

TEKS Clarification Document

Social Studies– Government
2012 – 2013



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GOVERNMENT

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

Source: The provisions of this §113.40 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-12.

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction.

(1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

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(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(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 Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) 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.

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G.1	<i>History. The student understands major political ideas and forms of government in history. The student is expected to:</i>
G.1A	<p>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.</p> <p>Explain</p> <p>MAJOR POLITICAL IDEAS IN HISTORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Laws of nature and of nature's God – phrase found in the Declaration of Independence; includes standards of justice which transcend laws made by humans; also called natural law • Unalienable rights – rights that may not be surrendered or taken from individuals. The Declaration of Independence, written by Thomas Jefferson, stated “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 happiness.” Jefferson was inspired by the writings of John Locke’s natural rights of “life, liberty, and property.” • Divine right of kings – belief that monarchs were chosen by God, giving the monarch unlimited authority • Social contract theory – in order for man to live in groups, he must give up some of his freedom to the government in exchange for protection of his natural rights. The idea was developed by Thomas Hobbes in <i>Leviathan</i>, expanded by John Locke in <i>Second Treatise on Government</i>, and by Jean Jacques Rousseau in <i>Social Contract</i>. The authority of government is derived from the consent of the governed. The citizens could challenge a government that does not preserve their natural rights. (e.g., Glorious Revolution in England and American struggle for independence) • Right of resistance to illegitimate government – a principle stated in the Declaration of Independence: people have a right to create a government to protect their rights, and governments are established for the limited purposes of securing individual rights; authority is derived from the consent of the governed and people have the right to alter or abolish government when it fails to fulfill its purpose.
G.1B	<p>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.</p> <p>Identify</p> <p>CHARACTERISTICS OF FORMS OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Judeo-Christian (especially biblical) law – emphasizes how both Jewish and Christian principles influenced the Founding Fathers’ personal beliefs about liberty, responsibility, hard work, ethics, justice, and equality. Many ideas from the Ten Commandments are reflected in the Bill of Rights. • English Common Law – used in the courts of England since the Middle Ages, common law is based on custom, usages, and general principles found in court decisions that serve as precedents to be applied to situations not covered by statutory law.

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	<ul style="list-style-type: none"> • Constitutionalism – the idea that the basic principles and laws of a government should be organized and administered through compliance with a written or unwritten constitution. The constitution effectively restrains the powers of the government and guarantees certain rights to the people. • The Enlightenment – an intellectual movement concentrated in France during the 1700s. A group of philosophers including John Locke, Baron de Montesquieu, and Voltaire, sought to apply the rigors of scientific inquiry to study human society. They developed rational laws to describe social behavior and applied their findings in support of human rights (natural rights) and liberal economic theories. • Republicanism – a philosophy of limited government with elected representatives serving at the will of the people; a belief that the only legitimate government is one based on the consent of the governed.
G.1C	<p>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.</p> <p>Identify</p> <p style="text-align: center;">THE INDIVIDUALS WHOSE PRINCIPLES OF LAWS AND GOVERNMENT INSTITUTIONS INFORMED THE AMERICAN FOUNDING DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Moses – a Biblical religious leader, lawgiver, and prophet who received the <i>Ten Commandments</i>; many ideas in the <i>Ten Commandments</i> appear in the Bill of Rights. • William Blackstone – an English judge and professor who wrote the four-volume <i>Commentaries on the Laws of England</i>, in which he expressed his views on the common law of England. The four volumes included <i>Rights of Persons</i>, which describes the relationship between the government and the individual; <i>Rights of Things</i>, which explains the right of property; <i>Private Wrongs</i>, which deals with the law of torts or private complaints; and <i>Public Wrongs</i>, which focuses on crimes and punishments, including wrongs against God and religion. • John Locke – natural rights; life, liberty and property; strongest influence on Thomas Jefferson • Charles de Montesquieu – separation of powers and checks and balances to prevent one part of government from becoming too powerful
G.1D	<p>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.</p> <p>Identify</p> <p style="text-align: center;">CONTRIBUTIONS OF POLITICAL PHILOSOPHIES OF FOUNDING FATHERS ON THE DEVELOPMENT OF U.S. GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Founding Father – individual who played a major role in declaring U.S. independence, fighting the Revolutionary War, or writing and adopting the U.S. Constitution • John Adams – served in 1st and 2nd Continental Congress, led the debate that ratified the Declaration of Independence, served as vice president for eight years under George Washington, and was elected the 2nd president of the United States in 1796. It is significant to note that he was not

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elected vice president; rather, he received the second most votes in the presidential election of 1788.

- Alexander Hamilton – a New York delegate to the Continental Congresses and the Constitutional Convention. He was a leading Federalist, favored strong central government, and helped write the Federalist Papers. He was the first Secretary of the Treasury, during which time he established the Mint and the National Bank. He believed in a loose interpretation of the Constitution.
- Thomas Jefferson – third president of the United States and author of the Declaration of Independence. He was an Anti-Federalist and supported a strong Bill of Rights. His opposition to a strong central government led to the creation of the first political parties. He was also a delegate to the Continental Congress. He did not take part in writing the Constitution because he was in France at the time. He was the first Secretary of State, taking Benjamin Franklin’s place as Minister to France; he approved the Louisiana Purchase.
- James Madison – called the “Father of the Constitution” since his work was essential to the writing and ratification of the Constitution. One of the authors of the Federalist Papers, he supported a strong central government. He also wrote the first 12 amendments to the Constitution, 10 of which were ratified as the Bill of Rights. He was the fourth president of the United States.
- John Jay – served as Ambassador to Spain and France during and after the American Revolution, helping to shape foreign policy and securing favorable peace terms with the British. He was President of the Continental Congress from 1778-1779 and 1789-1795 and first Chief Justice of the Supreme Court. He co-wrote the Federalist Papers with Hamilton and Madison, warning in four of the articles of the dangers of “foreign force and influence” on a weak central government. As Chief Justice, he established the precedent that the Court does not take positions on legislation as it is being considered when he declined a request from Alexander Hamilton to endorse a law that would have assumed the debts of the states.
- George Mason – known as the “Father of the Bill of Rights,” he was a delegate from Virginia to the Constitutional Convention. He was the leader of those who pressed the Convention for a clear statement protecting the rights of states’ and individuals from the powerful central government; when none was included in the original document, he refused to sign it. His efforts resulted in the addition of the Bill of Rights by the first Congress, based on the earlier Virginia Declaration of Rights, authored by Mason. His Virginia Declaration of Rights was also a model for the French Declaration of the Rights of Man and of the Citizen, adopted in 1789.
- Roger Sherman – one member of the Committee of Five that drafted the Declaration of Independence and also helped write the Articles of Confederation. A delegate from Connecticut to the Constitutional Convention who favored protection of states’ rights, he offered what came to be called the Great Compromise or Connecticut Compromise, which broke the stalemate between large and small states over state representation in the new Congress. His compromise proposed the current two-house legislative body, with all states represented equally in the Senate and by population in the House of Representatives. He also supported electing the President by an Electoral College.
- James Wilson – signer of the Declaration of Independence and twice elected to the Continental Congress, and was one of the most prominent legal scholars among the Founders. At the Constitutional Convention, he wanted representatives in Congress to be elected by popular vote. He proposed the Three-Fifths Compromise which counted slaves as three-fifths of a person in determining how many representatives a state would be allotted in the House of Representatives, thus breaking a deadlock between slave and free states. He later served as one of the first Justices on the new Supreme Court.

