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	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
		: 0-07-828565- Sem. A 	Sem. A Assignment Number Image: Im	: 0-07-828565-8 Sem. A Lesson & Chapter/Page # I I I I I I I I I I I I I I I I I I I

TEKS Requirement (Secondary)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(A) Each social studies class shall include, during Celebrate Freedom Week as provided				
under the TEC, \$29.907, or during another full school week as determined by the board of				
trustees of a school district, appropriate instruction concerning the intent, meaning, and				
importance of the Declaration of Independence and the U.S. Constitution, including the Bill				
of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent				
American history, including the relationship of its ideas to the rich diversity of our people as a				
nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and				
the abolitionist movement, which led to the Emancipation Proclamation and the women's				
suffrage movement.				
(B) Each school district shall require that, during Celebrate Freedom Week or other week of				
instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12				
study and recite the following text: "We hold these Truths to be self-evident, that all Men are				
created equal, that they are endowed by their Creator with certain unalienable Rights, that				
among these are Life, Liberty and the Pursuit of HappinessThat to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the				
Governed."				
(7) Students identify and discuss how the actions of U.S. citizens and the local, state, and				
federal governments have either met or failed to meet the ideals espoused in the founding				
documents.				
(c) Knowledge and skills.				
(1) Economics. The student understands the concepts of scarcity and opportunity costs.				
The student is expected to:				
(A) explain why scarcity and choice are basic economic problems faced by every society;	 A	1		Understand
(B) describe how societies answer the basic economic questions;(C) describe the economic factors of production; and	 A	1, 9 1		Understand Understand
(D) interpret a production-possibilities curve and explain the concepts of opportunity costs	A	1		Understand
and scarcity.	Α	1		Understand
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:				
(A) understand the effect of changes in price on the quantity demanded and quantity supplied;	Α	3		Remember
(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and	Α	3		Understand
(C) interpret a supply-and-demand graph using supply-and-demand schedules.	Α	3		Apply
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:				
(A) explain the concepts of absolute and comparative advantages;	Α	8		Understand
(B) apply the concept of comparative advantage to explain why and how countries trade; and	А	8		Apply
(C) analyze the impact of U.S. imports and exports on the United States and its trading partners.	Α	8		Analyze
(4) Economics. The student understands the issues of free trade and the effects of trade				
barriers. The student is expected to:				
(A) compare the effects of free trade and trade barriers on economic activities;	Α	8		Understand
(B) evaluate the benefits and costs of participation in international free-trade agreements; and	Α	8		Evaluate
(C) analyze the effects of changes in exchange rates on imports and exports.	Α	8		Analyze
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:				
(A) describe the basic characteristics of economic systems, including property rights,		4		Analyza
incentives, economic freedom, competition, and the role of government;	Α	1		Analyze
(B) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems;	Α	1, 9		Evaluate
(C) examine current examples of free enterprise, socialist, and communist economic systems;	А	1, 9		Apply

(D) uberstand hal the terms free enterprise, free market, and capitalism are synomymousA1,9Understand(L) unalyze the importance of various economic philosophers, including irritedir. Hayek, Milor Frichtann, John Mayaud Keynes, and Adam Smith, and their import on the U.S. free enterprise system.A1,7,9Analyze(D) closupation. The student understands the basic characteristies and benefits of a free enterprise system. The student is expected to:A1Understand(D) explain the basic characteristies and benefits of a free enterprise system. The student is expected to:A1Understand(D) supplate the enterprise system, including infravience property, incentives, consontic freedom, competition, and the limited role of government; ensative and horitics of the U.S. free enterprise system.A1Hendual(C) analyze recent changes in the basic characteristics role U.S. cononny goal of economic graveh, stability, rulid engloyment, freedom, scurity, equity (equal opportunity versas equal notacing) and of the Sconomic goals of prosens. The student understands the right to own, use, and dispose of private property. The student understands the right to own, use, and dispose of private property. The student understands the right to own, use, and dispose of private property. The student understands the relater-flow model of the conomy. The student understands the right to own, use, and dispose of private property. The student understands the relater-flow model of the conomy. The student understands the relater flow model of the conomy. The student und	TEKS Requirement (Secondary)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
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	(A) explain the structure of the Federal Reserve System;	Α	6		Understand
	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve				
	requirements, the discount rate and the federal funds rate target, and open-market operations;	Α	6		Analyze

