

Senate Bill 3		Texas Essential Knowledge and Skills
(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student 's civic knowledge, including: (1) an understanding of:		
(A) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;	1.2.A	identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
	1.13.E	explain how patriotic customs and celebrations reflect American individualism and freedom.
	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights
	5.1.B	describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
	5.2.B	identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
	5.2.C	summarize the results of the American Revolution, including the establishment of the United States
	5.3	identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	5.13.B	identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
	5.14.A	explain the purposes, key elements, and the importance of the Declaration of Independence
	5.14.B	explain the purposes of the U.S. Constitution as identified in the Preamble
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	8.3.A	explain the reasons for the growth of representative government and institutions during the colonial period
	8.3.B	analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government
	8.3.C	describe how religion and virtue contributed to the growth of representative government in the American colonies
	8.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise
	8.5.C	explain the origin and development of American political parties
	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

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	8.15.E	explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
	8.19.B	summarize rights guaranteed in the Bill of Rights
	8.20.A	evaluate the contributions of the Founding Fathers as models of civic virtue
	8.25.A	trace the development of religious freedom in the United States
	USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
	USH.1.B	analyze and evaluate the application of these founding principles to historical events in U.S. history; and
	USH.1.C	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
	USH.21.B	discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
	USH.21.B	describe how American values are different and unique from those of other nations.
	WH.1.E	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and
	WH.3.A	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;
	WH.9.A	compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;
	WH.9.D	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions
	WH.19.A	explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;
	WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
	WH.19.C	explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and
	WH.21.B	identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;
	WH.21.F	identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
	WH.24.B	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
	WH.24.C	explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and
	USG.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;

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	USG.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;
	USG.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;
	USG.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;
	USG.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.
	USG.6.A	explain the importance of a written constitution;
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
	USG.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;
	USG.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.
	USG.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;
	USG.12.B	identify and define the unalienable rights; (C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;
	USG.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;
	USG.12.F	explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
	USG.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.
(B) the history, qualities, traditions, and features of civic engagement in the United States;	1.11.B	identify and describe the roles of public officials in the community, state, and nation.
	1.12.B	identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
	1.13.C	identify anthems and mottoes of Texas and the United States;
	2.2.A	identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and
	2.2.B	describe how people and events have influenced local community history
	2.9.D	identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
	2.10.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

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	2.10.B	identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth
	2.10.C	identify ways to actively practice good citizenship, including involvement in community service.
	3.9.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
	3.9.B	identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
	3.9.C	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
	3.11.A	identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
	3.11.B	identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
	4.15.B	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
	5.3	identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	5.17.A	explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
	5.17.B	explain how to contact elected and appointed leaders in local, state, and national governments
	6.11.A	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States
	6.11.B	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
	6.12.A	identify and explain the duty of civic participation in societies with representative governments
	6.12.B	explain relationships among rights, responsibilities, and duties in societies with representative governments
	7.15.B	explain civic responsibilities of Texas citizens and the importance of civic participation.
	8.5.C	explain the origin and development of American political parties
	8.5.F	explain the impact of the election of Andrew Jackson, including expanded suffrage
	8.19.C	identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
	8.20.A	evaluate the contributions of the Founding Fathers as models of civic virtue
	USH.5.C	analyze the impact of third parties, including the Populist and Progressive parties.
	USH.9.I	evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
	USH.22.A	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

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	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
	USH.22.C	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
	USH.25.A	explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
	USG.2.A	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
	USG.2.B	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
	USG.10.A	analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
	USG.13.A	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
	USG.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
	USG.13.C	describe the voter registration process and the criteria for voting in elections.
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
	USG.14.B	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
	USG.14.C	describe the factors that influence an individual's political attitudes and actions
(C) the structure, function, and processes of government institutions at the federal, state, and local levels; and	2.8.A	identify functions of governments such as establishing order, providing security, and managing conflict
	2.8.B	identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community
	2.9.B	compare the roles of public officials, including mayor, governor, and president;
	2.9.C	identify ways that public officials are selected, including election and appointment to office
	3.2.B	compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation
	3.7.A	describe the basic structure of government in the local community, state, and nation;
	3.7.B	identify local, state, and national government officials and explain how they are chosen; and
	3.7.C	identify services commonly provided by local, state, and national governments.
	4.13.A	identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution
	4.13.B	identify and explain the basic functions of the three branches of government according to the Texas Constitution
	4.15.E	explain how to contact elected and appointed leaders in state and local governments
	4.16.A	identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States
	5.15.A	identify and explain the basic functions of the three branches of government