G.1E Examine debates and compromises that impacted the creation of the founding documents.

Examine

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DEBATES AND COMPROMISES THAT IMPACTED THE CREATION OF THE FOUNDING DOCUMENTS

Including, but not limited to:

- Founding documents – Declaration of Independence, Articles of Confederation, the Constitution, and the Bill of Rights

Debates and compromises

- Limited government – a government in which constitutions, statements of rights, or other laws define the limits of those in power. Everyone, including all authority figures, must obey the laws. This reduced the opportunity for those in positions of authority to take advantage of their elected, appointed, or inherited positions.
- Republicanism – a philosophy of limited government with elected representatives serving at the will of the people. Supporters of republicanism believe that the only legitimate government is one based on the consent of the governed. This concept delayed the vote on The Declaration of Independence. The delegates wanted unanimity in the vote for independence, but several delegations were originally directed by the people of their colonies not to vote for independence from Great Britain.
- Popular Sovereignty – the concept that political power rests with the people who can create, alter, and abolish government. People express themselves through voting and free participation in government. Popular sovereignty is an important characteristic of democratic government.
- Individual rights – Many opposed the Constitution in 1787 because they believed it did not offer adequate protection of individual rights. The first ten amendments, collectively known as the Bill of Rights and ratified in 1791, were created to correct this. The individual rights protected in the Bill of Rights include economic rights related to property, political rights related to freedom of speech and press, and personal rights related to bearing arms and maintaining private residences.
- Federalism – the distribution of power between a federal government and the states within a union. Under the Articles of Confederation, most power had belonged to the states. Under the new Constitution, power was to be divided between the national and state governments. The 10th Amendment reserved to the states powers not granted to the national government, unless they were otherwise prohibited to the states.
- Checks and balances – a political system in which each branch of government can limit the power of the other branches. According to the U.S. Constitution, each of the three branches of government has distinct powers that can be limited in certain ways by the other two branches.
- Separation of powers – the concept of separating the powers of government between the executive, legislative, and judicial branches. The branches created in the Constitution included the legislative branch (with power to make the laws), known as Congress and made up of a House of Representatives and a Senate; the executive branch (with power to carry out the laws), known as the President; and the judicial branch (with power to interpret laws), known as the Supreme Court. The delegates to the Philadelphia Convention felt that by separating the powers of government, the Constitution afforded protection to U.S. citizens from abuses of power by a centralized government.
- The Virginia Plan – a plan debated in the Constitutional Convention, written by James Madison, and introduced by Edmund Randolph of the Virginia delegation. It proposed creation of a bicameral legislature (two-house legislature). Membership in the lower house was to be based on state population, and candidates were to be nominated and elected by the people of each state. Membership in the upper house was to be allocated in the same way, but candidates were to be nominated by the state legislatures and elected by the members of the lower house. The plan also proposed a government of three branches with a system of checks and balances, as well as creating a system of federalism to divide power between the national and state governments.
- The New Jersey Plan – a plan introduced by William Paterson of New Jersey in response to the Virginia Plan. Less populous states were afraid a

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population-based plan of legislative representation would result in their voices and interests being drowned out by the larger states. Many delegates also felt that the Convention did not have the authority to completely scrap the Articles of Confederation, as the Virginia Plan would have done. Paterson proposed a legislature consisting of a single house (unicameral legislature). Each state was to have equal representation in this body, regardless of population, with one vote per state. The plan would have left the Articles of Confederation in place, but would have amended them to somewhat increase the powers of Congress, recognizing that the states were independent entities and would remain so as they entered into the new government.

- The Great Compromise – also called the Connecticut Compromise because it was introduced by Roger Sherman of that state. It was a compromise between the Virginia and New Jersey plans for allocating representation in the legislative branch. In favor of the larger states, membership in the lower house, as in the Virginia Plan, was to be allocated in proportion to state population; candidates were to be nominated and elected by the people of each state. A census of all inhabitants of the United States was to be taken every 10 years. Also all bills for raising taxes, spending or appropriating money were to originate in the lower house. In exchange, membership in the upper house was more similar to the New Jersey Plan and allocated two seats to each state, regardless of size, with members being chosen by the state legislatures. After eleven days of debate, the compromise passed by one vote.
- Three-Fifths Compromise – addressed the issue of popular representation in the House of Representatives created by the Great Compromise. Less populous southern states were allowed to count three-fifths of all non-free, non-Native American people toward population counts and the distribution of taxes. Delegates opposed to slavery generally wished to count only the free inhabitants of each state when determining the number of representatives allocated to a state. Delegates supportive of slavery generally wanted to count slaves in their actual numbers. Since slaves could not vote, slaveholders would thus have the benefit of increased representation in the House and the Electoral College. The final compromise of counting slaves as only three-fifths of their actual numbers reduced the power of the slave states relative to the original southern proposals, but increased it over the northern position. The 13th Amendment rendered the Three-Fifths Clause moot. The debate over slavery had played a role in determining the final language of the Declaration of Independence as well. Jefferson has included in the original draft a section condemning George III for allowing the slave trade to flourish. This provision was deleted by the delegates during debate, keeping the southern colonies from walking out of the meeting.
- Federalists vs. Anti-Federalists – two sides in the arguments for and against ratification of the Constitution and the government the document created. Disagreements over the way the Constitution divided power between the states and the national government, the degree to which the rights of states were protected, and the degree to which the rights of citizens were protected, led to furious debates as states held their conventions to vote on ratifying the new document. Those favoring ratification of the Constitution and adoption of the federalist form of government were called Federalists, and those opposed to the Constitution because they feared the power of the national government in the new federal system were called Anti-Federalists. Anti-Federalists were also concerned that if the national government could overrule state decisions, the protection of the liberty of individuals would be at risk. Patrick Henry and George Mason were leading Anti-Federalists. Henry was so opposed to the process that he did not even attend the convention which drafted the Constitution. Thomas Jefferson favored some aspects of the Constitution, but was concerned about the lack of protection for the rights of states and the absence of support for individual rights. He supported the inclusion of a Bill of Rights. In an effort to sway opinion and get the Constitution ratified, three leading Federalists (James Madison, Alexander Hamilton, and John Jay) published their views in *The Federalist*, a series of 85 newspaper essays which have become a classic of American political thought.

