross-reference to §217.56(c)(2)(M) since the department adopted its deletion.

§217.57.

The adopted amendments to §217.57 remove language describing the department's obligation to submit an annual report to the legislature, because it is duplicative of the requirements specified in Transportation Code, §502.004(c).

Subchapter C. Registration and Title Systems

§217.72

An adopted amendment creates new §217.72(a) by transferring text from §217.73 regarding the agreement that the counties enter into with the department as a precondition to receiving automated equipment from the department. These adopted amendments consolidate and streamline all requirements pertaining to automated equipment for the registration and title system into one new subsection titled "Automated Equipment Agreement" for ease of reference. Additional adopted amendments re-letter the remaining subsections and references to subsections within §217.72 as necessary to accommodate adopted new §217.72(a).

§217.73

This section, which describes the requirement for and contents of a written agreement between the department and a county for the county to receive automated equipment, is adopted to be repealed, with its text consolidated into §217.72 to put into one rule all requirements and conditions for counties to obtain automated equipment for the registration and title system.

§217.74

An adopted amendment to §217.74(c) deletes the outdated requirement for active motor vehicle dealers to secure webDealer access in advance of July 1, 2025, and the department's option to secure access on behalf of a motor vehicle dealer in the county in which the motor vehicle dealer is located if the motor vehicle dealer is unable to obtain access to the system by April 30, 2025. This provision was adopted as part of the department's implementation of HB 718, 88th Legislature, Regular Session (2023), which enacted Transportation Code, §520.0055 mandating motor vehicle dealers to submit title and registration applications through the department's electronic system, also known as webDealer. The provision was a temporary measure to ensure motor vehicle dealers came into compliance with the statutory mandate. The deadlines have since passed and the provision is no longer necessary.

Similarly, adopted amendments to §217.74(g) delete the outdated deadline for existing motor vehicle dealers to complete webDealer training and the outdated date to define newly licensed motor vehicle dealers for purposes of webDealer training, both of which passed on April 30, 2025. Another adopted amendment deletes §217.74(g)(2) and renumbers the paragraphs under §217.74(g) accordingly, because it reflects an outdated requirement that is no longer relevant. The dates and webDealer training exemption were adopted as part of the department's implementation of HB 718, 88th Legislature, Regular Session (2023), which enacted Transportation Code, §520.0055 that mandated motor vehicle dealers to submit title and registration applications through webDealer. The dates and exemption were temporary measures to ensure motor vehicle dealers came into compliance with the training requirements. The dates have since passed, so the rule provision is no longer necessary.

Subchapter D. Nonrepairable and Salvage Motor Vehicles

§217.83

The department received comments that the proposed amendments to §217.83, which substituted statutory citations for descriptions and explanations of the statutory requirements, could confuse readers seeking to apply for salvage and non-repairable vehicle titles. The department therefore did not adopt these amendments. The remaining adopted amendment to §217.83 fixes a cross-reference in §217.83(c)(2) to correct an error.

§217.84

Adopted amendments to §217.84(d) amend §217.84(d)(2) and delete §217.84(d)(3) to substitute a reference to Transportation Code, §501.0925 in place of the text describing the documentation requirements an insurance company must follow to obtain a nonrepairable or salvage vehicle title since those requirements are duplicative of Transportation Code, §501.0925. Adopted amendments renumber the remaining paragraphs of §217.84(d). An adopted amendment to adopted renumbered §217.84(d)(4) references Transportation Code, §501.0935 to clarify the statutory source of the required notices.

Subchapter F. Motor Vehicle Records

§217.122

An adopted amendment to §217.122(b)(13) modernizes the rule by replacing the term and definition of "eTAG file" with the term and definition of "ePLATE file." HB 718, 88th Legislature, Regular Session (2023), amended Transportation Code, Chapter 503

by replacing the use of temporary tags in motor vehicle dealer operations with categories of license plates and requiring the department to develop a new license plate system to regulate the distribution and use of license plates. Since the implementation of HB 718, the department has transitioned to creating and maintaining records in the new license plate system of motor vehicle dealers. The adopted definition of "ePLATE file" describes the contents of the license plate records maintained by the department that can be accessed through procedures outlined in the rules described in Subchapter F, comprised of three bulk files containing records of license plates from a motor vehicle dealer and vehicle transfer notifications.

§217.124

An adopted amendment to §217.124(d)(3) replaces "eTAG" with "ePLATE" to be consistent with the adopted amendment to §217.122(b)(13) that replaces the term and definition of "eTAG" with "ePLATE."

§217.125

An adopted amendment to §217.125 creates new §217.125(b)(1) to require that a requestor of personal information from motor vehicles records under the permitted disclosures of certain personal information in Transportation Code, §730.007(a)(2)(B)(ii) submit proof of a complaint of motor vehicle theft filed with a law enforcement agency or a report created by a law enforcement agency describing a complaint of a motor vehicle theft. The adopted amendment prevents inappropriate release of motor vehicle record information by requiring the requestor to provide documentation to show the genuineness of the request. The adopted amendments also align the rule with current department procedures. Additional adopted amendments to §217.125 renumber the remaining paragraphs in subsection (b) to accommodate adopted new §217.125(b)(1).

§217.126

An adopted amendment to §217.126(a) substitutes a reference to Transportation Code, §730.013 in place of text that duplicates that statute. Similarly, an adopted amendment deletes §217.126(c) as it is duplicative of Transportation Code, §730.013. An adopted amendment re-letters the remaining subsection accordingly.

§217.127

Adopted amendments to §217.127 delete §217.127(b) and consolidate its text into §217.127(a) to streamline the rule. An adopted amendment re-letters the remaining subsection accordingly.

Subchapter G. Inspections

§217.143

Adopted amendments to §217.143 delete §217.143(b) and re-letter the remaining subsections accordingly. The requirement for a custom vehicle or street rod to pass a safety inspection performed by a master technician is unnecessary in §217.143(b) since a custom vehicle and street rod fall within the definition of "assembled vehicle" under Transportation Code, §731.001(a)(4) and would already require a passing safety inspection from a master technician under §217.143(a) prior to titling of the vehicle.

Subchapter J. Performance Quality Recognition

§217.204

Adopted amendments to §217.204(a) streamline the existing text of the subsection for easier readability without changing the meaning.

Subchapter L. Assembled Vehicles

§217.402

An adopted amendment to §217.402 creates new §217.402(c) by incorporating the text from §217.401(b) to consolidate it with the other definitions for Subchapter L, because it defines "a glider kit issued a title with a ‘RECONSTRUCTED' remark" as a "replica."

§217.404

An adopted amendment to §217.404(a)(7) adds "if applicable" to the requirement for submission of a weight certificate with an application for initial titling of an assembled vehicle, since the department does not record and maintain the weights of motorcycles and mopeds in the department's system. The adopted amendment to §217.404(a)(7) clarifies that a weight certificate is an optional supporting document to the title application.

CHANGES AT ADOPTION. The department received comments from stakeholders on proposed §§217.1, 217.6, 217.21, 217.32, 217.40, 217.41, 217.43, 217.45, 217.47, 217.52, 217.56, 217.71, 217.81, 217.83, 217.121, 217.141, 217.161, 217.181, 217.201, 217.301, and 217.401. The stakeholders requested reinstatement of rule language that the department had proposed for amendment or repeal because it was identified during rule review and the review by the Texas Regulatory Efficiency Office as duplicative of statute, unnecessary, in need of streamlining, or in need of modernization. After consideration of the comments, the department modified §§217.40, 217.41, 217.47, 217.52, 217.56, and 217.83 at adoption and withdrew the proposed revisions to §§217.1, 217.6, 217.21, 217.32, 217.43, 217.45, 217.71, 217.81, 217.121, 217.141, 217.161, 217.181, 217.201, 217.301, and 217.401 to remove the amendments the stakeholders identified as unnecessary or unhelpful.

At adoption, the department did not adopt the proposed amendments to §217.43(c) that removed a cross-reference to §217.32, which was proposed for repeal, and replaced it with a reference to Transportation Code, §502.060 and §504.007. The department determined the existing cross-reference to §217.32 should be retained since the department did not adopt the repeal of §217.32.

SUMMARY OF COMMENTS.

The department received two timely written comments on the proposal from the Texas Automobile Dealers Association (TADA) and the Texas Independent Automobile Dealers Association (TIADA).

