

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	No change
(1)(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;	(1)(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;	(1)(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;	No change
(1)(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	(1)(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	(1)(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	No change
(1)(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;	(1)(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;	(1)(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;	No change
(1)(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;	(1)(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;	(1)(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;	No change
(1)(E) examine debates and compromises that impacted the creation of the founding documents; and	(1)(E) <u>analyze</u> examine debates and compromises that impacted the creation of the founding documents; and	(1)(E) analyze debates and compromises that impacted the creation of the founding documents; and	Cognitive verb “examine” changed to “analyze”

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(1)(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	(1)(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	(1)(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	No change
(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:	(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:	(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:	No change
(2)(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	(2)(A) describe give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	(2)(A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	Cognitive verb phrase “give examples of” changed to “describe”
(2)(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	(2)(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	(2)(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	No change
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(3) Geography. The student understands how geography can influence U.S. political <u>districts</u> divisions and policies. The student is expected to:	(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:	Edited for clarification
(3)(A) understand how population shifts affect voting patterns;	(3)(A) <u>explain</u> understand how population shifts affect voting patterns;	(3)(A) explain how population shifts affect voting patterns;	Cognitive verb “understand” changed to “explain”
(3)(B) examine political boundaries to make inferences regarding the distribution of political power; and	(3)(B) examine political boundaries to make inferences regarding the distribution of political power; and	(3)(B) examine political boundaries to make inferences regarding the distribution of political power; and	No change
(3)(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.	(3)(C) explain how political <u>districts</u> divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.	(3)(C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.	Edited for clarification
(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:		Streamlined
(4)(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and	(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and		<ul style="list-style-type: none"> Streamlined Influence of natural resources on U.S. foreign policy remains in 2018 SE (5)(A)

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(4)(B) analyze how U.S. foreign policy affects selected places and regions.	(B) analyze how U.S. foreign policy affects selected places and regions.		<ul style="list-style-type: none"> Streamlined Foreign policy remains in 2018 SEs (5)(A) and (7)(G)
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(4)(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	2010 K&S statement (5) recoded to 2018 K&S statement (4)
(5)(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels;	(4)(5)(A) explain how government fiscal, monetary , and regulatory policies influence the economy at the local, state, and national levels; and	(4)(A) explain how government fiscal and regulatory policies influence the economy at the local, state, and national levels;	<ul style="list-style-type: none"> 2010 SE (5)(A) recoded to 2018 SE (4)(A) Streamlined
(5)(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;	(5)(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;		<ul style="list-style-type: none"> Streamlined Taxation and expenditures remain in 2018 SE (4)(C)
(5)(C) compare the role of government in the U.S. free enterprise system and other economic systems; and	(4)(B)(5)(C) compare the role of government in the U.S. free enterprise system and other economic systems; and	(4)(B) compare the role of government in the U.S. free enterprise system and other economic systems; and	2010 SE (5)(C) recoded to 2018 SE (4)(B)
(5)(D) understand how government taxation and regulation can serve as restrictions to private enterprise.	(4)(C)(5)(D) explain understand how government taxation, expenditures , and regulation can influence the U.S. economy and impact serve as restrictions to private enterprise.	(4)(C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.	<ul style="list-style-type: none"> 2010 SE (5)(D) recoded to 2018 SE (4)(C) Cognitive verb “understand” changed to “explain” Edited for clarification
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(5)(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	2010 K&S statement (6) recoded to 2018 K&S statement (5)
(6)(A) examine how the U.S. government uses economic resources in foreign policy; and	(5)(6)(A) analyze examine how the U.S. government uses economic and natural resources influence U.S. in foreign policy; and	(5)(A) analyze how economic and natural resources influence U.S. foreign policy; and	<ul style="list-style-type: none"> 2010 SE (6)(A) recoded to 2018 SE (5)(A) Cognitive verb “examine” changed to “analyze” Edited for clarification
(6)(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	(5)(6)(B) describe understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	(5)(B) describe the roles of the executive and legislative branches in setting international trade and fiscal policies.	<ul style="list-style-type: none"> 2010 SE (6)(B) recoded to 2018 SE (5)(B) Cognitive verb “understand” changed to “describe”