G.1F	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.
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Identify

SIGNIFICANT INDIVIDUALS IN GOVERNMENT AND POLITICS

Including, but not limited to:

- George Washington – first President of the United States. He set precedent by stepping down after two terms, thus initiating a peaceful transition of power and by creating a Cabinet. One of his greatest accomplishments was issuing the Neutrality Proclamation because it allowed the fledgling United States to build a solid system of government without becoming embroiled in a foreign war.
- Thomas Jefferson – third President of the United States. He was the principal author of the Declaration of Independence. With James Madison, he formed the Democratic-Republican Party which opposed the Federalists' plan for national economic development and foreign entanglements with England. The party also championed state's rights in opposition to the strong central government favored by the Federalists. In 1800, Jefferson was elected president and served two terms. He maintained peace and encouraged westward expansion during the first term, completing the Louisiana Purchase in 1803 from Napoleon, nearly doubling the size of the United States.
- John Marshall – As a justice in the U.S. Supreme Court, Marshall helped to establish the authority of the court in defining the limits of the U.S. Constitution and the authority of the executive branch. He was appointed chief justice by President John Adams and served from 1801-1835. During his tenure the court set precedents that shaped federal law and government. Most important was the Marbury v. Madison decision (1803) in which he ruled that the federal courts had the power to determine whether or not congressional legislation was constitutional.
- Andrew Jackson – seventh President of the United States. During the War of 1812, he rose to national prominence as a military leader who fended off the British in the Battle of New Orleans. He ran for the presidency in 1824, but was not elected. In 1828, however, he was elected in a landslide. Jackson favored a powerful presidency. His style of government based in popular support became known as Jacksonian Democracy. He increased the control of the executive branch of government, thereby starting a trend toward a more centralized government. Jackson appointed political allies to positions in government (a process called the "spoils system"), and vetoed more bills in his two terms as president than previous presidents combined because he believed in a strict interpretation of the Constitution.
- Abraham Lincoln – sixteenth President of the United States. He managed to preserve the unity of the United States during the Civil War. His Gettysburg Address called for national unity, and his most lasting influence is the 13th amendment which banned slavery throughout the United States. He also helped build today's Republican Party.
- Theodore Roosevelt – twentieth President of the United States. He was the leader of the "Rough Riders," a volunteer cavalry unit which served in the Spanish-American War. He served as governor of New York and then as William McKinley's vice president. When McKinley was assassinated in 1901, Roosevelt succeeded to the presidency and was later elected to a full term in 1904. He supported expansionism, a powerful navy, and the development of a canal across Central America (the Panama Canal). Under Roosevelt's direction, the United States became the police of the western hemisphere. Numerous reforms were enacted. He prosecuted big business for trust violations, supported passage of the Pure Food and Drug Act, and created national parks.
- Franklin Roosevelt – thirty-second president of the United States. Elected in 1932 during the Great Depression, he began implementing his New Deal philosophy in the first 100 days after his inauguration. His reforms, proposed to counteract the effects of the Depression, affected four areas: finance, industry, agriculture, and relief (welfare). He strengthened government work programs. His executive orders and sponsorship of legislation in the national interest supported the weak economy and remained viable years after his death. Yet, critics worried that his growing executive

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	<p>authority might undermine the checks and balances of the three branches of government. This concern derived from Roosevelt's attempts to pack the Supreme Court with his own appointees. Congress eventually passed a court reform bill but it did not support Roosevelt's ideas. He also fostered a new diplomacy to counter the aggression of Adolf Hitler, Benito Mussolini, and Tojo Hideki in World War II. American support for Roosevelt was high, and he dominated the political scene for four terms, the most of any U.S. president. The 22nd Amendment, adopted in 1951 and often termed the anti-Franklin Roosevelt amendment, limits presidents to two terms.</p> <ul style="list-style-type: none"> • Ronald Reagan – fortieth President of the United States. He implemented sweeping new political and economic initiatives. His supply-side economic policies, dubbed "Reaganomics," advocated controlling the money supply to reduce inflation, and spurring economic growth by reducing tax rates, government regulation of the economy, and certain types of government spending. Publicly describing the Soviet Union as an "evil empire," he supported anti-Communist movements worldwide and spent his first term forgoing the strategy of détente by ordering a massive military buildup in an arms race with the USSR. Reagan negotiated with Soviet leader Mikhail Gorbachev, culminating in a treaty decreasing both countries' nuclear arsenals.
G.2	<i>History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:</i>
G.2A	<p>Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy.</p> <p>Give examples</p> <p>PROCESSES USED TO AFFECT PUBLIC POLICY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • by individuals: voting, campaigning, contributions to campaigns, boycotts, sit-ins, demonstrations, contacting policy makers • by political parties: nominate candidates, support candidates financially, inform and activate supporters, give a seal of approval, party that is out of power criticizes the policies and behavior of party in power, special interest and third parties • by interest groups: lobbying, providing information, providing political participation, organizing people, media campaigns • by media: report on news, provide venue for debates and voicing of political views, advertisement of views, influence
G.2B	<p>Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p>Analyze</p> <p>IMPACT OF POLITICAL CHANGES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Changes (and their impact) brought about by individuals: <ul style="list-style-type: none"> • Third-party candidates bring about change by getting issues known (i.e., Ross Perot, Ralph Nader). Policies of third-party candidates have often become planks in mainstream party platforms.

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	<ul style="list-style-type: none"> • Possible historical examples: the Brady Bill, Cesar Chavez, Civil Rights Movement (e.g., MLK, Jr., Rosa Parks, Malcolm X) • Contemporary changes brought about by individuals • Local changes brought about by individuals • Changes brought about by political parties: <ul style="list-style-type: none"> • Assist the electoral process, nominate candidates • A “plank” in the party platform when the party is in power can get legislation enacted • Third parties bring about change by getting issues known. Policies of third-party candidates have often become planks in mainstream party platforms (Prohibition, women’s suffrage). • Changes brought about by interest groups: <ul style="list-style-type: none"> • Organize people, provide a means of participation, provide information to both public and policy makers • Possible examples: “Swift Boat” ads, political action committees, churches, environmentalists • Changes brought about by the media: <ul style="list-style-type: none"> • Inform the public, serve as watchdog, act as gatekeeper (screen what is publicized); possible examples: “yellow journalism” of Spanish-American War; Edward R. Murrow and McCarthyism; David Frost/ Richard Nixon interview; Vietnam war (“bringing the war to America’s dinner tables”); Watergate (Woodward and Bernstein); radio and TV talk shows, investigative journalism; blogs and “social media” raise awareness and interest on issues and candidates
G.3	<i>Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:</i>
G.3A	<p>Understand how population shifts affect voting patterns.</p> <p>Understand</p> <p>HOW POPULATION SHIFTS AFFECT VOTING PATTERNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Westward Expansion – the period of settlement 1800–1850 when Americans pushed the frontier westwards from the original thirteen states in search of land and resources, economic opportunities, a better life, and, for some, religious freedom • Rural to urban shift – shift in population to cities that occurred as the nation shifted away from an agrarian economy • Great Migration – movement of African Americans away from the South to the North, Midwest, and West that occurred from 1910-1960. A Second Great Migration has occurred since the 1960’s as a reverse migration back to the South as job opportunities increased in the area and racism declined. Many African Americans also had family ties in the South and desired to reunite. • Rust Belt to the Sun Belt – the Rust Belt consists of the manufacturing states of the north that cluster around the Great Lakes. As manufacturing declined, population movement occurred to the areas of the Sun Belt, the southern, and southwestern states as people sought more job

