

# Senate Bill 3 Strikes Learning Standards and Censors Classroom Conversations

Texas' new law, [Senate Bill 3](#), requires the [Texas State Board of Education](#) to include certain topics in the state's social studies curriculum standards (known as Texas Essential Knowledge and Skills or "TEKS"). The legislature normally does not set specific learning standards. But, in addition to adding standards, [SB 3](#) also cuts many topics focused on diverse communities that were added to curriculum requirements earlier this year. Eliminating certain topics does not mean teachers cannot teach them, but striking them from the law sends a signal to Texas teachers and students that those topics are not as important and fundamental to students' learning.

## Part 1: Changes to Learning Standards on Diverse Communities

The chart below shows the topics that SB 3 removes from statute that *do not* otherwise appear in the state's learning standards across all grade levels.

What SB 3 Strikes from HB 3979 and the Social Studies TEKS			
→ Concepts that are removed by SB 3 AND are not currently anywhere else in the SS TEKS are highlighted			
Provision	Elementary TEKS	Middle School TEKS	High School TEKS
(1) the history of Native Americans;	Exists for grades 4, 5 (language: "American Indians")	Exists for grades 7, 8 (language: "American Indians")	Not currently in TEKS
(E) the writings of and about the founding fathers and mothers and other founding persons of the United States, including the writings of:	"Mothers" not currently in TEKS	"Mothers" not currently in TEKS	"Mothers" not currently in TEKS
(iii) Ona Judge;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(iv) Sally Hemings; and	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(v) any other founding persons of the United States;	Exists for grades 3, 5	Not currently in TEKS	Exists for U.S. Government
(F) writings from Frederick Douglass's newspaper, the North Star;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(G) the Book of Negroes;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(H) the Fugitive Slave Acts of 1793 and 1850;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(I) the Indian Removal Act;	Not currently in TEKS	Exists for grade 8	Not currently in TEKS
(J) Thomas Jefferson's letter to the Danbury Baptists; and	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(K) William Still's Underground Railroad Records.	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS

(2) historical documents related to the civic accomplishments of marginalized populations, including documents related to:			
(A) the Chicano movement;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(B) women’s suffrage and equal rights;	Exists for grades 3, 4, 5	Exists for grade 6, 7, 8	Exists for U.S. History
(C) the civil rights movement;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. Government
(D) the Snyder Act of 1924; and	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(E) the American labor movement.	Not currently in TEKS	Exists for grade 8	Exists for U.S. Government
(3) the history of white supremacy, including but not limited to	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
the institution of slavery,	Exists for grade 5	Exists for grades 7, 8	Not currently in TEKS
the eugenics movement, and	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
the Ku Klux Klan, and the ways in which it is morally wrong;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(4) the history and importance of the civil rights movement, including the following documents:	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(A) Martin Luther King Jr.’s “Letter from a Birmingham Jail” and “I Have a Dream” speech;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(C) the United States Supreme Court’s decision in <i>Brown v. Board of Education</i> ;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(D) the Emancipation Proclamation;	Exists for grades 3, 4, 5	Exists for grade 6, 7, 8	Exists for U.S. History, World History, World Geography
(E) the Universal Declaration of Human Rights;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(G) the United States Court of Appeals for the Ninth Circuit decision in <i>Mendez v. Westminster</i> ;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(H) Frederick Douglass’ Narrative of the Life of Frederick Douglass, an American Slave;	Not currently in TEKS	Exists for grade 8	Not currently in TEKS
(I) the life and work of César Chavez; and	Exists for grade 5	Not currently in TEKS	Exists for U.S. History
(J) the life and work of Dolores Huerta.	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(5) the history and importance of the women’s suffrage movement, including the following documents:	Exists for grades 3, 4, 5	Exists for grades 6, 7, 8	Exists for U.S. History

(A) the federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.);	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(B) <i>the Fifteenth [Amendment]</i> ,	Exists for grade 5	Exists for grade 8	Exists for U.S. History
Twenty-Sixth Amendments to the United States Constitution;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(C) Abigail Adams’s letter “Remember the Ladies”;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(D) the works of Susan B. Anthony; and	Exists for grade 5	Exists for grade 8	Exists for U.S. History
(E) the Declaration of Sentiments.	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(6) the life and works of Dr. Hector P. García;	Exists for grade 3	Exists for grade 7	Not currently in TEKS
(7) the American GI Forum;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(8) the League of United Latin American Citizens; and	Not currently in TEKS	Exists for grade 7	Exists for U.S. Government
(9) <i>Hernandez v. Texas</i> (1954).	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History, U.S. Government

### Adds Language on Civics Education to the Social Studies TEKS

The chart below shows the topics that SB 3 requires adding to the state’s current social studies learning standards across grade levels and where those concepts already exist.

What SB 3 Adds to the Social Studies TEKS			
Provision	Elementary TEKS	Middle School TEKS	High School TEKS
(1) An understanding of:			
(A) The fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;	Not currently in TEKS	Exists for grade 8	Exists for U.S. History, U.S. Government
(B) The history, qualities, traditions, and features of civic engagement in the United States;	Exists for grade 3 (language: civic “responsibility”)	Exists for grade 6, 7 (language: civic “participation”)	Exists for U.S. History, U.S. Government (language: civic “participation”)
(C) the structure, function, and processes of government institutions at the federal, state, and local levels; and	Exists for grades K, 1, 2, 3, 4, 5	Exists for grades 6, 7, 8	Exists for U.S. History, U.S. Government
(D) The founding documents of the United States;	Exists for grades 3, 4, 5	Exists for grades 6, 7, 8	Exists for U.S. History, U.S. Government, World History, World Geography
(2) the ability to:			

(A) Analyze and determine the reliability of information sources;	Not currently in TEKS	Exists for grades 7, 8	Exists for U.S. History, World History, World Geography, U.S. Government, Special Topics, Social Studies Research Methods, African American Studies
(B) Formulate and articulate reasoned positions;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History, World History, World Geography, U.S. Government, Psychology, Sociology, Social Studies Research Methods, Mexican American Studies, African American Studies, Social Studies Advanced Studies, Economics Advanced Studies (Language is “construct,” “develop,” “create,” “historical inquiry”)
(C) Understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(D) Actively listen and engage in civil discourse, including discourse with those with different viewpoints; and	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(E) Participate as a citizen in constitutional democracy by voting; and	Exists for 1, 2, 3, 4, 5	Exists for grade 8	Exists for U.S. Government
(3) an appreciation of:			
(A) The importance and responsibility of participating in civic life;	Exists for 1, 2, 3, 4, 5	Exists for grades 6, 7	Exists for U.S. History, World History, U.S. Government
(B) A commitment to the United States and its form of government; and	Exists for K, 1, 2, 3, 4, 5	Exists for grades 6, 7, 8	Exists for Economics, U.S. History, World History, World Geography, U.S. Government, Psychology, Sociology, Special Topics, Social Studies Research Methods, Personal Financial Literacy, Mexican American Studies, African American Studies
(C) A commitment to free speech and civil discourse.	Not currently in TEKS	Exists for grades 7, 8	Not currently in TEKS