Comment. TADA and TIADA commented in opposition to adoption of the proposed rule amendments concerning the purpose-and-scope provisions in §§217.1, 217.21, 217.40(a), 217.41(a), 217.43(a), 217.45(a), 217.47(a), 217.52(a), 217.56(a), 217.71(a), 217.81, 217.121, 217.141, 217.161, 217.181, 217.201, 217.301, and 217.401, which were identified by the department as part of the Texas Regulatory Efficiency Office's (TREO) review of the department's rules to cull out unnecessary rules. TADA asserted that the existing sections assist the public and regulated entities in understanding the department's intent and rationale for adopting the rules, and give readers a better regulatory comprehension of the department. TADA contended the amendments would create confusion or

add unnecessary complexity and could disrupt established reliance on existing rule language without addressing a demonstrated need. TIADA contended the proposed elimination of the purpose-and-scope provisions throughout Chapter 217 would put independent dealers at a disadvantage in understanding the rules because the purpose-and-scope provisions assist independent motor vehicle dealers, who largely lack compliance or legal staff, with a better understanding of the organization and application of the rules to maintain compliance with the rules.

Response. The department agrees. These rules were identified for amendment or deletion by the department as part of the TREO review because they contained unnecessary or unenforceable language, required modernization, or duplicated statutory provisions. Throughout the review, TREO staff emphasized that it was important for the department to consider stakeholder feedback. In light of the comments indicating that stakeholders find the language that was proposed for deletion helpful, the department did not adopt the proposed amendments.

Comment. TADA commented in opposition to adoption of the proposed rule amendments in §217.6. TADA objected to the proposed amendments to delete §217.6(a) because the rule text is not entirely duplicative of Transportation Code §501.024 and includes language that aids the public in understanding the department's titling process.

Response. The department agrees. After further review, the department determined that §217.6(a) provides clarity where it is lacking in Transportation Code, §501.024 by providing statutory cites to the title fee exemptions, and provides background on the requirements for issuance of a title receipt to a title applicant. The department did not adopt the repeal at adoption.

Comment. TADA and TIADA commented in opposition to adoption of the proposed repeal of §217.32. TADA objected to the proposed repeal of §217.32 because it clarifies for the public how and when to apply for the replacement license plates or other registration devices, with details that Transportation Code, §502.060 and §504.007 do not provide. TIADA objected to the proposed repeal of §217.32 because §217.32 codifies a statewide standard for administration of the governing statutes concerning the replacement of license plates and registration insignia. Without it, TIADA is concerned that there would be an inconsistent standard of administration based on each county tax assessor-collector's individual interpretation of the governing statutes. TIADA contended that this could create an unnecessary compliance burden for dealers, consumers and county offices.

Response. The department agrees. After further review, the department determined that §217.32 provides additional clarity on the reasons a person may need to apply for replacement license plates or registration devices that are not immediately apparent from Transportation Code §502.060 and §504.007. The rule also clarifies that county tax assessor-collector offices are the locations for submitting replacement applications. The department withdrew and did not adopt the repeal.

Comment. TADA commented in opposition to adoption of the proposed rule amendments to §217.83, which substituted statutory cites for explanatory language in the rule, because they could create confusion for the public regarding who is required to apply for a nonrepairable or salvage title and how to apply for such titles.

Response. The department agrees. Since stakeholders find the language that was proposed for deletion helpful, the department did not adopt the proposed amendments in §217.83 that substituted statutory citations for explanations and descriptions of the statutory requirements.

SUBCHAPTER A. MOTOR VEHICLE TITLES

43 TAC §§217.3 - 217.5, 217.7, 217.12

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §501.0041, which gives the department authority to adopt rules to administer Transportation Code Chapter 501, Certificate of Title Act; Transportation Code, §501.023, which authorizes the department to prescribe the process and procedures for applying for a motor vehicle title; Transportation Code, §501.0315, which authorizes the department to adopt rules governing the designation of a beneficiary by a motor vehicle owner; Transportation Code, §501.134, which authorizes the department to establish by rule a process for obtaining a lost or destroyed certificate of title; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§501.0041, 501.023, 501.0315, 501.134, and 1002.001.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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Laura Moriaty
General Counsel
Texas Department of Motor Vehicles
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SUBCHAPTER B. MOTOR VEHICLE REGISTRATION

43 TAC §§217.26 - 217.28, 217.40, 217.41, 217.47, 217.52, 217.54, 217.56, 217.57

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §502.0021, which authorizes the department to adopt rules to administer Transportation Code Chapter 502, Registration of Vehicles; Transportation Code, §502.0024, which authorizes the department to develop and implement an extended registration process for a trailer, semitrailer, or pole trailer with a gross weight of 7,500 pounds or less; Transportation Code, §502.004, which requires the board to adopt rules establishing a program to collect information concerning the number of alternatively fueled vehicles registered in Texas; Transportation Code, §502.040, which authorizes the department to prescribe the process and procedures for applying for a motor vehicle registration; Transportation Code, §502.047, which authorizes the department to develop a vehicle registration based enforcement for motor vehicle inspections; Transportation Code, §502.060, which governs the replacement of registration insignia; Transportation

Code, §502.091, which authorizes the department to enter into agreements with other jurisdictions of the United States and foreign countries to allow for reciprocal registration of vehicles to residents and nonresidents under the International Registration Plan and to adopt rules to carry out the International Registration Plan; Transportation Code, §502.094, which authorizes the department to issue 72- or 144-hour permits; Transportation Code, §502.095, which authorizes the department to issue one-trip and 30-day license plates; Transportation Code, §502.191, which governs the collection of fees by the department or county; Transportation Code, §502.1911, which authorizes the board to adopt rules to set registration processing and handing fees; Transportation Code, §502.407, which authorizes the department to define protracted period of time for an office closure of a county assessor-collector by rule; Transportation Code, §502.434, which authorizes the department to issue excess weight permits; Transportation Code §504.0011, which authorizes the department to adopt rules to implement and administer Transportation Code, Chapter 504, License Plates; Transportation Code, §504.007, which governs the replacement of license plates; Transportation Code, §504.201, which requires the department to issue disabled person license plates; Transportation Code, §504.202, which requires the department to issue disabled veteran license plates; Transportation Code, §504.2025, which requires the department to issue disabled peace officer license plates; Transportation Code, §504.801, which governs the creation of new specialty license plates by the department; Transportation Code, §504.851, which authorizes the department to contract with private vendors to propose and market department approved specialty license plates and adopt rules setting the fees for the issuance and renewal of the specialty license plates; Transportation Code, §681.002, which authorizes the department to issue disabled parking placards; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§502.0021, 502.0024, 502.040, 502.047, 502.060, 502.091, 502.094, 502. 095, 502.191, 502.1911, 502.407, 502.434, 504.0011, 504.007, 504.201, 504.202, 504.2025, 504.801, 504.851, 681.002, and 1002.001.

§217.40. Special Registrations.

(a) Purpose and scope. Transportation Code, Chapter 502, Subchapters C and I, charge the department with the responsibility of issuing special registration permits and special registration license plates, which shall be recognized as legal registration for the movement of motor vehicles not authorized to travel on Texas public highways for lack of registration or for lack of reciprocity with the state or country in which the vehicles are registered. For the department to efficiently and effectively perform these duties, this section prescribes the policies and procedures for the application and the issuance of special registration permits and special registration license plates.

(b) Permit categories. The department will issue the following categories of special registration permits.

(1) Additional weight permits in accordance with Transportation Code, §502.434.

(A) A permit will not be issued unless the registration fee for hauling the additional weight has been paid prior to the actual hauling.

(B) An applicant must provide proof of the applicant's Texas Agriculture or Timber Exemption Registration Number issued by the Texas Comptroller of Public Accounts. Proof of the registration number must be:

(i) legible;

(ii) current;

(iii) in the name of the person or dba in which the vehicle is or will be registered; and

(iv) verifiable through the online system established by the Comptroller.

(2) Annual permits in accordance with Transportation Code, §502.093.

(A) The department will issue annual permits:

(i) for a 12-month period designated by the department which begins on the first day of a calendar month and expires on the last day of the last calendar month in that annual registration period; and

(ii) to each vehicle or combination of vehicles for the registration fee prescribed by weight classification in Transportation Code, §502.253 and §502.255.

(B) The following exemptions apply to vehicles displaying annual permits. Currently registered foreign semitrailers having a gross weight in excess of 6,000 pounds used or to be used in combination with commercial motor vehicles or truck tractors having a gross vehicle weight in excess of 10,000 pounds are exempted from the requirements to pay the token fee and display the associated distinguishing license plate provided for in Transportation Code, §502.255. An annual permit is required for the power unit only. For vehicles registered in combination, the combined gross weight may not be less than 18,000 pounds.

(C) Upon approval of an application, the department will issue one license plate for a trailer, semitrailer, or foreign commercial motor vehicle as defined in Transportation Code, §648.001(4). The license plate issued to a truck-tractor shall be installed on the front of the truck-tractor. For other types of vehicles, the license plate issued shall displayed as required by §217.27(b) of this title (relating to Vehicle Registration Insignia).