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	5.15.B	identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
	5.15.C	distinguish between national and state governments and compare their responsibilities in the U.S. federal system
	5.17.B	explain how to contact elected and appointed leaders in local, state, and national governments
	7.13.A	identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights
	7.13.B	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights
	7.14.A	describe the structure and functions of government at municipal, county, and state levels; and
	7.14.B	identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.
	8.16.A	summarize the purposes for amending the U.S. Constitution
	8.19.B	summarize rights guaranteed in the Bill of Rights
	ECO.4.A	explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;
	ECO.5.B	analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.
	ECO.12.A	explain the structure of the Federal Reserve System;
	ECO.13.A	describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
	ECO.14.A	identify types of taxes at the local, state, and national levels and the economic importance of each;
	USH.14.B	identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.
	USH.15.B	describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;
	USH.16.E	describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
	USH.18.A	evaluate the impact of New Deal legislation on the historical roles of state and federal government;
	USH.18.C	describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
	USH.19.A	describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
	USH.19.B	evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.
	WH.19.D	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
	USG.4.A	explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;

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	USG.5.B	describe the roles of the executive and legislative branches in setting international trade and fiscal policies
	USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
	USG.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;
	USG.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
	USG.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;
	USG.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;
	USG.7.C	analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
	USG.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);
	USG.7.E	explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
	USG.7.G	explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
	USG.7.H	compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.
	USG.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;
	USG.8.B	categorize government powers as national, state, or shared;
	USG.8.C	analyze historical and contemporary conflicts over the respective roles of national and state governments; and
	USG.8.D	explain how the U.S. Constitution limits the power of national and state governments
	USG.9.A	identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
	USG.9.B	explain the process of electing the president of the United States and analyze the Electoral College; and
(D) the founding documents of the United States;	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
	4.13.C	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)
	5.14.A	explain the purposes, key elements, and the importance of the Declaration of Independence;
	5.14.B	explain the purposes of the U.S. Constitution as identified in the Preamble; and
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance.

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	5.15.B	identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	7.13.B	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
	8.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
	8.19.B	summarize rights guaranteed in the Bill of Rights; and
	8.25.C	analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
	USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
	WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
	USG.1.E	analyze debates and compromises that impacted the creation of the founding documents; and
	USG.6.A	explain the importance of a written constitution;
	USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
	USG.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;
	USG.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
	USG.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.
	USG.7.E	explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
	USG. 8.D	explain how the U.S. Constitution limits the power of national and state governments.
	USG. 12.A	explain the roles of limited government and the rule of law in the protection of individual rights;
	USG. 12.B	identify and define the unalienable rights;
	USG.12.C	identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;

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	USG.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;
	USG.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.
(2) the ability to:		
(A) analyze and determine the reliability of information sources;	K.13.NEW 1.16.NEW 2.15.NEW	identify and state facts based on relevant evidence;
	K.13.NEW 1.16.NEW 2.15.NEW	identify different kinds of historical sources and artifacts and explain how they can be used to study the past;
	3.14.NEW 4.19.NEW	differentiate and compare the information about a specific issue or event provided in primary and secondary sources;
	5.23.NEW	identify and ask questions about the credibility of different kinds of primary and secondary sources;
	6.19.NEW 7.20.NEW 8.29.NEW USH.28.NEW WH.28.NEW USG.19.D	evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy
	USH.28.A WH.28.C	analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
	USH.28.C	apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
	USH.28.E	identify bias and support with historical evidence a point of view on a social studies issue or event.
	ECO.21.D	analyze and evaluate a <u>variety</u> of economic information from primary and secondary sources for <u>validity, credibility, accuracy, bias, propaganda, point of view, and frame of reference</u>
	WG.21.A	analyze and evaluate a <u>variety of</u> [the validity and utility of multiple] sources of geographic information such as primary and secondary sources, aerial photographs, and maps for <u>validity, utility, credibility, bias, and accuracy</u>
(B) formulate and articulate reasoned positions;	K.13.NEW 1.16.NEW 2.15.NEW	identify and state facts based on relevant evidence;
	K.14.NEW 1.17.NEW 2.16.NEW	communicate information visually, orally, or in writing based on knowledge and experiences in social studies;
	3.14.NEW 4.19.NEW 5.23.NEW	identify the central claim in a primary or secondary source
	3.14.NEW 4.19.NEW 5.23.NEW	develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
	6.19.NEW 7.20.NEW 8.29.NEW	formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic