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(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(6)(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	2010 K&S statement (7) recoded to 2018 K&S statement (6)
(7)(A) explain the importance of a written constitution;	(6)(7) (A) explain the importance of a written constitution;	(6)(A) explain the importance of a written constitution;	2010 SE (7)(A) recoded to 2018 SE (6)(A)
(7)(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	(6)(7) (B) explain <u>evaluate</u> how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	(6)(B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	<ul style="list-style-type: none"> 2010 SE (7)(B) recoded to 2018 SE (6)(B) Cognitive verb “evaluate” changed to “explain”
(7)(C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government;	(6)(7) (C) analyze how the Federalist Papers such as Number 10, Number 39 , and Number 51 explain the principles of the American constitutional system of government;	(6)(C) analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;	<ul style="list-style-type: none"> 2010 SE (7)(C) recoded to 2018 SE (6)(C) Streamlined
(7)(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	(6)(7) (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	(6)(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	2010 SE (7)(D) recoded to 2018 SE (6)(D)
(7)(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government;	(6)(7) (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; <u>and</u>	(6)(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and	2010 SE (7)(E) recoded to 2018 SE (6)(E)
(7)(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and	(6)(7) (F) identify how the <u>Declaration of Independence and the U.S. Constitution continue to shape</u> American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today. and	(6)(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.	<ul style="list-style-type: none"> 2010 SE (7)(F) recoded to 2018 SE (6)(F) Edited for clarification

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(7)(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."	(7)(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."		2010 SE (7)(G) recoded to 2018 SE (12)(D)
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(7)(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (7)
(8)(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	(7)(8) (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	(7)(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	2010 SE (8)(A) recoded to 2018 SE (7)(A)
(8)(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;	(7)(8) (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;	(7)(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;	2010 SE (8)(B) recoded to 2018 SE (7)(B)
(8)(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;	(7)(8) (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;	(7)(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;	2010 SE (8)(C) recoded to 2018 SE (7)(C)
(8)(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);	(7)(8) (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);	(7)(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);	2010 SE (8)(D) recoded to 2018 SE (7)(D)

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(8)(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	(7)(8) (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	(7)(E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	<ul style="list-style-type: none"> • 2010 SE (8)(E) recoded to 2018 SE (7)(E) • Edited for clarification, no content change
(8)(F) analyze selected issues raised by judicial activism and judicial restraint;	(7)(8) (F) analyze selected issues raised by judicial activism and judicial restraint;	(7)(F) analyze selected issues raised by judicial activism and judicial restraint;	2010 SE (8)(F) recoded to 2018 SE (7)(F)
(8)(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	(7)(8) (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	(7)(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	2010 SE (8)(G) recoded to 2018 SE (7)(G)
(8)(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	(7)(8) (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	(7)(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	2010 SE (8)(H) recoded to 2018 SE (7)(H)
(9) Government. The student understands the concept of federalism. The student is expected to:	(8)(9) Government. The student understands the concept of federalism. The student is expected to:	(8) Government. The student understands the concept of federalism. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (8)
(9)(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	(8)(9) (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	(8)(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	2010 SE (9)(A) recoded to 2018 SE (8)(A)
(9)(B) categorize government powers as national, state, or shared;	(8)(9) (B) categorize government powers as national, state, or shared;	(8)(B) categorize government powers as national, state, or shared;	2010 SE (9)(B) recoded to 2018 SE (8)(B)
(9)(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	(8)(9) (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	(8)(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	2010 SE (9)(C) recoded to 2018 SE (8)(C)
(9)(D) understand the limits on the national and state governments in the U.S. federal system of government.	(8)(9) (D) <u>explain how</u> understand the U.S. Constitution limits on the power of the national and state governments in the U.S. federal system of government.	(8)(D) explain how the U.S. Constitution limits the power of national and state governments.	<ul style="list-style-type: none"> • 2010 SE (9)(D) recoded to 2018 SE (8)(D) • Cognitive verb “understand” changed to “explain” • Edited for clarification
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(9)(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (9)