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	<p>opportunities.</p> <ul style="list-style-type: none"> • Growth of Hispanic population – an increase in immigration, both legal and illegal, of Hispanics, particularly into areas of the southwestern states
G.3B	<p>Examine political boundaries to make inferences regarding the distribution of political power.</p> <p>Examine, Infer</p> <p>POLITICAL BOUNDARIES TO MAKE INFERENCES REGARDING DISTRIBUTION OF POLITICAL POWER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Power in the House of Representatives has shifted as a result of more rapid population growth in the South and Southwest. • The number of elected officials who are minorities has increased in the South and Southwest due to an increase in minority population in those areas.
G.3C	<p>Explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.</p> <p>Explain</p> <p>HOW POLITICAL DIVISIONS ARE CRAFTED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Census – the United States Constitution mandates that a census be taken every ten years in order to apportion the number of members of the United States House of Representatives among the several states. Census statistics are also used in order to apportion federal funding for many social and economic programs. The first U.S. Census was conducted in 1790. • Apportionment – the process of allocating the number of members of United States House of Representatives each state will have in Congress. Seats are assigned to the states based on their relative population to the total population of the United States. States can gain or lose representatives at each decennial census. • Redistricting – once the number of U.S. Representatives a state will have is determined, each state creates districts from which representatives will be elected. Districts must be redrawn after each census to reflect shifts of population within the state. • Criteria for creating districts – in addition to equalizing the population of districts and complying with Federal requirements requiring non-discrimination against minorities, criteria may include attempting to create compact, contiguous districts and trying to keep political units and communities within a single district. • Role of state legislatures – Each state has its own standards for creating districts within the state. In 36 states, including Texas, the state legislatures determine the new political boundaries. This often results in districts created for partisan advantage. • Redistricting other electoral districts within a state – state legislative districts are also re-drawn after each Census, as are county and municipal government districts.

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	<ul style="list-style-type: none"> • Gerrymandering – the deliberate manipulation of political boundaries for electoral advantage, usually of incumbents or a specific political party <p>HOW POLITICAL DIVISIONS ARE AFFECTED BY SUPREME COURT DECISIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Baker v. Carr (1962) – a landmark United States Supreme Court case that decided that federal courts could intervene in and decide reapportionment cases. The Court formulated the famous "one-person, one-vote" standard for legislative redistricting, holding that each individual had to be weighted equally in legislative apportionment. The case originated with Charles Baker's complaint that Tennessee had not redistricted its state legislative districts since the census of 1901. By the time of Baker's lawsuit, the population had shifted such that his district in Shelby County (Memphis) had about ten times as many residents as some of the rural districts. Representationally, the votes of rural citizens were worth more than the votes of urban citizens, thus depriving Baker of the "equal protection of the laws" required by the Fourteenth Amendment. The defendants unsuccessfully argued that reapportionment of legislative districts is a "political question", and hence not a question that may be resolved by federal courts. • Consequences of Supreme Court decisions on redistricting – Baker v. Carr and subsequent cases fundamentally altered the nature of political representation in America, requiring not just Tennessee but nearly every state to redistrict during the 1960s, often several times. This reapportionment increased the political power of urban centers and limited the influence of more rural, conservative interests that had benefited from earlier Supreme Court rulings that such "political" questions as those of apportionment were not justiciable.
G.4	<i>Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</i>
G.4A	<p>Identify the significance to the United States of the location and key natural resources of selected global places or regions.</p> <p>Identify</p> <p>THE SIGNIFICANCE TO THE UNITED STATES OF THE LOCATION AND KEY NATURAL RESOURCES OF SELECTED GLOBAL PLACES OR REGIONS</p> <p>Suggested places and regions might include, but not limited to:</p> <ul style="list-style-type: none"> • Cuba – communist country located 90 miles from U.S.; strategically important for foreign policy because we oppose its communist interests and human rights violations; strategically important geographically because it sits at the “entrance” to the Gulf of Mexico. Spanish-American War, Bay of Pigs, Russian Missile Crisis, Guantanamo • Taiwan – strategic in U.S. relations with China; U.S. recognized its opposition to communism, so it supports Taiwan militarily; geographically, the “gateway” to China. • Middle East – strategic in U.S. relations because of its huge deposits of oil • Additional topics may be added depending on current events.

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G.4B	<p>Analyze how U.S. foreign policy affects selected places and regions.</p> <p>Analyze</p> <p>HOW U.S. FOREIGN POLICY AFFECTS SELECTED PLACES AND REGIONS</p> <p>Suggested places and regions might include, but not limited to:</p> <ul style="list-style-type: none"> • Oil fields in the Middle East: The Middle East has one fourth of the oil in the world. They export oil to the U.S. Political implications and involvements are vast, from Saudi Arabia to Kuwait, to Iran and Iraq. They, in turn, import U.S. consumer goods (and cultural influences). • Immigration from Mexico and other Central American nations: increased immigration, both legal and illegal, from these countries has placed a strain on the economic and educational resources of states that border the region. • Additional topics may be added depending on current events.
G.5	<p><i>Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:</i></p>
G.5A	<p>Explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels.</p> <p>Explain</p> <p>HOW GOVERNMENT FISCAL, MONETARY, AND REGULATORY POLICIES INFLUENCE THE ECONOMY AT THE LOCAL, STATE, AND NATIONAL LEVELS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Fiscal policy – the use of government • Spending and revenue collection to influence the economy. These policies are used to achieve economic growth, full employment, and price stability. • Monetary policy – the use of interest rates to control the money supply and the rate of interest • Regulatory policy – Free enterprise is the absence of government in the economy, but since unlimited freedom is impossible and one person's freedom can conflict with another's, government maintains law and order, protects people's right to own property and enforces voluntary contracts. • Federal Reserve – the privately owned, publicly controlled central bank of the United States. The Federal Reserve regulates the supply of money in the economy through interest notes or by altering the reserve requirement, discount rate, and open market options. The Federal Reserve also supplies paper currency, called Federal Reserve Notes, holds banks' reserves, provides check clearing services, and supervises member banks. <p>Other</p> <ul style="list-style-type: none"> • interest rates, money supply, banking regulation, trade relations, distribution of tax revenue, anti-monopoly laws, unemployment insurance, right to work laws, tariff laws, industrial safety, and quality regulation