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	ECO.21.NEW USH.28.NEW WH.28.NEW WG.21.NEW USG.19.NEW	formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose
	USG.19.C	analyze and defend a point of view on a current political issue
(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;	K.15.NEW 1.18.NEW 2.17.NEW	use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and
	3.7.A	describe the basic structure of government in the local community, state, and nation;
	3.7.B	identify local, state, and national government officials and explain how they are chosen; and
	3.7.C	identify services commonly provided by local, state, and national governments.
	3.16.NEW 4.22.NEW 5.26.NEW	use democratic procedures to simulate making decisions on school, local, or state issues
	4.13.B	identify and explain the basic functions of the three branches of [state] government according to the Texas Constitution
	5.15.A	identify and explain the basic functions of the three branches of [federal] government
	5.15.C	distinguish between national and state governments and compare their responsibilities in the U.S. federal system
	6.22.NEW 7.23.NEW 8.31.NEW	describe governmental and democratic processes including voting, due process, and caucuses using simulations and models
	7.14.A	describe the structure and functions of government at municipal, county, and state levels; and
	USH.31.NEW WH.31.NEW WG.23.NEW USG.21.NEW	explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models
(D) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and	K.14.NEW 1.17.NEW 2.16.NEW	apply and practice classroom rules and procedures for listening and responding respectfully
	3.15.NEW 4.21.NEW 5.25.NEW 6.21.NEW 7.22.NEW 8.30.NEW USH.29.NEW WH.30.NEW WG.22.NEW USG.20.NEW	apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

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	ECO.22.NEW	apply foundational language skills to engage in civil discourse about economics topics, including those with multiple perspectives
(E) participate as a citizen in a constitutional democracy by voting; and	K.9.C	use voting as a method for group decision making.
	1.12.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and
	1.13.D	explain and practice voting as a way of making choices and decisions; and
	2.11.NEW 3.9.NEW 4.15.NEW 5.17.NEW	use voting as a method for group decision making
	3.9.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
	3.9.C	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and
	4.15.B	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
	4.15.C	explain the duty of the individual in state and local elections such as being informed and voting;
	4.15.E	explain how to contact elected and appointed leaders in state and local governments
	5.17.A	explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
	5.17.B	explain how to contact elected and appointed leaders in local, state, and national governments.
	6.12.A	identify and explain the duty of civic participation in societies with representative governments
	7.15.B	explain civic responsibilities of Texas citizens and the importance of civic participation
	8.19.C	identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
	USH.22.A	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution
	USH.22.C	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility
	USG.13.A	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
	USG.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
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

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(3) an appreciation of:		
(A) the importance and responsibility of participating in civic life;	1.11.A	identify the responsibilities of authority figures in the home, school, and community; and
	1.11.B	identify and describe the roles of public officials in the community, state, and nation.
	1.12.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and
	2.9.A	name current public officials, including mayor, governor, and president
	2.9.D	identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
	2.10.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
	2.10.B	identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth
	2.10.C	identify ways to actively practice good citizenship, including involvement in community service.
	2.11.A	recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
	2.11.B	sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful"
	3.9.B	identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
	3.11.A	identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
	3.11.B	identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
	4.15.C	explain the duty of the individual in state and local elections such as being informed and voting;
	4.15.D	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals
	5.17.A	explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
	6.11.A	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States
	6.11.B	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
	6.12.A	identify and explain the duty of civic participation in societies with representative governments
	6.12.B	explain relationships among rights, responsibilities, and duties in societies with representative governments
	7.15.A	explain rights of Texas citizens
	7.15.B	explain civic responsibilities of Texas citizens and the importance of civic participation
	8.5.F	explain the impact of the election of Andrew Jackson, including expanded suffrage
	8.20.A	evaluate the contributions of the Founding Fathers as models of civic virtue