(3) 72-hour permits and 144-hour permits in accordance with Transportation Code, §502.094. An applicant must provide a United States Department of Transportation (USDOT) number.

(c) License plate categories. The department will issue the following categories of special registration license plates.

(1) One-trip license plates in accordance with Transportation Code, §502.095.

(A) A one-trip license plate may not be issued for a trip which both originates and terminates outside Texas.

(B) A laden motor vehicle or a laden commercial vehicle cannot display a one-trip license plate. If the vehicle is unregistered, it must operate with a 72-hour or 144-hour permit.

(C) A one-trip license plate must be displayed as required by §217.27(b) of this title (relating to Vehicle Registration Insignia).

(2) 30-day license plates in accordance with Transportation Code, §502.095.

(A) A vehicle operated on a 30-day license plate is not restricted to a specific route.

(B) A 30-day license plate must be displayed as required by §217.27(b) of this title (relating to Vehicle Registration Insignia).

(d) Application process.

(1) Procedure. An owner who wishes to apply for a special registration permit or special registration license plate for a vehicle which is otherwise required to be registered in accordance with this subchapter, must do so on a form prescribed by the department.

(2) Form requirements. The application form will at a minimum require:

(A) the signature of the owner;

(B) the name and complete address of the applicant; and

(C) the vehicle description.

(3) Fees and documentation. The application must be accompanied by:

(A) statutorily prescribed fees.

(B) evidence of financial responsibility:

(i) as required by Transportation Code, Chapter 502, Subchapter B, provided that all policies written for the operation of motor vehicles must be issued by an insurance company or surety company authorized to write motor vehicle liability insurance in Texas; or

(ii) if the applicant is a motor carrier as defined by §218.2 of this title (relating to Definitions), indicating that the vehicle is registered in compliance with Chapter 218, Subchapter B of this title (relating to Motor Carrier Registration); and

(C) any other documents or fees required by law.

(4) Place of application.

(A) All applications for annual permits must be submitted directly to the department for processing and issuance.

(B) Additional weight permits may be obtained by making application with the department through the county tax assessor-collectors' offices.

(C) 72-hour and 144-hour permits, one-trip license plates, and 30-day license plates may be obtained by making application either with the department or the county tax assessor-collectors' offices.

(e) Receipt for special registration permit or special registration license plate in lieu of registration. A receipt will be issued for each special registration permit or special registration license plate in lieu of registration to be carried in the vehicle during the time the special registration permit or special registration license plate is valid. If the receipt is lost or destroyed, the owner must obtain a duplicate from the department or from the county office. The fee for the duplicate receipt is the same as the fee required by Transportation Code, §502.058.

(f) Transfer of special registration permits or special registration license plates.

(1) Special registration permits and special registration license plates are non-transferable between vehicles and/or owners.

(2) If the owner of a vehicle displaying a special registration permit or a special registration license plate disposes of the vehicle during the time the permit or license plate is valid, the permit or license plate must be returned to the county tax assessor-collector office or department immediately.

(g) Replacement permits. Vehicle owners displaying annual permits may obtain replacement permits if an annual permit is lost, stolen, or mutilated.

(1) The fee for a replacement annual permit is the same as for a replacement number plate, symbol, tab, or other device as provided by Transportation Code, §502.060.

(2) The owner shall apply directly to the department in writing for the issuance of a replacement annual permit. Such request should include a copy of the registration receipt and replacement fee.

(h) Agreements with other jurisdictions. In accordance with Transportation Code, §502.091, and Chapter 648, the executive director of the department may enter into a written agreement with an authorized officer of a state, province, territory, or possession of a foreign country to provide for the exemption from payment of registration fees by nonresidents, if residents of this state are granted reciprocal exemptions. The executive director may enter into such agreement only upon:

(1) the approval of the governor; and

(2) making a determination that the economic benefits to the state outweigh all other factors considered.

(i) Border commercial zones.

(1) Texas registration required. A vehicle located in a border commercial zone must display a valid Texas registration if the vehicle is owned by a person who:

(A) owns a leasing facility or a leasing terminal located in Texas; and

(B) leases the vehicle to a foreign motor carrier.

(2) Exemption for trips of short duration. Except as provided by paragraph (1) of this subsection, a foreign commercial vehicle operating in accordance with Transportation Code, Chapter 648 is exempt from the display of a temporary registration permit if:

(A) the vehicle is engaged solely in the transportation of cargo across the border into or from a border commercial zone;

(B) for each load of cargo transported the vehicle remains in this state for:

(i) not more than 24 hours; or

(ii) not more than 48 hours, if:

(I) the vehicle is unable to leave this state within 24 hours because of circumstances beyond the control of the motor carrier operating the vehicle; and

(II) all financial responsibility requirements applying to this vehicle are satisfied;

(C) the vehicle is registered and licensed as required by the country in which the person that owns the vehicle is domiciled or is a citizen as evidenced by a valid metal license plate attached to the front or rear exterior of the vehicle; and

(D) the country in which the person who owns the vehicle is domiciled or is a citizen provides a reciprocal exemption for commercial motor vehicles owned by residents of Texas.

(3) Exemption due to reciprocity agreement. Except as provided by paragraph (1) of this subsection, a foreign commercial motor vehicle in a border commercial zone in this state is exempt from the requirement of obtaining a Texas registration if the vehicle is currently

registered in another state of the United States or a province of Canada with which this state has a reciprocity agreement that exempts a vehicle that is owned by a resident of this state and that is currently registered in this state from registration in the other state or province.

§217.41. Disabled Person License Plates and Disabled Parking Placards.

(a) Purpose. Transportation Code, Chapters 504 and 681, charge the department with the responsibility for issuing specially designed license plates and disabled parking placards for disabled persons. For the department to perform these duties efficiently and effectively, this section prescribes the policies and procedures for the application, issuance, and renewal of disabled person license plates and disabled parking placards.

(b) Issuance.

(1) For purposes of this section, "disabled person" means a person eligible for issuance of a license plate bearing the International Symbol of Access under Transportation Code, §504.201, including a qualifying disabled veteran under Transportation Code, §504.202(b-1) and a qualifying disabled peace officer under Transportation Code, §504.2025.

(2) Disabled person license plates.

(A) Eligibility. In accordance with Transportation Code, §504.201; §504.202(b-1) and (b-2); and §504.2025, the department will issue specially designed license plates displaying the International Symbol of Access to permanently disabled persons or their transporters instead of general issue license plates. As satisfactory proof of eligibility, an organization that transports disabled veterans who would qualify for license plates issued under Transportation Code, §504.202(b-1) must provide a written statement from the veteran's county service officer of the county in which a vehicle described by Transportation Code, §504.202(c) is registered or by the Department of Veterans Affairs that:

(i) the vehicle is used exclusively to transport veterans of the United States armed forces who have suffered, as a result of military service, a service-connected disability;

(ii) the vehicle regularly transports veterans who are eligible to receive license plates under Transportation Code, §504.202(b-1); and

(iii) the veterans are not charged for the transportation.

(B) Specialty license plates. The department will issue disabled person specialty license plates displaying the International Symbol of Access that can accommodate the identifying insignia and that are issued in accordance with §217.43 of this title (relating to Military Specialty License Plates) or §217.45 of this title (relating to Specialty License Plates, Symbols, Tabs, and Other Devices).

(C) License plate number. Disabled person license plates will bear a license plate number assigned by the department or will bear a personalized license plate number issued in accordance with §217.43 or §217.45 of this title.

(D) General issue license plate option for qualifying disabled veterans and disabled peace officers. In accordance with Transportation Code, §504.202(h) and §504.2025(h), qualifying disabled veterans and disabled peace officers may elect to receive general issue license plates without paying license plate fees.

(3) Windshield disabled parking placards.

(A) Issuance. The department will issue removable windshield disabled parking placards to temporarily or permanently disabled persons and to the transporters of permanently disabled persons, as provided under Transportation Code, §§504.201, 504.202 (b-1) and (b-2), 504.2025, and 681.004.

(B) Display. A person who has been issued a windshield disabled parking placard shall hang the placard from a vehicle's rearview mirror when the vehicle is parked in a disabled person parking space or shall display the placard on the center portion of the dashboard if the vehicle does not have a rearview mirror.

(c) Renewal of disabled person license plates. Disabled person license plates are valid for a period of 12 months from the date of issuance and are renewable as specified in §§217.28 of this title (relating to Vehicle Registration Renewal), 217.43, and 217.45 of this title.

(d) Replacement.

(1) License plates. If a disabled person metal license plate is lost, stolen, or mutilated, the owner may obtain a replacement metal license plate by applying with a county tax assessor-collector.

