





Subject	Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits			
Course Title	§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(ii) analyze the impact of U.S. imports on its trading partners		
(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:	(C) analyze the impact of U.S. imports and exports on the United States for international trade and expected to:			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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, incentives, economic freedom, competition, and the role of government	(v) describe the basic characteristics of economic systems, including the role of government		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(B) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems	(i) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(i) examine current examples of free enterprise economic systems		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(ii) examine current examples of socialist economic systems		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(iii) examine current examples of communist economic systems		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(D) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system	(i) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(i) analyze the importance of various economic philosophers, including Friedrich Hayek		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(ii) analyze [Hayek's] impact on the U.S. free enterprise system		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iii) analyze the importance of various economic philosophers, including Milton Friedman		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iv) analyze [Friedman's] impact on the U.S. free enterprise system		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(v) analyze the importance of various economic philosophers, including John Maynard Keynes		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vi) analyze [Keynes's] impact on the U.S. free enterprise system		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vii) analyze the importance of various economic philosophers, including Adam Smith		
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(viii) analyze [Smith's] impact on the U.S. free enterprise system		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(i) explain the basic characteristics of the U.S. free enterprise system, including private property		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(ii) explain the basic characteristics of the U.S. free enterprise system, including incentives		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iii) explain the basic characteristics of the U.S. free enterprise system, including economic freedom		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iv) explain the basic characteristics of the U.S. free enterprise system, including competition		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(v) explain the basic characteristics of the U.S. free enterprise system, including the limited role of government		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(i) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(ii) explain the benefits of the U.S. free enterprise system, including individual freedom of producers		



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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vi) analyze the costs and benefits of U.S. economic policies related to the economic goals of equity (equal opportunity versus equal outcome)		
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vii) analyze the costs and benefits of U.S. economic policies related to the economic goals of efficiency		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(i) analyze the costs and benefits of the purchase of personal property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(ii) analyze the costs and benefits of the use of personal property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iii) analyze the costs and benefits of the disposal of personal property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iv) analyze the costs and benefits of the purchase of business property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(v) analyze the costs and benefits of the use of business property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(vi) analyze the costs and benefits of the disposal of business property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(i) identify examples of restrictions that the government places on the use of business property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(ii) evaluate examples of restrictions that the government places on the use of business property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iii) identify examples of restrictions that the government places on the use of individual property		
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iv) evaluate examples of restrictions that the government places on the use of individual property		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(i) identify ordinances and regulations that apply to the establishment of various types of businesses		
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(ii) identify ordinances and regulations that apply to the operation of various types of businesses		
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iii) evaluate ordinances and regulations that apply to the establishment of various types of businesses		
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iv) evaluate ordinances and regulations that apply to the operation of various types of businesses		
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(i) interpret economic data, including unemployment rate		
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(ii) interpret economic data, including gross domestic product		
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iii) interpret economic data, including gross domestic product per capita as a measure of national wealth		
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iv) interpret economic data, including rate of inflation		
(10) Economics. The student understands key economic measurements. The student is expected to:	(B) analyze business cycles using key economic indicators	(i) analyze business cycles using key economic indicators		
(11) Economics. The student understands key components of economic growth. The student is expected to:	(A) analyze how productivity relates to growth	(i) analyze how productivity relates to growth		
(11) Economics. The student understands key components of economic growth. The student is expected to:	(B) analyze how technology relates to growth	(i) analyze how technology relates to growth		
(11) Economics. The student understands key components of economic growth. The student is expected to:	(C) analyze how trade relates to growth	(i) analyze how trade relates to growth		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(A) describe the functions of money	(i) describe the functions of money		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(i) describe the characteristics of money, including commodity money		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(ii) describe the characteristics of money, including fiat money		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(iii) describe the characteristics of money, including representative money		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(i) examine the positive and negative aspects of barter		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(ii) examine the positive and negative aspects of currency		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iii) examine the positive and negative aspects of credit cards		
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iv) examine the positive aspects and negative aspects of debit cards		
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(A) explain the structure of the Federal Reserve System	(i) explain the structure of the Federal Reserve System		
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(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	(i) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements		
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(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	(ii) analyze the three basic tools used to implement U.S. monetary policy, including the discount rate and the federal funds rate target		
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(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	(iii) analyze the three basic tools used to implement U.S. monetary policy, including open-market operations		
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(C) explain how the actions of the Federal Reserve System affect the nation's money supply	(i) explain how the actions of the Federal Reserve System affect the nation's money supply		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard	(i) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard		
(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	(i) identify economic concepts in the U.S. Constitution, including property rights		
(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	(ii) identify economic concepts in the U.S. Constitution, including taxation		
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(i) describe the role of government in the U.S. free enterprise system		
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(ii) describe the changes in that role over time		
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(C) evaluate government rules and regulations in the U.S. free enterprise system	(i) evaluate government rules and regulations in the U.S. free enterprise system		
(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	(i) identify types of taxes at the local level		
(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	(ii) identify the economic importance of [types of local taxes]		
(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	(iii) identify types of taxes at the state level		
(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	(iv) identify the economic importance of [types of state taxes]		
(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	(v) identify types of taxes at the national level		
(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	(vi) identify the economic importance of [types of national taxes]		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(i) analyze the categories of revenues in the U.S. federal budget		
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(ii) analyze the categories of expenditures in the U.S. federal budget		
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(C) analyze the impact of fiscal policy decisions on the economy	(i) analyze the impact of fiscal policy decisions on the economy		
(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	(i) explain the characteristics of sole proprietorships		
(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	(ii) explain the characteristics of partnerships		
(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	(iii) explain the characteristics of corporations		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(i) analyze the advantages of sole proprietorships		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(ii) analyze the disadvantages of sole proprietorships		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iii) analyze the advantages of partnerships		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iv) analyze the disadvantages of partnerships		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(v) analyze the advantages of corporations		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(vi) analyze the disadvantages of corporations		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(i) analyze the economic rights of businesses, including those involved in starting a small business		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(ii) analyze the economic responsibilities of businesses, including those involved in starting a small business		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(i) explain how corporations raise money through stocks		
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(ii) explain how corporations raise money through bonds		
(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	(i) explain the functions of financial institutions		
(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	(ii) explain how they affect households		
(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	(iii) explain how they affect businesses		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(B) explain how the amount of savings in an economy is the basis of capital formation	(i) explain how the amount of savings in an economy is the basis of capital formation		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(i) analyze the role of interest in allocating savings to its most productive use		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(ii) analyze the role of risk in allocating savings to its most productive use		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(i) examine the types of accounts available to consumers from financial institutions		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(ii) examine the risks of maintaining these accounts		
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iii) examine the monetary costs of maintaining these accounts		