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	USH.5.C	analyze the impact of third parties, including the Populist and Progressive parties.
	USH.9.I	evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
	USH.22.A	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
	USH.22.C	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
	USH.25.A	explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society;
	WH.20.B	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
	WH.20.C	identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
	WH.21.F	identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
	USG.2.A	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
	USG.2.B	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
	USG.10.A	analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
	USG.13.A	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
	USG.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
	USG.13.C	describe the voter registration process and the criteria for voting in elections.
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
	USG.14.B	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
	USG.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
	USG.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.
(B) a commitment to the United States and its form of government; and	K.1.A	identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day
	K.1.B	identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day
	1.1.A	community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
	2.11.E	identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

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	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights
	4.13.C	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
	4.15.D	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals
	5.3	identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	5.14.A	explain the purposes, key elements, and the importance of the Declaration of Independence
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance
	5.16.A	explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant
	5.16.B	sing or recite "The Star-Spangled Banner" and explain its history
	5.16.C	recite and explain the meaning of the Pledge of Allegiance to the United States Flag
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	7.13.A	identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights
	7.13.B	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights
	8.15.E	explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government
	8.19.C	identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
	8.20.A	evaluate the contributions of the Founding Fathers as models of civic virtue
	USH.1.B	analyze and evaluate the application of these founding principles to historical events in U.S. history; and
	USH.1.C	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
	USH.21.A	discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
	USH.21.B	describe how American values are different and unique from those of other nations.
	WH.9.D	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
	WH.21.B	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
	WH.21.F	identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
	USG.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;

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	USG.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;
	USG.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;
	USG.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.
	USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
	USG.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;
	USG.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
	USG.6.B	identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.
	USG.7.E	explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
	USG.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;
	USG.8.D	explain how the U.S. Constitution limits the power of national and state governments.
	USG.13.A	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
	USG.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
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
	USG.14.B	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
	USG.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
(C) a commitment to free speech and civil discourse.	2.11.E	Identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom
	3.9.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
	3.9.C	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting

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	4.15.A	identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	7.16.B	describe the importance of free speech and press in a democratic society
	8.21.B	describe the importance of free speech and press in a constitutional republic
	USG.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.

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Senate Bill 3		Texas Essential Knowledge and Skills
<p>During the revision of the essential knowledge and skills for the social studies curriculum beginning in 2021 and scheduled to conclude in or around 2023, the State Board of Education may not use the removal by this Act of documents, speeches, historical figures, and other knowledge and skills from specific statutory reference in Section 28.002(h-2), Education Code, as added by H.B. 3979, Acts of the 87th Legislature, Regular Session, 2021, as a reason for the removal or noninclusion of those documents, speeches, historical figures, or other knowledge and skills from the essential knowledge and skills for the social studies curriculum, including any essential knowledge and skills that require an understanding of:</p>		
(1) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;	1.2.A	identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
	1.13.E	explain how patriotic customs and celebrations reflect American individualism and freedom.
	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights
	5.1.B	describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams
	5.2.B	identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
	5.2.C	summarize the results of the American Revolution, including the establishment of the United States
	5.3	identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	5.13.B	identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
	5.14.A	explain the purposes, key elements, and the importance of the Declaration of Independence
	5.14.B	explain the purposes of the U.S. Constitution as identified in the Preamble
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	8.3.A	explain the reasons for the growth of representative government and institutions during the colonial period
	8.3.B	analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government
	8.3.C	describe how religion and virtue contributed to the growth of representative government in the American colonies
	8.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise
	8.5.C	explain the origin and development of American political parties
	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

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	8.15.E	explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
	8.19.B	summarize rights guaranteed in the Bill of Rights
	USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
	USH.1.B	analyze and evaluate the application of these founding principles to historical events in U.S. history; and
	USH.1.C	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."
	USH.21.B	discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and
	USH.21.B	describe how American values are different and unique from those of other nations.
	WH.9.A	compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;
	WH.9.D	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions
	WH.19.A	explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;
	WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
	WH.19.C	explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and
	WH.21.B	identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;
	WH.21.F	identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.
	WH.24.C	explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and
	USG.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;
	USG.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;
	USG.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;
	USG.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;
	USG.8.A	explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a
	USG.12.A	explain the roles of limited government and the rule of law in the protection of individual rights;
	USG.12.B	identify and define the unalienable rights; (C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;