(A) Accompanying documentation. To replace disabled person metal license plates, the owner must present the current year's registration receipt and personal identification acceptable to the county tax assessor-collector.

(B) Absence of accompanying documentation. If the current year's registration receipt is not available and the county tax assessor-collector cannot verify that the disabled person metal license plates were issued to the owner, the owner must reapply in accordance with this section.

(2) Disabled parking placards. If a disabled parking placard becomes lost, stolen, or mutilated, the owner may obtain a new disabled parking placard in accordance with this section.

(e) Transfer of disabled person license plates and disabled parking placards.

(1) License plates.

(A) Transfer between persons. Disabled person license plates may not be transferred between persons. An owner who sells or trades a vehicle to which disabled person license plates have been issued shall remove the disabled person license plates from the vehicle. The owner shall return the license plates to the department and shall obtain appropriate replacement license plates to place on the vehicle prior to any transfer of ownership.

(B) Transfer between vehicles. Disabled person license plates may be transferred between vehicles if the county tax assessor-collector or the department can verify the plate ownership and the owner of the vehicle is a disabled person or the vehicle is used to transport a disabled person.

(i) Plate ownership verification may include:

(I) a Registration and Title System (RTS) inquiry;

(II) a copy of the department application for disabled person license plates; or

(III) the owner's current registration receipt.

(ii) An owner who sells or trades a vehicle with disabled person license plates must remove the plates from the vehicle.

(iii) The department will provide a form that persons may use to facilitate a transfer of disabled person license plates between vehicles.

(2) Disabled parking placards.

(A) Transfer between vehicles. Disabled parking placards may be displayed in any vehicle driven by the disabled person or in which the disabled person is a passenger.

(B) Transfer between persons. Disabled parking placards may not be transferred between persons.

(f) Seizure and revocation of disabled parking placard.

(1) If a law enforcement officer seizes and destroys a disabled parking placard under Transportation Code, §681.012, the officer shall notify the department by email.

(2) The person to whom the seized disabled parking placard was issued may apply for a new disabled parking placard by submitting an application to the county tax assessor-collector of the county in which the person with the disability resides or in which the applicant is seeking medical treatment.

§217.47. Vehicle Emissions Enforcement System.

(a) Purpose. Transportation Code, §502.047 requires the department to implement a system requiring verification that a vehicle complies with vehicle emissions inspection and maintenance programs as required by the Health and Safety Code, §382.202 and §382.203, and Transportation Code, Chapter 548, Subchapter F. Transportation Code, §501.0276 and §502.047 requires a vehicle subject to Transportation Code, §548.3011 to pass an emissions test on resale in an affected or early action compact county before it is titled or registered. This section prescribes the department's policies and procedures if a vehicle does not comply with the emissions standards set by federal and state laws and the provisions of the Texas air quality State Implementation Plan.

(b) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Affected County--A county with a motor vehicle emissions inspection and maintenance program established under Transportation Code, §548.301.

(2) Department--The Texas Department of Motor Vehicles.

(3) DPS--The Texas Department of Public Safety.

(4) Early action compact county--A participating county under Health and Safety Code, Chapter 382, Subchapter H.

(5) TCEQ--The Texas Commission on Environmental Quality.

(6) Vehicle--A self-propelled vehicle required to be registered in the state, except those vehicles exempted by TCEQ.

(7) Vehicle inspection report--A vehicle inspection form prescribed by DPS that is printed by the vehicle exhaust gas analyzer immediately following an emissions test.

(8) Vehicle emissions I/M program--A vehicle emissions inspection and maintenance program meeting all the requirements of the Environmental Protection Agency.

(9) Waiver--A form and certificate that allows a vehicle to be considered in compliance with the vehicle emissions I/M program for a specified period of time after a vehicle fails an emissions test.

(c) Notice from DPS or TCEQ.

(1) DPS, after notice to the vehicle owner, will notify the department if a motor vehicle owner fails to comply with the requirements of Transportation Code, Chapter 548, Subchapter F.

(2) TCEQ, after notice to the vehicle owner, will notify the department if a motor vehicle fails to comply with the requirements of Health and Safety Code, §382.202 and §382.203, and Transportation Code, Chapter 548, Subchapter F.

(3) The notice will include the vehicle identification number and the license plate number of the affected vehicle.

(4) If the department receives a notice of emissions noncompliance from DPS or TCEQ, the department will place a notation on the motor vehicle record that the motor vehicle has failed to comply with the vehicle emissions I/M program.

(5) If the department receives a notice of emissions compliance from DPS or TCEQ, the department will remove the non-compliance notation from the motor vehicle record.

(6) If a vehicle record contains a notation of failure to comply with the vehicle emissions I/M program, the tax assessor-collector will deny registration unless provided with:

(A) proof of compliance with the vehicle emissions I/M program with a "passing" vehicle inspection report; or

(B) proof of a waiver issued by DPS that includes the vehicle identification number and the license plate number.

(d) Vehicles moved into affected or early action compact counties. If a vehicle was last titled in an unaffected county and is to be titled or registered in an affected or early action compact county, it is not eligible for a title receipt, a title, or registration after a retail sale unless proof is presented to the county tax assessor-collector that the vehicle has passed the emissions test. This subsection does not apply to a vehicle that will be used in the affected or early action compact county for fewer than 60 days during the registration period for which registration is sought or to a vehicle that is a 1996 or newer model and has less than 50,000 miles.

§217.52. Marketing of Specialty License Plates through a Private Vendor.

(a) Purpose and scope. The department will enter into a contract with a private vendor to market department-approved specialty license plates in accordance with Transportation Code, Chapter 504, Subchapter J. This section sets out the procedure for approval of the design, purchase, and replacement of vendor specialty license plates. In this section, the license plates marketed by the vendor are referred to as vendor specialty license plates.

(b) Application for approval of vendor specialty license plate designs.

(1) Approval required. The vendor shall obtain the approval of the board for each license plate design the vendor proposes to market in accordance with this section and the contract entered into between the vendor and the department.

(2) Application. The vendor must submit a written application on a form approved by the executive director to the department for approval of each license plate design the vendor proposes to market. The application must include:

(A) a draft design of the specialty license plate;

(B) projected sales of the license plate, including an explanation of how the projected figure was determined;

(C) a marketing plan for the license plate including a description of the target market;

(D) a licensing agreement from the appropriate third party for any design or design element that is intellectual property; and

(E) other information necessary for the board to reach a decision regarding approval of the requested vendor specialty license plate.

(c) Review and approval process. The board will review vendor specialty license plate applications. The board:

(1) will not consider incomplete applications; and

(2) may request additional information from the vendor to reach a decision.

(d) Board decision.

(1) Decision. The decision of the board will be based on:

(A) compliance with Transportation Code, Chapter 504, Subchapter J;

(B) the proposed license plate design, including:

(i) whether the design meets the legibility and reflectivity standards established by the department;

(ii) whether the design meets the standards established by the department for uniqueness to ensure that the proposed license plate complies with Transportation Code, §504.852(c);

(iii) whether the license plate design can accommodate the International Symbol of Access (ISA) as required by Transportation Code, §504.201(f);

(iv) the criteria designated in §217.27 of this title (relating to Vehicle Registration Insignia) as applied to the design;

(v) whether a design is similar enough to an existing license plate design that it may compete with the existing license plate sales; and

(vi) other information provided during the application process.

(2) Public comment on proposed design. All proposed license plate designs will be considered by the board as an agenda item at a regularly or specially called open meeting. Notice of consideration of proposed license plate designs will be posted in accordance with Office of the Secretary of State meeting notice requirements. Notice of each license plate design will be posted on the department's Internet web site to receive public comment at least 25 days in advance of the meeting at which it will be considered. The department will notify all specialty license plate organizations and the sponsoring agencies who administer specialty license plates issued in accordance with Transportation Code, Chapter 504, Subchapter G, of the posting. A comment on the proposed design can be submitted in writing through the mechanism provided on the department's Internet web site for submission of comments. Written comments are welcome and must be received by the department at least 10 days in advance of the meeting. Public comment will be received at the board's meeting.

(e) Final approval and specialty license plate issuance.

(1) Approval. The board will approve or disapprove the specialty license plate application based on all of the information provided pursuant to this subchapter in an open meeting.

(2) Application not approved. If the application is not approved, the applicant may submit a new application and supporting documentation for the design to be considered again by the board if:

(A) the applicant has additional, required documentation; or

(B) the design has been altered to an acceptable degree.

(3) Issuance of approved specialty license plates.

(A) If the vendor's specialty license plate is approved, the vendor must submit the non-refundable start-up fee before any further design and processing of the specialty license plate.