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(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iv) examine the benefits of maintaining these accounts		
(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	(i) assess ways to be a wise investor in the stock market		
(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	(ii) assess ways to be a wise investor and in other personal investment options		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(B) explain how to begin a savings program	(i) explain how to begin a savings program		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(C) examine investment options available in a personal retirement plan	(i) examine investment options available in a personal retirement plan		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(D) demonstrate how to maintain a checking account, including reconciling a bank statement	(i) demonstrate how to maintain a checking account, including reconciling a bank statement		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(E) identify the types of loans available to consumers	(i) identify the types of loans available to consumers		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(i) explain the responsibilities of borrowing money		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(ii) explain the obligations of borrowing money		
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(G) develop strategies to become a low-risk borrower by improving one's personal credit score	(i) develop strategies to become a low-risk borrower by improving one's personal credit score		
(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	(i) examine ways to avoid credit card debt		
(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	(ii) examine ways to eliminate credit card debt		
(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:	(B) evaluate the costs and benefits of declaring personal bankruptcy	(i) evaluate the costs and benefits of declaring personal bankruptcy		









Subject	Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits			
Course Title	§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(i) analyze the validity of economic information from primary sources for bias		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ii) analyze the validity of economic information from primary sources for propaganda		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iii) analyze the validity of economic information from primary sources for point of view		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iv) analyze the validity of economic information from primary sources for frame of reference		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(v) analyze the validity of economic information from secondary sources for bias		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vi) analyze the validity of economic information from secondary sources for propaganda		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vii) analyze the validity of economic information from secondary sources for point of view		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(viii) analyze the validity of economic information from secondary sources for frame of reference		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ix) evaluate the validity of economic information from primary sources for bias		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(x) evaluate the validity of economic information from primary sources for propaganda		
(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:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xi) evaluate the validity of economic information from primary sources for point of view		