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(10)(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p><u>(9)</u>(10) (A) <u>identify</u> compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;</p>	(9)(A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	<ul style="list-style-type: none"> • 2010 SE (10)(A) recoded to 2018 SE (9)(A) • Cognitive verb “compare” changed to “identify”
(10)(B) explain the process of electing the president of the United States and analyze the Electoral College; and	<u>(9)</u> (10) (B) explain the process of electing the president of the United States and analyze the Electoral College; and	(9)(B) explain the process of electing the president of the United States and analyze the Electoral College; and	2010 SE (10)(B) recoded to 2018 SE (9)(B)
(10)(C) analyze the impact of the passage of the 17th Amendment.	<u>(9)</u> (10) (C) analyze the impact of the passage of the 17th Amendment.	(9)(C) analyze the impact of the passage of the 17th Amendment.	2010 SE (10)(C) recoded to 2018 SE (9)(C)
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	<u>(10)</u> (11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (10)
(11)(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;	<u>(10)</u> (11) (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; <u>and</u>	(10)(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and	2010 SE (11)(A) recoded to 2018 SE (10)(A)
(11)(B) explain the two-party system and evaluate the role of third parties in the United States; and	<u>(10)</u> (11) (B) explain the two-party system and evaluate the role of third parties in the United States; <u>and</u>	(10)(B) explain the two-party system and evaluate the role of third parties in the United States.	2010 SE (11)(B) recoded to 2018 SE (10)(B)
(11)(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.	(11)(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.		<ul style="list-style-type: none"> • Streamlined • Processes used by individuals, political parties, interest groups, or the media to affect public policy remains in 2018 SE (2)(A) • Methods of participation in the political process at local, state, and national levels remains in 2018 SE (14)(A)
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	<u>(11)</u> (12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	2010 K&S statement (12) recoded to 2018 K&S statement (11)

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(12)(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE (12) (11)(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; <u>and</u>	(11)(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and	2010 SE (12)(A) recoded to 2018 SE (11)(A)
(12)(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and	(12)(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and		<ul style="list-style-type: none"> Streamlined Federal and unitary systems of government remain in 2018 SE (8)(A)
(12)(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.	(12)(C) (11)(B) analyze advantages and disadvantages of presidential and parliamentary systems of government.	(11)(B) analyze advantages and disadvantages of presidential and parliamentary systems of government.	2010 SE (12)(C) recoded to 2018 SE (11)(B)
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(13) (12) Citizenship. The student understands <u>the rights that are protected and secured</u> guaranteed by the U.S. Constitution <u>and Bill of Rights</u> . The student is expected to:	(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (13) recoded to 2018 K&S statement (12) Edited for clarification
(13)(A) understand the roles of limited government and the rule of law in the protection of individual rights;	(13) (12)(A) <u>explain</u> understand the roles of limited government and the rule of law in the protection of individual rights;	(12)(A) explain the roles of limited government and the rule of law in the protection of individual rights;	<ul style="list-style-type: none"> 2010 SE (13)(A) recoded to 2018 SE (12)(A) Cognitive verb “understand” changed to “explain”
(13)(B) identify and define the unalienable rights;	(13) (12)(B) identify and define the unalienable rights;	(12)(B) identify and define the unalienable rights;	2010 SE (13)(B) recoded to 2018 SE (12)(B)
(13)(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;	(13) (12)(C) identify the freedoms and rights <u>protected and secured</u> guaranteed by each amendment in the Bill of Rights;	(12)(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;	<ul style="list-style-type: none"> 2010 SE (13)(C) recoded to 2018 SE (12)(C) Edited for clarification
	(13) (12)(D) (7)(G) <u>analyze</u> examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the <u>concept phrase</u> , <u>of "separation of church and state."</u>	(12)(D) analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;	<ul style="list-style-type: none"> 2010 SE (7)(G) recoded to 2018 SE (12)(D) Cognitive verb “examine” changed to “analyze” Edited for clarification