TEKS Requirement (Secondary)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(C) explain how the actions of the Federal Reserve System affect the nation's money supply; and	А	6		Understand
(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.	А	6		Analyze
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:				
(A) identify economic concepts in the U.S. Constitution, including property rights and taxation;	А	1		Understand
(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and	Α	1, 7		Understand
(C) evaluate government rules and regulations in the U.S. free enterprise system.	Α	1,2,4,5,6,7,8		Evaluate
(15) Economics. The student understands the economic impact of fiscal policy decisions				
at the local, state, and national levels. The student is expected to:				
(A) identify types of taxes at the local, state, and national levels and the economic importance of each;	А	7		Analyze
(B) analyze the categories of revenues and expenditures in the U.S. federal budget; and	Α	7		Analyze
(C) analyze the impact of fiscal policy decisions on the economy.	Α	7		Analyze
(16) Personal financial literacy. The student understands types of business ownership.				
The student is expected to:				
(A) explain the characteristics of sole proprietorships, partnerships, and corporations;	 Α	4		Understand
(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations;	Α	4		Analyze
(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business; and	Α	4		Analyze
(D) explain how corporations raise money through stocks and bonds	Α	4		Understand
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:				
(A) explain the functions of financial institutions and how they affect households and businesses;	Α	6		Understand
(B) explain how the amount of savings in an economy is the basis of capital formation;	 A	6		Understand
(C) analyze the role of interest and risk in allocating savings to its most productive use; and (D) examine the types of accounts available to consumers from financial institutions and the	 Α	6		Analyze
risks, monetary costs, and benefits of maintaining these accounts.	Α	2		Analyze
(18) Personal financial literacy. The student understands the role of individuals in				
financial markets. The student is expected to:				
(A) assess ways to be a wise investor in the stock market and in other personal investment options;	А	2		Evaluate
(B) explain how to begin a savings program;	Α	2		Understand
(C) examine investment options available in a personal retirement plan;	Α	2		Analyze
(D) demonstrate how to maintain a checking account, including reconciling a bank statement;	А	2, 6		Understand
(E) identify the types of loans available to consumers;	Α	2		Understand
(F) explain the responsibilities and obligations of borrowing money; and	Α	2		Understand
(G) develop strategies to become a low-risk borrower by improving one's personal credit score.	А	2		Apply
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:				
(A) examine ways to avoid and eliminate credit card debt;	Α	2		Analyze
(B) evaluate the costs and benefits of declaring personal bankruptcy;	A	2		Evaluate
(C) evaluate the costs and benefits of buying insurance; and	Α	2		Evaluate
(D) evaluate the costs and benefits of charitable giving.	Α			Evaluate
(20) Personal financial literacy. The student understands how to provide for basic needs				
while living within a budget. The student is expected to:				
(A) evaluate the costs and benefits of renting a home;	 A	2		Evaluate
(B) evaluate the costs and benefits of buying a home; and	<u>A</u>	2		Evaluate
(C) assess the financial aspects of making the transition from renting to home ownership.	Α	2		Analyze

TEKS Requirement (Secondary)		Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(21) Personal financial literacy. The student understands the various methods available					
to pay for college and other postsecondary education and training. The student is					
expected to:					
(A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;		Α	2		Understand
(B) research and evaluate various scholarship opportunities such as those from state					
governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;		Α	2		Evaluate
(C) analyze and compare student grant options;		Α	2		Analyze
(D) analyze and compare student loan options, including private and federal loans;		A	2		Analyze
(E) research and evaluate various work-study program opportunities; and		A	2		Evaluate
(F) investigate nontraditional methods of paying for college or postsecondary education and training.		Α	2		Understand
(22) Social studies skills. The student applies critical-thinking skills to organize and use					
information acquired from a variety of valid sources, including electronic technology.					
The student is expected to:					
(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect					
relationships, comparing, contrasting, finding the main idea, summarizing, making		Α			Analyze
generalizations and predictions, and drawing inferences and conclusions;					1 1111 9 2.0
(B) create economic models, including production-possibilities curves, circular-flow charts,					~
and supply-and-demand graphs, to analyze economic concepts or issues;		Α			Create
(C) explain a point of view on an economic issue;		Α			Understand
(D) analyze and evaluate the validity of economic information from primary and secondary					Evoluete
sources for bias, propaganda, point of view, and frame of reference;		Α			Evaluate
(E) evaluate economic data using charts, tables, graphs, and maps; and		Α			Evaluate
(F) use appropriate mathematical skills to interpret economic information.		Α			Apply
(23) Social studies skills. The student communicates in written, oral, and visual forms.					
The student is expected to:					
(A) use economic-related terminology correctly;		Α			Remember
(B) use standard grammar, spelling, sentence structure, and punctuation;		Α			Remember
(C) transfer information from one medium to another, including written to visual and		Α			Apply
statistical to written or visual, using computer software as appropriate; (D) create written, oral, and visual presentations of economic information; and		•			
(E) attribute ideas and information to source materials and authors.		A			Create
(24) Social studies skills. The student uses problem-solving and decision-making skills,		Α			Apply
working independently and with others, in a variety of settings. The student is expected					
to:					
(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	Α			Evaluate	
evaluate the effectiveness of the solution; and					
(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.		Α			Apply
Source: The provisions of this §118.4 adopted to be effective August 23, 2010, 35 TexReg					
7406; amended to be effective March 7, 2012, 37 TexReg 1512.					