(B) Approval of the specialty license plate does not guarantee that the submitted draft specialty license plate design will be used. The board has final approval of all specialty license plate designs and will provide guidance on the submitted draft design to ensure compliance with the format and specialty license plate specifications.

(f) Redesign of vendor specialty license plates.

(1) On receipt of a written request from the vendor, the department will allow a redesign of a vendor specialty license plate.

(2) The vendor must pay the redesign administrative costs as provided in the contract between the vendor and the department.

(g) Multi-year vendor specialty license plates. Purchasers will have the option of purchasing vendor specialty license plates for a one-year, a three-year, or a five-year period.

(h) License plate categories and associated fees. The categories and the associated fees for vendor specialty license plates are set out in this subsection.

(1) Custom personalized specialty license plates are non-embossed license plates personalized with up to seven alphanumeric characters on department-approved vendor designs. The fees for issuance of these license plates are $150 for one year, $400 for three years, and $450 for five years.

(2) Background-only license plates are non-personalized embossed or non-embossed license plates on department-approved vendor designs.

(A) The fees for issuance of non-embossed, background-only license plates are $50 for one year, $130 for three years, and $175 for five years.

(B) Except as stated in subsection (h)(6)(B) of this section, the fees for embossed, background-only license plates are $125 for one year, $205 for three years, and $250 for five years.

(3) Vendor souvenir license plates. Vendor souvenir license plates are replicas of vendor specialty license plate designs that may be personalized with up to 24 alphanumeric characters. Vendor souvenir license plates are not street legal or legitimate insignias of vehicle registration. The fee for issuance of souvenir license plates is $40.

(4) Auction. The vendor may auction department-approved license plate numbers for one, three, or five year terms with options to renew indefinitely at the current price established for a one, three, or five year custom personalized specialty category license plate. The purchaser of the auction license plate number may select from the vendor background designs, including any embossed license plate designs, at no additional charge at the time of initial issuance. The auction license plate number may be moved from one vendor design plate to another vendor design license plate as provided in subsection (n)(1) of this section. The auction license plate number may be transferred from owner to owner as provided in subsection (l)(2) of this section.

(5) Embossed, personalized specialty license plates are license plates personalized with up to seven alphanumeric characters on department-approved vendor designs. Except as stated in subsection (h)(4) of this section, the fees for issuance of embossed, personalized specialty license plates are $270 for one year, $520 for three years, and

$570 for five years. Except as stated in subsection (h)(6)(B) of this section, the fees under subsection (h)(6) of this section do not apply to an embossed, personalized specialty license plate.

(6) Personalization and specialty license plate fees.

(A) The personalization fee for license plates applied for after November 19, 2009 is $40 if the license plates are issued pursuant to Transportation Code, Chapter 504, Subchapters G and I.

(B) If the license plates are renewed annually, the personalization and specialty license plate fees remain the same fee as at the time of issuance if a sponsor of a specialty license plate authorized under Transportation Code, Chapter 504, Subchapters G and I signs a contract with the vendor in accordance with Transportation Code, Chapter 504, Subchapter J, even if the board approves the specialty license plate to be an embossed specialty license plate design.

(i) Payment of fees.

(1) Payment of specialty license plate fees. The fees for issuance of vendor specialty license plates will be paid directly to the state through vendor and state systems for the license plate category and period selected by the purchaser. A person who purchases a multi-year vendor specialty license plate must pay upon purchase the full fee which includes the renewal fees.

(2) Payment of statutory registration fees. To be valid for use on a motor vehicle, the license plate owner is required to pay, in addition to the vendor specialty license plate fees, any statutorily required registration fees in the amount as provided by Transportation Code, Chapter 502, and this subchapter.

(j) Refunds. Fees for vendor specialty license plate fees will not be refunded after an application is submitted to the vendor and the department has approved issuance of the license plate.

(k) Replacement.

(1) Application. An owner must apply directly to the county tax assessor-collector for the issuance of replacement vendor specialty license plates and must pay the fee described in paragraphs (2) or (3) of this subsection, whichever applies.

(2) Lost or mutilated vendor specialty license plates. To replace vendor specialty license plates that are lost or mutilated, the owner must pay the statutory replacement fee provided in Transportation Code, §504.007.

(3) Optional replacements. An owner of a vendor specialty license plate may replace vendor specialty license plates by submitting a request to the county tax assessor-collector accompanied by the payment of a $6 fee.

(4) Interim replacement tags. If the vendor specialty license plates are lost or mutilated to such an extent that they are unusable, replacement specialty license plates may be remanufactured. The county tax assessor-collector will issue interim replacement tags for use until the replacements are available. The owner's vendor specialty license plate number will be shown on the interim replacement tags.

(5) Stolen vendor specialty license plates. The county tax assessor-collector will not approve the issuance of replacement vendor specialty license plates with the same license plate number if the department's records indicate that the vehicle displaying that license plate number was reported stolen or the license plates themselves were reported stolen to law enforcement.

(l) Transfer of vendor specialty license plates.

(1) Transfer between vehicles. The owner of a vehicle with vendor specialty license plates may transfer the specialty license plates between vehicles by filing an application through the county tax assessor-collector if the vehicle to which the specialty license plates are transferred:

(A) is titled or leased in the owner's name; and

(B) meets the vehicle classification requirements for that specialty license plate.

(2) Transfer between owners. Vendor specialty license plates may not be transferred between persons unless the specialty license plate number was initially purchased through auction as provided in subsection (h)(4) of this section. An auctioned license plate number may be transferred as a specialty license plate or as a virtual pattern to be manufactured on a new background as provided under the restyle option in subsection (n)(1) of this section. In addition to the fee paid at auction, the new owner of an auctioned license plate number or plate will pay the department a fee of $25 to cover the cost of the transfer, and complete the department's prescribed application at the time of transfer.

(m) Gift license plates.

(1) A person may purchase license plates as a gift for another person if the purchaser submits a statement that provides:

(A) the purchaser's name and address;

(B) the name and address of the person who will receive the license plates; and

(C) the vehicle identification number of the vehicle on which the license plates will be displayed or a statement that the license plates will not be displayed on a vehicle.

(2) To be valid for use on a motor vehicle, the recipient of the license plates must file an application with the county tax assessor-collector and pay the statutorily required registration fees in the amount as provided by Transportation Code, Chapter 502, and this subchapter.

(n) Restyled vendor specialty license plates. A person who has purchased a multi-year vendor specialty license plate may request a restyled license plate at any time during the term of the plate.

(1) For the purposes of this subsection, "restyled license plate" is a vendor specialty license plate that has a different style from the originally purchased vendor specialty license plate but:

(A) is within the same price category, except if the license plate number was purchased through auction and has the same alpha-numeric characters and expiration date as the previously issued multi-year license plates; or

(B) is restyling to an embossed specialty license plate style and has the same alpha-numeric characters and expiration date as the previously issued multi-year license plates.

(2) The fee for each restyled license plate is:

(A) $50 for restyling under subsection (n)(1)(A) of this section; or

(B) $75 for restyling under subsection (n)(1)(B) of this section.

§217.56. Registration Reciprocity Agreements.

(a) Purpose. To promote and encourage the fullest possible use of the highway system and contribute to the economic development and growth of the State of Texas and its residents, the department is authorized by Transportation Code, §502.091 to enter into agreements with duly authorized officials of other jurisdictions, including any state of

the United States, the District of Columbia, a foreign country, a state or province of a foreign country, or a territory or possession of either the United States or of a foreign country, and to provide for the registration of vehicles by Texas residents and nonresidents on an allocation or distance apportionment basis, and to grant exemptions from the payment of registration fees by nonresidents if the grants are reciprocal to Texas residents.

(b) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

(1) Cab card--The apportioned vehicle registration receipt that contains, but is not limited to, the vehicle description and the registered weight at which the vehicle may operate in each jurisdiction.

(2) Department--The Texas Department of Motor Vehicles.

(3) Director--The director of the Motor Carrier Division, Texas Department of Motor Vehicles.

(4) Executive director--The chief executive officer of the department.

(5) Temporary cab card--A temporary registration authorized by the department that allows the operation of a vehicle for up to 30 days subject to all rights and privileges afforded to a vehicle displaying apportioned registration. A temporary cab card expires on the earliest of the following:

(A) 30 days after issuance; or

(B) when the registrant affixes the license plate(s) to the vehicle.

(c) Multilateral agreements.

(1) Authority. The executive director may on behalf of the department enter into a multilateral agreement with the duly authorized officials of two or more other jurisdictions to carry out the purpose of this section.

(2) International Registration Plan (IRP).