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(13)(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(12)(E)</u> (13)(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;	(12)(E) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;	2010 SE (13)(D) recoded to 2018 SE (12)(E)
(13)(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	<u>(12)(F)</u> (13)(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	(12)(F) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	2010 SE (13)(E) recoded to 2018 SE (12)(F)
(13)(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.	<u>(12)(G)</u> (13)(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states <u>through</u> , including the Blaine Amendment and U.S. Supreme Court rulings ; and analyze the impact on the scope of fundamental rights and federalism.	(12)(G) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.	<ul style="list-style-type: none"> • 2010 SE (13)(F) recoded to 2018 SE (12)(G) • Streamlined
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	<u>(13)</u> (14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	2010 K&S statement (14) recoded to 2018 K&S statement (13)
(14)(A) explain the difference between personal and civic responsibilities;	(14)(A) explain the difference between personal and civic responsibilities;		<ul style="list-style-type: none"> • Streamlined • Responsibilities of citizenship remain in 2018 SE (13)(B)
(14)(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	<u>(13)(A)</u> (14)(B) evaluate <u>describe scenarios where good citizenship may require the subordination of personal desire for the sake of</u> whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	(13)(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;	<ul style="list-style-type: none"> • 2010 SE (14)(B) recoded to 2018 SE (13)(A) • Cognitive verb “evaluate” changed to “describe” • Edited for clarification

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(14)(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p>(13)(B)(14)(C) <u>explain</u> understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and</p>	(13)(B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and	<ul style="list-style-type: none"> 2010 SE (14)(C) recoded to 2018 SE (13)(B) Cognitive verb “understand” changed to “explain”
(14)(D) understand the voter registration process and the criteria for voting in elections.	(13)(C)(14)(D) <u>describe</u> understand the voter registration process and the criteria for voting in elections.	(13)(C) describe the voter registration process and the criteria for voting in elections.	<ul style="list-style-type: none"> 2010 SE (14)(D) recoded to 2018 SE (13)(C) Cognitive verb “understand” changed to “describe”
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(14)(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (14)
(15)(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	(14)(15) (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	(14)(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	2010 SE (15)(A) recoded to 2018 (14)(A)
(15)(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	(14)(15) (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	(14)(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	2010 SE (15)(B) recoded to 2018 (14)(B)
(15)(C) understand the factors that influence an individual's political attitudes and actions.	(14)(15) (C) <u>describe</u> understand the factors that influence an individual's political attitudes and actions.	(14)(C) describe the factors that influence an individual's political attitudes and actions.	<ul style="list-style-type: none"> 2010 SE (15)(C) recoded to 2018 (14)(C) Cognitive verb “understand” changed to “describe”
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(15)(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (15)
(16)(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	(15)(16) (A) <u>analyze</u> examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	(15)(A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	<ul style="list-style-type: none"> 2010 SE (16)(A) recoded to 2018 SE (15)(A) Cognitive verb “examine” changed to “analyze”

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(16)(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	(15)(16) (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	(15)(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	2010 SE (16)(B) recoded to 2018 SE (15)(B)
(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(16)(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	2010 K&S statement (17) recoded to 2018 K&S statement (16)
(17)(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and	(16)(17) (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and	(16)(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and	2010 SE (17)(A) recoded to 2018 SE (16)(A)
(17)(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.	(16)(17) (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.	(16)(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.	2010 SE (17)(B) recoded to 2018 SE (16)(B)
(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(17)(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (17)
(18)(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	(17)(18) (A) <u>explain</u> understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	(17)(A) explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	<ul style="list-style-type: none"> • 2010 SE (18)(A) recoded to 2018 SE (17)(A) • Cognitive verb “understand” changed to “explain”

