



Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement

Green Text = new or revised SE or K&S statement

2018 TEKS	2024-2025 TEKS
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:
(1)(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;	(1)(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;
(1)(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	(1)(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;
(1)(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;	(1)(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;

(1)(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James
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(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:	(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:
(3)(A) explain how population shifts affect voting patterns;	(3)(A) explain how population shifts affect voting patterns;
(3)(B) examine political boundaries to make inferences regarding the distribution of political power; and	(3)(B)

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(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;	(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;
(8)(B) categorize government powers as national, state, or shared; (8)(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	(8)(B) categorize government powers as national, state, or shared; (8)(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and

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2018 TEKS	2024-2025 TEKS
(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:	(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:
(18)(A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and	(18)(A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and
(18)(B) evaluate the impact of the Internet and other electronic information on the political process.	(18)(B) evaluate the impact of the Internet and other electronic information on the political process.
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
(19)(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	(19)(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
(19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	(19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry;
(19)(C) analyze and defend a point of view on a current political issue;	(19)(C) analyze and defend a point of view on a current political issue;
(19)	

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2018 TEKS	2024-2025 TEKS
	(20)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
	(21)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and
	(21)(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.