(A) Applicability. The IRP is a registration reciprocity agreement among states of the United States and other jurisdictions providing for payment of registration fees on the basis of fleet distance operated in various jurisdictions. Its purpose is to promote and encourage the fullest possible use of the highway system by authorizing apportioned registration for commercial motor vehicles and payment of appropriate vehicle registration fees and thus contributing to the economic development and growth of the member jurisdictions.

(B) Adoption. The department adopts by reference the October 1, 2025, version of the IRP. The department also adopts by reference the January 1, 2016, version of the IRP Audit Procedures Manual. In the event of a conflict between this section and the IRP or the IRP Audit Procedures Manual, the IRP and the IRP Audit Procedures Manual control. Copies of the documents are available online at www.irponline.org or on request to the department.

(C) Application. An applicant must electronically submit an application in the department's designated system for apportioned registration. In addition to providing the department with the information and documents required under IRP, an applicant shall provide the department with a copy of the applicant's receipt under the Unified Carrier Registration System Plan and Agreement under 49 U.S.C. §14504a (UCR) to prove the applicant is currently registered under UCR if the applicant is required to register under UCR.

(D) Issuance of Registration. Upon receipt of the applicable fees, information, and documents, the department will review the application and, to the extent the vehicle is eligible for apportioned registration, issue one or two license plates, a temporary cab card, and a cab card for each vehicle registered.

(E) Display of License Plates and Cab Cards.

(i) The department will issue one license plate for a tractor, truck-tractor, trailer, and semitrailer. The license plate issued to a tractor or a truck-tractor shall be installed on the front of the tractor or truck-tractor, and the license plate issued for a trailer or semitrailer shall be installed on the rear of the trailer or semitrailer.

(ii) The department will issue two license plates for all other vehicles that are eligible to receive license plates under the IRP. Once the department issues two license plates for a vehicle listed in this clause, one plate shall be installed on the front of the vehicle, and one plate shall be installed on the rear of the vehicle.

(iii) The cab card shall be carried at all times in the vehicle in accordance with the IRP. If the registrant chooses to display an electronic image of the cab card on a wireless communication device or other electronic device, such display does not constitute consent for a peace officer, or any other person, to access the contents of the device other than the electronic image of the cab card.

(iv) The authority to display an electronic image of the cab card on a wireless communication device or other electronic device does not prevent the Texas State Office of Administrative Hearings or a court of competent jurisdiction from requiring the registrant to provide a paper copy of the cab card in connection with a hearing, trial, or discovery proceeding.

(F) Audit. An audit of the registrant's vehicle operational records may be conducted by the department according to the IRP provisions and the IRP Audit Procedures Manual. Upon request, the registrant shall provide the department with operational records of each vehicle for audit in any format or medium available to the registrant and accessible to the department, including, but not limited to, a summary of distance traveled by each individual vehicle on a monthly, quarterly, and annual basis with distance totaled separately for each jurisdiction in which the vehicle traveled.

(G) Assessment. The department may assess additional registration fees of up to 100% of the apportionable fees paid by the registrant for the registration of its fleet in the registration year to which the records pertain, as authorized by the IRP, if an audit conducted under subparagraph (F) of this paragraph reveals that:

(i) the operational records indicate that the vehicle did not generate interstate distance in two or more member jurisdictions for the distance reporting period supporting the application being audited, plus the six-month period immediately following that distance reporting period;

(ii) the registrant failed to provide complete operational records; or

(iii) the distance must be adjusted, and the adjustment results in a shortage of registration fees due Texas or any other IRP jurisdiction.

(H) Refunds. If an audit conducted under subparagraph (F) of this paragraph reveals an overpayment of fees to Texas or any other IRP jurisdiction, the department will refund the overpayment of registration fees in accordance with Transportation Code, §502.195 and the IRP. Any registration fees refunded to a registrant for another jurisdiction will be deducted from registration fees collected and transmitted to that jurisdiction.

(I) Cancellation or revocation. The director or the director's designee may cancel or revoke a registrant's apportioned registration and all privileges provided by the IRP as authorized by the following:

(i) the IRP; or

(ii) Transportation Code, Chapter 502.

(J) Procedures for assessment, cancellation, or revocation.

(i) Notice. If a registrant is assessed additional registration fees, as provided in subparagraph (G) of this paragraph, and the additional fees are not paid by the due date provided in the notice or it is determined that a registrant's apportioned license plates and privileges should be canceled or revoked, as provided in subparagraph (I) of this paragraph, the director or the director's designee will mail a notice by certified mail to the last known address of the registrant. The notice will state the facts underlying the assessment, cancellation, or revocation; the effective date of the assessment, cancellation, or revocation; and the right of the registrant to request a conference as provided in clause (ii) of this subparagraph.

(ii) Conference. A registrant may request a conference upon receipt of a notice issued as provided by clause (i) of this subparagraph. The request must be made in writing to the director or the director's designee within 30 days of the date of the notice. If timely requested, the conference will be scheduled and conducted by the director or the director's designee in person at the department's headquarters in Austin or remotely using telephonic or videoconferencing technology and will serve to abate the assessment, cancellation, or revocation unless and until that assessment, cancellation, or revocation is affirmed or disaffirmed by the director or the director's designee. In the event matters are resolved in the registrant's favor, the director or the director's designee will mail the registrant a notice of withdrawal, notifying the registrant that the assessment, cancellation, or revocation is withdrawn, and stating the basis for that action. In the event matters are not resolved in the registrant's favor, the director or the director's designee will issue a decision reaffirming the department's assessment of additional registration fees or cancellation or revocation of apportioned license plates and privileges. The registrant has the right to appeal in accordance with clause (iii) of this subparagraph.

(iii) Appeal. If a conference held in accordance with clause (ii) of this subparagraph fails to resolve matters in the registrant's favor, the registrant may submit an appeal under §224.122 of this title (relating to Appeal of Decision Regarding Assessment, Cancellation, or Revocation Under §217.56). An appeal will be governed by Chapter 224 of this title (relating to Adjudicative Practice and Procedure) and Transportation Code, Chapter 502.

(K) Reinstatement.

(i) The director or the director's designee will reinstate apportioned registration to a previously canceled or revoked registrant if all applicable fees and assessments due on the previously canceled or revoked apportioned account have been paid and the applicant provides proof of an acceptable recordkeeping system for a period of no less than 60 days.

(ii) The application for the following registration year will be processed in accordance with the provisions of the IRP.

(L) Denial of apportioned registration for safety reasons. The department will comply with the requirements of the Performance and Registration Information Systems Management program (PRISM) administered by the Federal Motor Carrier Safety Administration (FMCSA).

(i) Denial or suspension of apportioned registration. Upon notification from the FMCSA that a carrier has been placed out of service for safety violations, the department will:

(I) deny initial issuance of apportioned registration;

(II) deny authorization for a temporary cab card;

(III) deny renewal of apportioned registration; or

(IV) suspend current apportioned registration.

(ii) Issuance after denial of registration or reinstatement of suspended registration. The director or the director's designee will reinstate or accept an initial or renewal application for apportioned registration from a registrant who was suspended or denied registration under clause (i) of this subparagraph upon presentation of a Certificate of Compliance from FMCSA, in addition to all other required documentation and payment of fees.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

Filed with the Office of the Secretary of State on October 9, 2026.

TRD-202604299
Laura Moriaty
General Counsel
Texas Department of Motor Vehicles
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Proposal publication date: June 26, 2026
For further information, please call: (512) 465-4160

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43 TAC §217.37

STATUTORY AUTHORITY. The department adopts a repeal in Chapter 217 under Transportation Code §502.0021, which authorizes the department to adopt rules to administer Transportation Code Chapter 502, Registration of Vehicles; Transportation Code, §502.191, which governs the collection of fees by the department or county; Transportation Code, §502.1911, which authorizes the board to adopt rules to set registration processing and handing fees; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. This adopted repeal implements Transportation Code, §§502.0021, §502.191, 502.1911, and 1002.001.

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SUBCHAPTER C. REGISTRATION AND TITLE SYSTEMS

43 TAC §217.72, §217.74

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code §502.0021, which authorizes the department to adopt rules to administer Transportation Code, Chapter 502, Registration of Vehicles; Transportation Code, §502.059, which authorizes the department to adopt rules providing for an automated registration process; Transportation Code, §520.003, which authorizes the department to adopt rules to administer Transportation Code, Chapter 520, Miscellaneous Provisions; Transportation Code, §520.0055, which authorizes the department to mandate motor vehicle dealers use a department designated electronic system to submit title and registration application to county tax assessor-collectors for motor vehicle transactions; Transportation Code, §520.023, which authorizes the department to implement a training program providing information on the department's automated registration and titling system and require training of persons performing titling and registration services in the systems; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§502.0021, 502.059, 520.003, 520.0055, 520.023, and 1002.001.