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(18)(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.	(17)(18) (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.	(17)(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.	2010 SE (18)(B) recoded to 2018 SE (17)(B)
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(18)(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society . The student is expected to:	(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement 19) recoded to 2018 K&S statement (18) • Streamlined
(19)(A) understand the potential impact on society of recent scientific discoveries and technological innovations; and	(18)(19) (A) describe understand the potential impact on society of recent scientific discoveries and technological innovations <u>on government policy</u> ; and	(18)(A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and	<ul style="list-style-type: none"> • 2010 SE (19)(A) recoded to 2018 SE (18)(A) • Cognitive verb “understand” changed to “describe” • Edited for clarification
(19)(B) evaluate the impact of the Internet and other electronic information on the political process.	(18)(19) (B) evaluate the impact of the Internet and other electronic information on the political process.	(18)(B) evaluate the impact of the Internet and other electronic information on the political process.	2010 SE (19)(B) recoded to 2018 SE (18)(B)
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(19)(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired <u>through established research methodologies</u> from a variety of valid sources, including electronic technology. The student is expected to:	(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (20) recoded to 2018 K&S statement (19) • Edited for clarification
(20)(A) 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;	(19)(20) (A) 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;	(19)(A) 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;	2010 SE (20)(A) recoded to 2018 SE (19)(A)
(20)(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	(19)(20) (B) create a product on a contemporary government issue or topic using critical methods of inquiry;	(19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	2010 SE (20)(B) recoded to 2018 SE (19)(B)

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(20)(C) analyze and defend a point of view on a current political issue;	(19)(20) (C) analyze and defend a point of view on a current political issue;	(19)(C) analyze and defend a point of view on a current political issue;	2010 SE (20)(C) recoded to 2018 SE (19)(C)
(20)(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	(19)(20) (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and	(19)(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and	2010 SE (20)(D) recoded to 2018 SE (19)(D)
(20)(E) evaluate government data using charts, tables, graphs, and maps; and	(19)(20) (E) evaluate government data using charts, tables, graphs, and maps.; and	(19)(E) evaluate government data using charts, tables, graphs, and maps.	2010 SE (20)(E) recoded to 2018 SE (19)(E)
(20)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	(20)(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.		<ul style="list-style-type: none"> Streamlined Evaluation of data remains in 2018 SE (19)(E) Maps and graphs remain in 2018 SE (19)(E)
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(20)(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2010 K&S statement (21) recoded to 2018 K&S statement (20)
(21)(A) use social studies terminology correctly;	(20)(21) (A) use social studies terminology correctly; <u>and</u>	(20)(A) use social studies terminology correctly; and	2010 SE (21)(A) recoded to 2018 SE (20)(A)
(21)(B) use standard grammar, spelling, sentence structure, and punctuation;	(21)(B) use standard grammar, spelling, sentence structure, and punctuation;		<ul style="list-style-type: none"> Streamlined Effective communication skills added to 2018 SE (20)(B)
(21)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	(21)(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and		<ul style="list-style-type: none"> Streamlined Creation of presentations remains in 2018 SE (20)(B)
(21)(D) create written, oral, and visual presentations of social studies information.	(20)(B)(21)(D) create written, oral, and visual presentations of social studies information <u>using effective communication skills, including proper citations and avoiding plagiarism.</u>	(20)(B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.	<ul style="list-style-type: none"> 2010 SE (21)(D) recoded to 2018 SE (20)(B) Effective communication skills added to 2018 SE (20)(B)

UNITED STATES GOVERNMENT, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(22) 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:	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p>(22) 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: <u>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.</u> ; and</p>	(21) Social studies skills. 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.	<ul style="list-style-type: none"> • 2010 K&S statement (22) recoded to 2018 K&S statement (21) • Streamlined • 2010 SEs (22)(A) and (22)(B) moved into 2018 K&S statement (21)
(22)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<p>(22)(A) use a problem-solving and decision-making processes process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ; and</p>		2010 SE (22)(A) moved into 2018 K&S statement (21)
(22)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	<p>(22)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		2010 SE (22)(B) moved into 2018 K&S statement (21)