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G.5B	<p>Identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy.</p> <p>Identify</p> <p>SOURCES OF REVENUE AND EXPENDITURES</p> <p>Analyze</p> <p>IMPACT ON U.S. ECONOMY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • revenue <ul style="list-style-type: none"> • taxation • expenditure <ul style="list-style-type: none"> • defense, education, entitlements (welfare, social security, Medicare, Medicaid) • The Executive Branch creates the budget. The Legislative Branch must approve the budget. The two branches must work together to achieve compromise.
G.5C	<p>Compare the role of government in the U.S. free enterprise system and other economic systems.</p> <p>Compare</p> <p>ROLE OF GOVERNMENT IN THE U.S. FREE ENTERPRISE SYSTEM AND OTHER ECONOMIC SYSTEMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • U.S. free enterprise – in a free enterprise system, individuals and businesses operate and compete with minimum government interference or regulation • Socialism – government controls some means of production (major industries) • Communism – government controls all means of production
G.5D	<p>Understand how government taxation and regulation can serve as restrictions to private enterprise.</p> <p>Understand</p> <p>HOW GOVERNMENT TAXATION AND REGULATION CAN SERVE AS RESTRICTIONS TO PRIVATE ENTERPRISE</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> • government regulation of monopolies • environmental regulations on industries • unemployment insurance requirements • safety and health regulations in the workplace • workmen’s compensation insurance • product standards and testing • additional current topics as they occur in political discussions
G.6	<i>Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</i>
G.6A	<p>Examine how the U.S. government uses economic resources in foreign policy.</p> <p>Explain</p> <p style="color: blue;">HOW THE UNITED STATES GOVERNMENT USES ECONOMIC RESOURCES IN FOREIGN POLICY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Economic – economic globalization is reshaping international relations, which in turn is affecting the political realm (e.g., China/Taiwan). <ul style="list-style-type: none"> • Taiwan is the United States' ninth-largest trading partner. Because the U.S. has a “one China policy,” the U.S. does not support Taiwan independence. • U.S. – China economic ties have expanded substantially over the past several years. China is becoming a large market for U.S. exporters. <ul style="list-style-type: none"> • U.S. – China commercial ties have been strained by a number of issues, including a surging U.S. trade deficit with China, lax protection of U.S. intellectual property rights (IPR), widespread trade barriers, and China’s pegged currency policy. • Political – constituent interests and political parties affect voting on trade policy legislation in the U.S. Congress (e.g., Cuba).
G.6B	<p>Understand the roles of the executive and legislative branches in setting international trade and fiscal policies.</p> <p>Understand</p> <p style="color: blue;">THE ROLES OF THE EXECUTIVE AND LEGISLATIVE BRANCHES IN SETTING INTERNATIONAL TRADE AND FISCAL POLICIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • International trade policies – tariffs, import quotas, preferred trade status, trade sanctions, free trade zones (NAFTA) • Fiscal policy – setting the federal budget, passing laws on taxation, taxing certain products (alcohol, cigarettes) • Other topics can be added as they are part of the current political discussion.

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G.7	<i>Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</i>
G.7A	<p>Explain the importance of a written constitution.</p> <p>Explain</p> <p>IMPORTANCE OF A WRITTEN CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A written constitution defines purpose, powers, rights and responsibilities of citizens, and describes the operational systems of government.
G.7B	<p>Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</p> <p>Evaluate</p> <p>HOW THE FEDERAL GOVERNMENT SERVES THE PURPOSES SET FORTH IN THE PREAMBLE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Purpose of the Preamble – explains the purposes of the Constitution, and defines the powers of the new government (the federal government) as originating from the people of the United States, including: <ul style="list-style-type: none"> • Form a more perfect union – improve on the union. The new country had been struggling along with the flawed Articles of Confederation. They hoped that with the new constitution they would be able to “form a more perfect union.” (Article I, Section 10; Article IV) • Establish justice – set down what “justice” means in the United States and how it will be accomplished (Article III, Section 1) • Insure domestic tranquility – keep peace at home, discourage rebellions, such as Shay’s Rebellion (Article I, Section 8) • Provide for the common defense – defend the nation against foreign enemies (Article I, Section 8; Article 2, Section 2) • Promote the general welfare – the government is a servant of its citizens; the services it provides benefit all or most people (Article I, Section 8) • Secure the blessings of liberty – the document must be enduring and each generation must learn, understand, and be willing to stand up for liberty when necessary
G.7C	<p>Analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government.</p> <p>Analyze</p> <p>HOW THE FEDERALIST PAPERS EXPLAIN THE PRINCIPLES OF THE AMERICAN SYSTEM OF GOVERNMENT</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> • Federalist Papers – collection of essays written during the debates over ratification of the Constitution by John Jay, James Madison, and Alexander Hamilton that promote a strong central government and describe a republican form of government. The principles they espouse are judicial review, limited government, checks and balances. • Federalist Number 10 – written by Madison; begins by stating the strong Constitution has the ability to control the violence and aggressions caused by factions, which cause instability in the government. It also says corruption in government will be less likely because representatives will be chosen by a large population. It describes the new republican form of government created by the Constitution and states the main goal of the new government is to make all states secure from threats and invasions. • Federalist Number 39 – written by Madison; begins by redefining the term "republic," stating three principles that must be present for a true republic to exist: the power to govern must be derived from the consent of the people; representatives elected from the people are the administrators of the government; the terms of service of the Representatives must be limited by time, good behavior, or as long as the favor of the people is maintained (as would be the case in impeachment) • Federalist Number 51 – written by Madison; addresses the means by which appropriate checks and balances can be created in government and also advocates a separation of powers within the national government. One of its most important ideas is the often quoted phrase, "Ambition must be made to counteract ambition."
G.7D	<p>Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>Evaluate</p> <p>CONSTITUTIONAL PROVISIONS FOR LIMITING THE ROLE OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Limited government – the government is not all powerful; its powers are limited, and the acts of the government are those willed by the people • Republicanism – the citizens have political authority, are bound by social contract to obey laws, and their rights are guaranteed by a constitution • Checks and balances – each branch of government is subject to a number of constitutional restraints by the other branches • Federalism – division of power among the central government and several regional (state) governments • Separation of powers – no one branch has too much power • Popular sovereignty – the people are the only source of power for any and all government actions; government can only govern with the consent of the governed • Individual rights – a citizen is entitled to all rights as long as they don't infringe on others
G.7E	<p>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.</p>