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43 TAC §217.73

STATUTORY AUTHORITY. The department adopts a repeal to Chapter 217 under Transportation Code, §520.003, which authorizes the department to adopt rules to administer Transportation Code, Chapter 520; and Transportation Code, §520.0093, which authorizes the department to lease automated registration and titling system equipment to a county.

CROSS REFERENCE TO STATUTE. This adopted repeal implements Transportation Code § 520.003 and §520.0093.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER D. NONREPAIRABLE AND SALVAGE MOTOR VEHICLES

43 TAC §217.83, §217.84

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §501.0041, which gives the department authority to adopt rules to administer Transportation Code, Chapter 501, Certificate of Title Act; Transportation Code, §501.0925, which authorizes the department to adopt rules governing the issuance of titles to insurance companies; Transportation Code, §501.097, which authorizes the department to prescribe the process and procedures for applying for nonrepairable and salvage vehicle titles; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§501.0041, 501.0925, 501.097, and 1002.001.

§217.83. Requirement for Nonrepairable or Salvage Vehicle Title or Nonrepairable or Salvage Record of Title.

(a) Determination of condition of vehicle.

(1) Salvage motor vehicle. When a vehicle is damaged, the actual cash value of the motor vehicle immediately before the damage and the cost of repairs shall be used to determine whether the damage is sufficient to classify the motor vehicle as a salvage motor vehicle.

(2) Nonrepairable motor vehicle. When a vehicle is damaged, the actual cash value of the motor vehicle immediately before the damage and the cost of repairs, or any method commonly used by the insurance industry, shall be used to determine whether the damage is sufficient to classify the motor vehicle as a nonrepairable motor vehicle.

(3) The actual cash value of the motor vehicle is the market value of a motor vehicle as determined:

(A) from publications commonly used by the automotive and insurance industries to establish the values of motor vehicles; or

(B) if the entity determining the value is an insurance company, by any other procedure recognized by the insurance industry, including market surveys, that is applied in a uniform manner.

(4) The cost of repairs, including parts and labor, shall be determined by:

(A) using a manual of repair costs or other instrument that is generally recognized and used in the motor vehicle industry to determine those costs; or

(B) an estimate of the actual cost of the repair parts and the estimated labor costs computed by using hourly rate and time allocations that are reasonable and commonly assessed in the repair industry in the community in which the repairs are performed.

(5) The cost of repairs does not include:

(A) the cost of:

(i) repairs related to gradual damage to a motor vehicle;

(ii) repairs related to hail damage; or

(iii) materials and labor for repainting or when the damage is solely to the exterior paint of the motor vehicle; or

(B) sales tax on the total cost of repairs.

(b) Who must apply.

(1) An insurance company licensed to do business in this state that acquires ownership or possession of a nonrepairable or salvage motor vehicle that is covered by a title issued by this state or a manufacturer's certificate of origin shall obtain a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title, as provided by §217.84 of this title (relating to Application for Nonrepairable or Salvage Vehicle Title or Nonrepairable or Salvage Record of Title), before selling or otherwise transferring the nonrepairable or salvage motor vehicle, except as provided by subsection (c) of this section.

(2) A salvage vehicle dealer shall obtain a Nonrepairable or Salvage Vehicle Title or Nonrepairable or Salvage Record of Title, or comparable out-of-state ownership document, before selling or otherwise transferring the motor vehicle, except as provided by §217.88(b) of this title (relating to Sale, Transfer, or Release of Ownership of a Nonrepairable or Salvage Motor Vehicle).

(3) A person, other than an insurance company or salvage vehicle dealer, who acquires ownership of a nonrepairable or salvage motor vehicle that has not been issued a nonrepairable vehicle title, a salvage vehicle title, or a comparable out-of-state ownership document, shall obtain a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title, as provided by §217.84, before selling or otherwise transferring the motor vehicle, unless the motor vehicle will be dismantled, scrapped, or destroyed.

(c) Owner-retained vehicles.

(1) When an insurance company pays a claim on a nonrepairable or salvage motor vehicle and does not acquire ownership of the motor vehicle, the company shall submit through webDEALER to the department before the 31st day after the date of the payment of the claim, on a form prescribed by the department, a report stating that:

(A) the insurance company has paid a claim on the nonrepairable or salvage motor vehicle; and

(B) the insurance company has not acquired ownership of the nonrepairable or salvage motor vehicle.

(2) Upon receipt of the report described in paragraph (1) of this subsection, the department will place an appropriate notation on the motor vehicle record to prevent registration and transfer of ownership prior to the issuance of a salvage or nonrepairable vehicle title or salvage or nonrepairable record of title.

(3) The owner who retained the nonrepairable or salvage motor vehicle to which this subsection applies shall obtain a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title, as provided by §217.84, before selling or otherwise transferring the nonrepairable or salvage motor vehicle.

(4) The owner of an owner retained nonrepairable or salvage motor vehicle may not operate or permit operation of the motor vehicle on a public highway, until the motor vehicle is rebuilt, titled as a rebuilt salvage motor vehicle or rebuilt nonrepairable motor vehicle, if applicable, and is registered in accordance with Subchapter B of this chapter.

(d) Self-insured vehicles. The owner of a nonrepairable or salvage motor vehicle that is self-insured and that has been removed from normal operation by the owner shall apply to the department for a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title, as provided by §217.84, before the 31st day after the damage occurred, and before selling or otherwise transferring ownership of the nonrepairable or salvage motor vehicle.

(e) Casual sales. A salvage vehicle dealer, salvage pool operator, or insurance company that acquires a nonrepairable or salvage motor vehicle shall apply to the department for a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title, in accordance with §217.84, prior to offering the motor vehicle for sale in a casual sale.

(f) Export-only vehicles. A salvage vehicle dealer, including a salvage pool operator acting as agent for an insurance company, or governmental entity that acquires a nonrepairable or salvage motor vehicle and offers it for sale to a non-United States resident shall apply to the department for a nonrepairable or salvage vehicle title, as provided by §217.84, before selling or otherwise transferring the nonrepairable or salvage motor vehicle and before delivery of the nonrepairable or salvage motor vehicle to the buyer. A salvage vehicle dealer or governmental entity shall maintain records of all export-only nonrepairable or salvage motor vehicle sales as provided by §217.88(g).

(g) Voluntary application. A person who owns or acquires a motor vehicle that is not a nonrepairable or salvage motor vehicle may voluntarily, and on proper application, as provided by §217.84, apply for a nonrepairable or salvage vehicle title or nonrepairable or salvage record of title.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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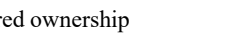

SUBCHAPTER F. MOTOR VEHICLE RECORDS

43 TAC §§217.122, 217.124 - 217.127

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §730.014, which authorizes the department to adopt rules to administer Transportation Code, Chapter 730, Motor Vehicle Records Disclosure Act; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE BY STATUTE. The adopted amendments implement Transportation Code, §§730.014, and 1002.001.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER G. INSPECTIONS

43 TAC §217.143

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §731.002, which authorizes the board to adopt rules to administer Transportation Code, Chapter 731, Assembled Vehicles; Transportation Code, §731.101, which provides that the board by rule shall establish procedures and requirements for the inspection of assembled vehicles; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§731.002, 731.101 and 1002.001.

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SUBCHAPTER J. PERFORMANCE QUALITY RECOGNITION PROGRAM

43 TAC §217.204

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §520.003, which authorizes the department to adopt rules to administer Transportation Code Chapter 520, Miscellaneous Provisions; Transportation Code, §520.004, which authorizes the department by rule to establish standards for uniformity and service quality for counties; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§520.003, 520.004, and 1002.001.

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SUBCHAPTER L. ASSEMBLED VEHICLES

43 TAC §217.402, §217.404

STATUTORY AUTHORITY. The department adopts amendments to Chapter 217 under Transportation Code, §731.002, which authorizes the board to adopt rules to administer Transportation Code Chapter 731, Assembled Vehicles; Transportation Code, §731.052, which provides the board by rule shall establish procedures and requirements for issuance of a title for and registration of an assembled vehicle; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and duties of the department, as well as the statutes referenced throughout this preamble.

CROSS REFERENCE TO STATUTE. The adopted amendments implement Transportation Code, §§731.002, 731.052, and 1002.001.

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CHAPTER 218. MOTOR CARRIERS

INTRODUCTION. The Texas Department of Motor Vehicles (department) adopts revisions to 43 Texas Administrative Code (TAC) Chapter 218, Motor Carriers. Specifically, the department adopts amendments to Subchapter A, General Provisions, §218.2; amendments to Subchapter B, Motor Carrier Registration, §218.13 and §218.14, and the repeal of §218.11. These revisions are necessary to aid the regulated community's understanding of the state's expectations for maintenance of a valid United States Department of Transportation (USDOT) number; to remove provisions that are unnecessarily repetitive of statute

and cross-references to those provisions; and to conform the rules to the department's current procedures with respect to social security numbers as an application requirement for sole proprietors. The department adopts amendments to §§218.2, 218.13 and 218.14 and adopts the repeal of §218.11 without changes to the proposed text as published in the June 26, 2026, issue of the *Texas Register* (51 TexReg 4156). The text of the rules will not be republished.