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	USG.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;
(2) the history, qualities, traditions, and features of civic engagement in the United States;	1.11.B	identify and describe the roles of public officials in the community, state, and nation.
	1.12.B	identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
	1.13.C	identify anthems and mottoes of Texas and the United States;
	2.2.A	identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and
	2.2.B	describe how people and events have influenced local community history
	2.9.D	identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
	2.10.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
	2.10.B	identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth
	2.10.C	identify ways to actively practice good citizenship, including involvement in community service.
	3.9.A	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
	3.9.B	identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
	3.9.C	identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
	3.11.A	identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains
	3.11.B	identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
	4.15.B	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
	5.3	identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.
	5.17.A	explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and
	5.17.B	explain how to contact elected and appointed leaders in local, state, and national governments
	6.11.A	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States
	6.11.B	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
	6.12.A	identify and explain the duty of civic participation in societies with representative governments
	6.12.B	explain relationships among rights, responsibilities, and duties in societies with representative governments
	7.15.B	explain civic responsibilities of Texas citizens and the importance of civic participation.
	8.5.C	explain the origin and development of American political parties
	8.5.F	explain the impact of the election of Andrew Jackson, including expanded suffrage

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	8.19.C	identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
	USH.22.C	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; and
	USG.2.A	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
	USG.10.A	analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
	USG.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
	USG.14.A	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;
	USG.14.B	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
	USG.14.C	describe the factors that influence an individual's political attitudes and actions
(3) the history of Native Americans;	4.1.A	explain the possible origins of American Indian groups in Texas
	4.1.B	identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano
	4.1.C	describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern
	4.1.D	locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo
	4.4.D	explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo
	4.9.A	explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting
	4.12.A	compare how various American Indian groups such as the Caddo and the Comanche governed themselves
	5.4.C	identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
	7.2.A	compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern
	7.6.A	identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker
	8.5.G	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
	USH.3.A	analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
	USH.25.B	describe the Americanization movement to assimilate immigrants and American Indians into American culture;
(4) the structure, function, and processes of government institutions at the federal, state, and local levels;	2.9.B	compare the roles of public officials, including mayor, governor, and president;
	3.7.A	describe the basic structure of government in the local community, state, and nation;
	3.7.B	identify local, state, and national government officials and explain how they are chosen; and
	3.7.C	identify services commonly provided by local, state, and national governments.
	7.14.A	describe the structure and functions of government at municipal, county, and state levels; and
	USG.5.B	describe the roles of the executive and legislative branches in setting international trade and fiscal policies

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	USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
	USG.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;
	USG.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;
	USG.7.C	analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
	USG.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);
	USG.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;
	USG.8.B	categorize government powers as national, state, or shared;
	USG.8.D	explain how the U.S. Constitution limits the power of national and state governments
	USG.9.A	identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
	USG.9.B	explain the process of electing the president of the United States and analyze the Electoral College; and
(5) the founding documents of the United States, including:	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.B	summarize the strengths and weaknesses of the Articles of Confederation;
	USG.1.E	analyze debates and compromises that impacted the creation of the founding documents; and
(A) the Declaration of Independence;	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
	4.13.C	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)
	5.14.A	explain the purposes, key elements, and the importance of the Declaration of Independence;
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
	USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
	WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
	USG.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.
(B) the United States Constitution; and	K.1.A	identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and

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	3.8.A	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
	4.13.C	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)
	5.14.B	explain the purposes of the U.S. Constitution as identified in the Preamble; and
	5.14.C	explain the reasons for the creation of the Bill of Rights and its importance.
	5.15.B	identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
	5.19	describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney
	7.13.B	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
	8.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
	8.16.A	summarize the purposes for amending the U.S. Constitution; and
	8.16.B	describe the impact of the 13th, 14th, and 15th amendments.
	8.19.B	summarize rights guaranteed in the Bill of Rights; and
	8.25.C	analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
	USH.1.A	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;
	USH.5.A	analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
	USH.8.F	describe the responses to the Vietnam War including [such as] the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement
	USH.9.A	trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
	WH.19.B	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
	USG.6.A	explain the importance of a written constitution;
	USG.6.B	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
	USG.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;
	USG.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
	USG.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.
	USG.7.E	explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