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	<p>Describe</p> <p style="color: blue;">THE CONSTITUTIONALLY PRESCRIBED PROCEDURES BY WHICH THE CONSTITUTION CAN BE CHANGED</p> <p>Analyze</p> <p style="color: blue;">THE ROLE OF THE AMENDMENT PROCESS IN A CONSTITUTIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Article 5 of the Constitution outlines the procedure for amendment. Processes to amend the Constitution: <ul style="list-style-type: none"> • Proposal by either 2/3 vote of each house of Congress or by a national convention requested by 2/3 of the state legislatures • Ratification by 3/4 of the states in their legislatures or in state conventions • Amendments can be added by any combination of steps 1 and 2. • 26 of the 27 amendments have been made by a proposal in Congress and approved by the state legislatures. Only the 21st Amendment (repeal of Prohibition) was ratified by state conventions. • No national conventions have been called to propose an amendment. • The amendment process illustrates federalism in that proposal is a national function and ratification is a state function. • An Amendment might be proposed to address a perceived deficit in the Constitution (as in the Bill of Rights), in response to a particular court decision (11th Amendment in response to Chisholm v. Georgia ruling regarding lawsuits), or to advance a controversial social issue (18th Amendment and Prohibition).
G.7F	<p>Identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today.</p> <p>Identify</p> <p style="color: blue;">HOW AMERICAN BELIEFS AND PRINCIPLES REFLECTED IN THE DECLARATION OF INDEPENDENCE AND THE U.S. CONSTITUTION CONTRIBUTE TO BOTH A NATIONAL AND FEDERAL IDENTITY AND ARE EMBODIED IN THE UNITED STATES TODAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Belief in individual rights • “All men are created equal” • Protection of minority rights • A nation of laws, not of men

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	<ul style="list-style-type: none"> • Authority is derived from the consent of the governed • The national government has power over decisions that affect the nation as a whole; the states make other decisions that address each state's problems, situations, and issues
G.7G	<p>Examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</p> <p>Examine</p> <p style="color: blue;">REASONS THE FOUNDING FATHERS PROTECTED RELIGIOUS FREEDOM IN AMERICA AND GUARANTEED ITS FREE EXERCISE</p> <p>Compare, Contrast</p> <p style="color: blue;">THE FREE EXERCISE CLAUSE OF THE FIRST AMENDMENT AND THE ESTABLISHMENT CLAUSE OF THE FIRST AMENDMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Free exercise clause – clause in the First Amendment; “Congress shall make no law...prohibiting the free exercise...” of religion which has been interpreted to protect a person’s religious beliefs and the activities that flow from those beliefs, as long as they do not interfere with more important rights of society • Establishment clause – clause in the First Amendment; “Congress shall make no law respecting an establishment of religion...” and was meant to prevent the establishment of a national church. Beyond this ban on a national church, scholars and the courts continue to debate the meaning of the clause. Some believe it merely prevents the government from favoring one religion over another, while others believe there should be a “wall of separation” between church and state. • Separation of church and state – these words do not appear in the Constitution, but stem from the ideas of James Madison and Thomas Jefferson calling for a “wall of separation” between church and state, meaning little or no connection between the two. • The Founding Fathers included protections for religious freedom in the First Amendment because of experiences with the Church of England, the national church of England, and because followers of other religions in England had suffered persecution. The Church of England was supported by government taxation and held significant political power. • Article VI of the Constitution – “...no religious test shall ever be required as a qualification to any office of public trust under the United States;” meant no government official had to swear to hold certain religious beliefs before being allowed to hold office; added to prevent a single church from holding power over government as was the case with the Church of England • When the First Amendment was added, five states had “established” or “official” churches. The First Amendment applied only to Congress, the national legislature. • Fourteenth Amendment – the due process and equal protection rights stated in this amendment have been interpreted by the Supreme Court to mean that states may not establish religions or unreasonably interfere with a person’s free exercise of religion.

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G.8	<i>Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</i>
G.8A	<p>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.</p> <p>Analyze</p> <p>STRUCTURE AND FUNCTIONS OF THE LEGISLATIVE BRANCH</p> <p>Including, but not limited to:</p> <p>Structure</p> <ul style="list-style-type: none"> • Bicameral structure of Congress • 2-house legislature, Congress is divided into House of Representatives and Senate • Number of senators (2 per state) and representatives (dependent on population) • Qualifications for office • Leadership: Vice President is president of the Senate, Speaker of the House leads House <p>Functions</p> <ul style="list-style-type: none"> • Enact laws • Congressional committees – congressional standing committees are permanent panels made up of members of the House or Senate that make and debate laws for different areas of public policy. Each committee has jurisdiction over a certain area, for example, health, education, the environment, or foreign affairs. • Procedure for enacting laws – proposed laws are called bills; bills are referred to legislative committees for public hearings and study; if bills are approved by a committee, they are subject to floor debate; amendments (changes) may be made to bills at any stage in the process; bills must pass both houses in identical form; only a majority vote is needed to pass a bill • Exclusive and shared powers of each legislative house as delineated in the Constitution (Article I) • Powers in relation to other branches (checks and balances)
G.8B	<p>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.</p> <p>Analyze</p> <p>STRUCTURE AND FUNCTIONS OF THE EXECUTIVE BRANCH</p>

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GOVERNMENT

Including, but not limited to:

Structure

- President – leader of the country and Commander in Chief of the military. The president fulfills many roles: Commander in Chief, Chief Legislator, Head of State, Foreign Policy Leader, Party Leader, Chief Executive, Chief Economic Planner, and Representative of All the People
 - Qualifications (also include term limits) Article II, Section 1; Amendment 22
 - Process for removal from office – Article II, Section 4
 - Impeachable offenses – Article II, Section 4
 - Succession to the office – Amendment 20
 - Election procedures (electoral college) Article II, Section 1; Amendment 12
- Vice President – President of the Senate and becomes president if the president is unable to serve. Member of two branches: executive and legislative.
 - Departments – department heads (Cabinet members) advise the president on policy issues and help execute those policies
 - Independent agencies – include regulatory commissions and government corporations

Functions

- Presidential powers: Constitutional powers of the president are defined in Article II of the Constitution, which discusses the office of president. Section 2 enumerates the powers of the president. Presidential powers have “grown” over time to include implied powers such as executive orders, executive privilege, and executive decision. Presidents often interpret these differently.
 - Commander-in-Chief of the armed services
 - Grant reprieves and pardons
 - Make treaties (with concurrence of the Senate)
 - Appoint ambassadors, Supreme Court judges, and all other officers of the United States (with confirmation by the Congress)
 - Appoint people to fill vacancies that may occur during the recess of the Senate
 - Receive ambassadors and other public ministers
 - Care that the laws be faithfully executed
 - Recommend to Congress measures for their consideration (propose a bill)
 - Approve or veto every Congressional bill (vetoes may be over-ridden)
- Cabinet and executive departments – The Cabinet advises the president. The heads of major executive departments make up the Cabinet. The departments in the executive branch help execute the policies and laws. The size of the cabinet has grown from four posts under George Washington to 15 today.