REASONED JUSTIFICATION. An adopted amendment to §218.2 updates the definition of "USDOT number" to include a reference to the related statutory provision, Texas Transportation Code, §643.064, for clarity and ease of reference. This change is necessary because the department adopts the repeal of §218.11, which essentially restates Transportation Code, §643.051 and §643.064. The adopted amendments to the definition of "USDOT number" ensure that in the absence of §218.11, a reader will still be able to identify and understand the statutory requirement under Transportation Code, §643.064 for commercial motor carriers in Texas to have an active USDOT number. Citing the related statutory provision within the rule aids in public understanding and provides a useful reference to the underlying law without unnecessarily repeating statutory language.

An adopted repeal of §218.11 streamlines the department's rules by eliminating provisions that are identical to statutory language. The language in §218.11(a) and (b) is an unnecessary restatement of Transportation Code, §643.051 and §643.064. Relevant language from Transportation Code, §643.064, which has previously been in §218.11(c), is incorporated with these adopted amendments into §218.13. In addition, the adopted definition of "USDOT number" in §218.2 cites to Transportation Code, §643.064 for clarity and ease of reference, as discussed above.

Adopted amendments to §218.13(a)(1) clarify the department's expectations for compliance related to the USDOT number, incorporating and elaborating on language that was previously in repealed §218.11(c) regarding how the department defines a "valid" USDOT number. To be considered "valid," the USDOT number must be active and be the same as the USDOT number used in the carrier's application, as long as the carrier is operating under intrastate authority granted by the department. The adopted amendment informs carriers of the requirement to maintain their USDOT number and thereby aids in compliance.

In addition, recent Texas Attorney General Opinion No. KP-0516 highlighted the strict mandate in place for a licensing authority such as the department to collect social security numbers (SSN) from an applicant for an individual occupational license under Texas Family Code, §231.302(c)(1), which includes a sole proprietor motor carrier who applies for a certificate of registration for intrastate operating authority. Accordingly, the department adopts an amendment to §218.13(a)(3)(B) to clarify that a sole proprietor applying for motor carrier registration must provide an SSN in the application. While this has consistently been department practice, the wording of §218.13(a)(3)(B) could have been read to mean that a sole proprietor could provide an Individual Taxpayer Identification Number rather than an SSN. In contrast, the adopted amendment states plainly that providing an SSN is the only option available for a sole proprietor applying for motor carrier registration in Texas.

The adopted amendments to §218.14(c) remove cross-references to §218.11, which is being repealed. The adopted amendments replace those cross-references with citations to Transportation Code, §643.051, which requires commercial motor carriers to register with the department, and to Transportation Code, §643.054(a), which give the department the authority to issue motor carrier registration in Texas. These amendments clarify the rule and prevent any confusion following the repeal of §218.11.

SUMMARY OF COMMENTS.

No comments were received on the proposed amendments.

SUBCHAPTER A. GENERAL PROVISIONS

43 TAC §218.2

STATUTORY AUTHORITY. The Texas Department of Motor Vehicles (department) adopts the amendment of §218.2 under Transportation Code, §643.003, which authorizes the department to adopt rules to administer Transportation Code, Chapter 643; Transportation Code, §643.051, which states that a motor carrier may not operate a commercial motor vehicle, as defined by Transportation Code, §548.001, on a road or highway in Texas, and may not operate a vehicle, regardless of size, to transport household goods for compensation on a road or highway in Texas unless the motor carrier registers with the department under Subchapter B of Transportation Code, Chapter 643; Transportation Code, §643.064, which provides that a carrier required to register with the department under Subchapter B of Transportation Code, Chapter 643, must maintain an authorized identification number issued to the motor carrier by the Federal Motor Carrier Safety Administration, its successor, or another person authorized to issue the number; and Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department.

CROSS REFERENCE TO STATUTE. The adopted amendment would implement Transportation Code, Chapters 643 and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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SUBCHAPTER B. MOTOR CARRIER REGISTRATION

43 TAC §218.11

STATUTORY AUTHORITY. The department adopts the repeal of §218.11 under Transportation Code §643.003, which authorizes the department to adopt rules to administer Transportation Code, Chapter 643; Transportation Code, §643.052, which requires a motor carrier to submit to the department an application on a form prescribed by the department to register under Subchapter B of Transportation Code, Chapter 643, as well as the required components of the application, which include

information the department by rule determines is necessary for the safe operation of a motor carrier under Transportation Code, Chapter 643; Transportation Code, §643.053, which provides additional requirements for an application filed with the department under Transportation Code, §643.052; Transportation Code, §643.054, which authorizes the department to deny an application for registration under certain circumstances, in addition to authorizing the department to adopt simplified procedures for the registration of motor carriers transporting household goods as agents for carriers required to register under Transportation Code, Chapter 643; Transportation Code, §643.056, which requires a motor carrier that is required to register under Subchapter B of Transportation Code, Chapter 643, to supplement the motor carrier's application for registration under certain circumstances; Transportation Code, §643.058, which specifies the requirements for a motor carrier to apply for renewal of registration issued under Subchapter B of Transportation Code, Chapter 643, as well as the authority for the department to deny an application for renewal of registration; Transportation Code, §643.0585, which specifies the requirements for a motor carrier to apply for reregistration after its registration has been revoked, as well as the authority for the department to deny an application for reregistration; Transportation Code, §643.061, which authorizes the department to adopt rules to vary the registration period under Subchapter B of Transportation Code, Chapter 643; Transportation Code, §643.064, which provides that a carrier required to register with the department under Subchapter B of Transportation Code, Chapter 643, must maintain an authorized identification number issued to the motor carrier by the Federal Motor Carrier Safety Administration, its successor, or another person authorized to issue the number; and Transportation Code §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department.

CROSS REFERENCE TO STATUTE. The adopted repeal implements Transportation Code, Chapters 643 and 1002.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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43 TAC §218.13, §218.14

STATUTORY AUTHORITY. The department adopts amendments to §218.13 and §218.14 under Transportation Code, §643.003, which authorizes the department to adopt rules to administer Transportation Code, Chapter 643; Transportation Code, §643.052, which requires a motor carrier to submit to the department an application on a form prescribed by the department to register under Subchapter B of Transportation Code, Chapter 643, as well as the required components of the application, which include information the department by rule determines is necessary for the safe operation of a motor carrier under Transportation Code, Chapter 643; Transportation Code, §643.053, which provides additional requirements for an application filed with the department under Transportation Code, §643.052; Transportation Code, §643.054, which authorizes the department to deny an application for registration under certain circumstances, in addition to authorizing the department to adopt simplified procedures for the registration of motor carriers transporting household goods as agents for carriers required to register under Transportation Code, Chapter 643; Transportation Code, §643.056, which requires a motor carrier that is required to register under Subchapter B of Transportation Code, Chapter 643, to supplement the motor carrier's application for registration under certain circumstances; Transportation Code, §643.058, which specifies the requirements for a motor carrier to apply for renewal of registration issued under Subchapter B of Transportation Code, Chapter 643, as well as the authority for the department to deny an application for renewal of registration; Transportation Code, §643.0585, which specifies the requirements for a motor carrier to apply for reregistration after its registration has been revoked, as well as the authority for the department to deny an application for reregistration; Transportation Code, §643.061, which authorizes the department to adopt rules to vary the registration period under Subchapter B of Transportation Code, Chapter 643; Transportation Code, §643.064, which provides that a carrier required to register with the department under Subchapter B of Transportation Code, Chapter 643, must maintain an authorized identification number issued to the motor carrier by the Federal Motor Carrier Safety Administration, its successor, or another person authorized to issue the number; Family Code, §231.302, which compels licensing authorities like the department to collect social security numbers from an individual applicant for a professional license; Transportation Code, §1002.001, which authorizes the board to adopt rules that are necessary and appropriate to implement the powers and the duties of the department; and Government Code, §2001.004(1), which requires state agencies to adopt rules of practice stating the nature and requirements of all available formal and informal procedures.

CROSS REFERENCE TO STATUTE. The adopted amendments would implement Transportation Code, Chapters 643 and 1002; Family Code, Chapter 231; and Government Code, Chapter 2001.

The agency certifies that legal counsel has reviewed the adoption and found it to be a valid exercise of the agency's legal authority.

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