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	USG. 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;
	USG. 8.D	explain how the U.S. Constitution limits the power of national and state governments.
	USG.12.C	identify the freedoms and rights protected and secured by each amendment in the Bill of Rights
(C) the Federalist Papers;	8.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;
	8.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights
	8.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
	8.17.A	analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason <u>and explain how their debates exemplify civil discourse</u> ; and
	USG.6.C	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
(6) the contributions of Frederick Douglass;	8.22.B	describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
(7) the Fugitive Slave Acts of 1793 and 1850;	8.5.NEW	explain the effects of the Fugitive Slave Act of 1793
(8) the Indian Removal Act;	8.5.G	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears
(9) the political organizations that promoted the Chicano movement;	7.7.D	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
	USH.9.C	describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;
	USG.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
(10) the impact of the women 's suffrage and equal rights movements;	7.7.C	describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century
	USH.8.F	describe the responses to the Vietnam War <u>including</u> [such as] the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement
(11) the history of white supremacy, including the institution of slavery, the eugenics movement, and the Ku Klux Klan, and the ways in which it is morally wrong;	5.4.D	explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War
	7.4.A	identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups
	7.4.C	identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850
	7.5.A	explain the central role the expansion of slavery played in the involvement of Texas in the Civil War
	8.7.B	compare the effects of political, economic, and social factors on slaves and free blacks

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	8.8.B	explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;
	8.8.D	analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address
	8.7.NEW	analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists
	8.12.B	explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
	8.18.C	evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States
	8.24.A	describe and evaluate the historical development of the <u>abolition</u> movement, <u>including activities that focused attention on the moral ills of slavery</u> .
	USH.6.A	analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
	USH.9.B	explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
	WH.4.H	explain the evolution and expansion of the slave trade;
(12) the history and importance of the civil rights movement, including the following documents:	5.5.C	identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics
	USH.9.G	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
	USG.16.A	evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group <u>including [such as]</u> the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger;
(A) Martin Luther King Jr. 's "Letter from a Birmingham Jail" and "I Have a Dream" speech;	USH.9.F	discuss the impact of the writings of Martin Luther King Jr. <u>including [such as]</u> his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement
(B) the federal Civil Rights Act of 1964 (42 U.S.C. Section 2000a et seq.);	USH.9.G	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
	USG.16.A	evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group including [such as] the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and
(C) the United States Supreme Court 's decision in Brown v. Board of Education (1954);	USH.9.J	describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.
	USH.20.A	analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
(D) the Emancipation Proclamation;	USH.3.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.
	8.8.C	explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
(E) the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution;	5.4.E	explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution
	8.16.B	describe the impact of the 13th, 14th, and 15th amendments

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	USH.9.A	trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
	USG.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.
(F) the life and work of Cesar Chavez; and	USH.9.D	identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan
(G) the life and work of Dolores Huerta;	USH.9.D	identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan
(13) the history and importance of the women 's suffrage movement, including the following documents:	8.24.B	evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled
	USH.5.A	analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments
	USH.5.B	evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
	USH.9.A	trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
(A) the federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.);	USH.9.G	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;
(B) the Fifteenth, Nineteenth, and Twenty-Sixth Amendments to the United States Constitution;	USH.5.A	analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
	USH.8.F	describe the responses to the Vietnam War <u>including</u> [such as] the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement
	USH.9.A	trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments;
	USH.22.B	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
(C) the role of Abigail Adams during the American Revolution; and	8.4.B	explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
	8.22.B	describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton
(D) the works of Susan B. Anthony;	USH.5.B	evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
(14) the life and works of Dr. Hector P. Garcia;	7.7.D	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
(15) the League of United Latin American Citizens; and	USG.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

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(14) the life and works of Dr. Hector P. Garcia;	7.7.D	describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
(16) the United States Supreme Court 's decision in Hernandez v. Texas (1954).	USH.20.A	analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder; and
	USG.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