Over time, as society has become more complex, the executive branch has become larger in order to execute the laws of the land.

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G.8C	<p>Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.</p> <p>Analyze</p> <p>STRUCTURE AND FUNCTIONS OF THE JUDICIAL BRANCH</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Structure – the federal trial courts are the Federal District Courts. Cases are appealed from this court to the Circuit Courts of Appeals, and from there to the U.S. Supreme Court. Certain specialized courts also exist: the Court of International Trade, the Court of Appeals for the Armed Forces, the Court of Claims, U.S. Tax Court, Court of Appeals for Veterans’ Claims, and the Court of Appeals for the Federal District. • Functions – the judicial branch interprets and applies the law, ruling if laws have been broken and determining the punishment for the offender. It includes all the courts of the United States including the highest court, the Supreme Court. • Jurisdiction – the jurisdiction of the federal courts is spelled out in Article III, Section 2 of the Constitution. It is limited to cases between citizens of two or more states and to questions of federal laws (patents/copyrights, ambassadors, treaty interpretation, cases between states, federal crimes, bankruptcy, admiralty, antitrust, securities/banking regulation, and other cases authorized by federal law) • The federal courts have several types of jurisdiction: <ul style="list-style-type: none"> • Exclusive – only court to hear a case • Concurrent – two or more courts have jurisdiction over the same type of case • Original – a case is heard for the first time in a court • Appellate – a case is heard on appeal after being heard in a lower court • The Supreme Court has original jurisdiction over cases affecting ambassadors and cases between two or more states. • The Federal District Courts have original jurisdiction over civil and criminal cases arising under federal law. • The Circuit Courts of Appeals have only appellate jurisdiction of cases heard first in the District Courts and the Tax Court. • The Supreme Court hears appeals from the Circuit Courts, from the special courts, and from the highest state courts if a constitutional issue is involved. • Through judicial review, the courts protect the rights of the people against unconstitutional actions by the president or Congress (first used in <i>Marbury v. Madison</i>). They also protect the rights of people to fair treatment under state laws under the 14th amendment (due process of law and equal protection of the law).
G.8D	<p>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).</p>

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	<p>Identify</p> <p>THE PURPOSE OF SELECTED INDEPENDENT EXECUTIVE AGENCIES AND REGULATORY COMMISSIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • NASA – an agency of the federal government entrusted with the operation of the space program. NASA's mission is to pioneer the future in space exploration, scientific discovery, and aeronautics research. • EPA – charged with protecting human health and the environment, by writing and enforcing regulations based on laws passed by Congress • OSHA – a federal agency of the United States that regulates workplace safety and health • FDA – an agency of the United States Department of Health and Human Services, responsible for protecting and promoting public health through the regulation and supervision of food safety, tobacco products, dietary supplements, prescription and over-the-counter pharmaceutical drugs (medications), vaccines, biopharmaceuticals, blood transfusions, medical devices, electromagnetic radiation emitting devices (ERED), veterinary products, and cosmetics • FCC – independent United States government agency established by the Communications Act of 1934 that is charged with regulating interstate and international communications by radio, television, wire, satellite, and cable. The FCC is directed by five commissioners appointed by the President and confirmed by the Senate for 5-year terms. • Regulatory commissions – independent of the three branches of government, the President appoints the members of regulatory commission (with Senate approval). Regulatory commissions do not report to the executive branch, and the President cannot fire them. The independent regulatory commissions make rules for large businesses that affect the interest of the public. They regulate the conduct of these industries and have the power to determine who will receive licenses to operate. They also have the power to investigate the businesses they regulate. (Examples: Federal Communications Commission, Federal Reserve Board, the Nuclear Regulatory Commission, Federal Deposit Insurance Corporation).
G.8E	<p>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</p> <p>Explain</p> <p>HOW U.S. CONSTITUTION PROVIDES CHECKS AND BALANCES AMONG THE BRANCHES OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The U.S. government was set up with three branches to provide checks and balances to keep any one branch from gaining too much power. It was set up to be constantly in “tension” so as to ensure this would not happen. To accomplish this, several branches share power (e.g., the President appoints, but the Congress affirms). The powers of one branch can be challenged by another (e.g., Congress makes a law, but Supreme Court reviews constitutionality). • The Legislative Branch makes the law. <ul style="list-style-type: none"> • Role of committees

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	<ul style="list-style-type: none"> • Partisan politics • Overriding veto • Senate approves/disapproves judicial appointments, Cabinet positions, ambassadors (advise and consent) • Checks and balances on the executive branch (e.g., impeachment, declare war, enact taxes, creates agencies, controls appropriations), judicial branch (e.g., initiate constitutional amendments, set jurisdiction of courts), and because it is bicameral, on the legislative branch (e.g., bills pass both houses) • The Executive Branch executes (administers) the law. <ul style="list-style-type: none"> • Checks and balances on the legislature (e.g., veto power, Vice President is President of the Senate, call emergency session of congress), judicial branch (e.g., nominates judges, power to pardon), and executive branch (Vice President and Cabinet can vote that the President is unable to discharge duties) • The Judicial Branch interprets the law. <ul style="list-style-type: none"> • Checks and balances on the legislature (e.g., judicial review), and executive branch (e.g., judicial review, Chief Justice sits as President of the Senate during presidential impeachment); also serve for life, unless impeached, free from control of the executive who appointed them
G.8F	<p>Analyze selected issues raised by judicial activism and judicial restraint.</p> <p>Analyze</p> <p>ISSUES RAISED BY JUDICIAL ACTIVISM AND JUDICIAL RESTRAINT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Judicial activism –“legislating from the bench” occurs when judicial position is used to promote personal or political ends. Judicial activism violates the separation of powers by effectively creating new law that often affects the entire nation, instead of settling the particular case at hand. • Those who hold judicial activist views believe that it is the role of judges to make bold policy decisions and possibly even chart new constitutional ground. Judicial activists believe that the other two branches represent the majority of Americans and usually make fair decisions for most people. However, sometimes an individual’s rights may suffer because he or she is always outvoted by the majority. In this case, the courts are the best branch for defending the individual’s rights. • <i>Engel v. Vitale</i> (school prayer) • <i>Miranda v. Arizona</i> (“Miranda Rights”) • Judicial restraint – judges should defer to the actions of the legislative and executive branches, except in cases where those actions are clearly unconstitutional. The president and members of Congress are elected by the people, federal judges are not. <ul style="list-style-type: none"> • Those who hold judicial restraint views believe that the courts should leave policy decisions to the legislative and executive branches. • Advocates of this view argue that the federal courts, composed of unelected judges, are the least democratic branch of government, and that

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	<p style="text-align: center;">judges should not get involved in political questions or conflicts between the other two branches.</p> <ul style="list-style-type: none"> • <i>Schenck v. United States</i> (“clear and present danger” during wartime)
G.8G	<p>Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.</p> <p>Explain</p> <p>MAJOR RESPONSIBILITIES OF THE FEDERAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Responsibilities for domestic policy <ul style="list-style-type: none"> • Legislative Branch – health care; education; child care; coining money; naturalization laws; regulation of commerce, interstate transportation, business and industry; make laws that are “necessary and proper” • Executive Branch – propose laws, “bully pulpit” • Issue executive orders to carry out policies • Responsibilities for foreign policy <ul style="list-style-type: none"> • Legislative Branch – declare war, raise and support military forces, any action affecting a country’s relations with other countries (including policies about trade and national security), approve treaties and appointments of U.S. ambassadors • Executive Branch – establish foreign policy, negotiate treaties, represents U.S. to foreign nations, commander in chief of the armed forces, grant recognition to foreign governments, nominate ambassadors, receive foreign ambassadors, make executive agreements to carry out foreign policy.
G.8H	<p>Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p> <p>Compare</p> <p>STRUCTURES, FUNCTIONS, AND PROCESSES OF NATIONAL, STATE, AND LOCAL GOVERNMENTS IN THE FEDERAL SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Like the U.S. Constitution, the Texas Constitution contains the principles of popular sovereignty, limited government, separation of powers, checks and balances, and protection of individual rights. Both lay out the structure, powers, and processes of government and describe the amendment process. Roles of the governor are similar to the roles of the president as a head of state and signing and vetoing legislation, but the Governor does not get to appoint the other leading officials of the executive branch. They are chosen by the voters: Lt. Governor, Attorney General, Comptroller, Land Commissioner, Agriculture Commissions, State Board of Education, Railroad Commission (which today regulates oil and gas production more than railroads). • Though the Texas Constitution is based on the U.S. Constitution, there are differences. Examples of this include:

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- The Texas Constitution (current, written in 1876) is much longer than the U.S. Constitution and has been amended 439 times.
- Amendments are embedded within the constitution rather than added
- The Texas constitution expressly prohibits slavery.
- Under the Texas Constitution, the legislature meets biennially (rather than annually), and the governor can call 30-day special sessions of the legislature.
- Stipulates that the governor can be elected to four-year terms with no term limits (president limit is 10 years)
- Number of members of the Texas House and Senate are defined (31 Senate and 150 House) unlike the U.S. Constitution (House based on population; Senate two from each state).
- Local government structures vary.
 - City
 - Mayor (not every city has a mayoral structure – investigate local structure)
 - City Council
 - City Manager (not all cities have one)
 - City Attorney
 - Municipal Courts
 - County
 - Commissioner system
 - County Judge
 - County Clerk
 - Constables
 - County Attorney
 - Tax Collector
 - Justice of the Peace Courts
 - County Courts at Law
 - District Courts
- Functions of local governments
 - Provide services and security
 - Maintain records (marriage, divorce, birth, death, deeds, vehicle registration)

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	<ul style="list-style-type: none"> • Conduct elections and register voters according to state requirements
G.9	<i>Government. The student understands the concept of federalism. The student is expected to:</i>
G.9A	<p>Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p> <p>Explain</p> <p>WHY THE FOUNDING FATHERS CREATED FEDERAL SYSTEM OF GOVERNMENT INSTEAD OF A UNITARY SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Federal system – national government holds significant power, but the smaller political subdivisions also hold significant power. The United States, Canada, Australia, and Brazil are examples of federal systems. • Unitary system – most prevalent is the unitary system. In a unitary system, power is held at the national level, with very little power being held in political subdivisions, such as provinces, counties, parishes, or towns. • The Founding Fathers separated our country from England, which was a unitary system of government. They instituted a federal system of government in order to divide the power given to government and establish a system of checks and balances. • The Founding Fathers believed that separation of powers between the federal and state governments was one way to protect the rights of the people.
G.9B	<p>Categorize government powers as national, state, or shared.</p> <p>Categorize</p> <p>GOVERNMENT POWERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • National powers – express, enumerated, implied, delegated, and inherent powers are those specifically listed in Article 1, Section 8, such as the power to coin money, to raise an army and navy, to provide for patent and copyright protections, to establish a post office, and to make treaties and war with other nations. <ul style="list-style-type: none"> • An express, delegated, or enumerated power is one specifically listed. • An implied or inherent power is one that exists to carry out an express or enumerated power. For example, Congress can raise an army; this implies the ability to specify regulations regarding who can join the army. • Powers denied to the federal government are specified in Article I, Section 9. • State powers – reserved specifically for the states or are traditionally held at the state level

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	<ul style="list-style-type: none"> • Consist mostly of police powers, such as providing fire and police protection, establishment of health regulations, licensing, and education • 10th amendment grants reserved power for the states • Powers denied to the states are specified in Article I, Section 10 • Shared powers – concurrent or shared powers are those shared by state and federal government. (Examples: both the federal government and state governments have taxation power, the ability to construct and maintain roads, and other spending powers for the general welfare.)
G.9C	<p>Analyze historical and contemporary conflicts over the respective roles of national and state governments.</p> <p>Analyze</p> <p>HISTORICAL AND CONTEMPORARY CONFLICTS OVER ROLES OF NATIONAL AND STATE GOVERNMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Federalist vs. Anti-Federalist: <ul style="list-style-type: none"> • Federalists favored a strong central government • Anti-Federalists favored states’ rights • Conflict argued in Federalist Papers • Compromise was reached by including the Bill of Rights in the Constitution • Articles of Confederation – weaknesses in the Articles of Confederation brought to the forefront differences and the need for a more defined national government • Nullification Crisis • Civil War • Voting rights • Integration of public facilities and schools • Education standards • Defining marriage • Health care • Illegal immigration • Other issues may be added depending on current events.
G.9D	<p>Understand the limits on the national and state governments in the U.S. federal system of government.</p>

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	<p>Understand</p> <p>LIMITS ON NATIONAL AND STATE GOVERNMENTS IN FEDERAL SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The Constitution enacted a system of federalism in which the power to govern is divided between national and state governments. • Federal powers are divided into expressed, implied, and inherent power. • The 10th amendment grants reserved power for the states. • Concurrent or shared powers are those shared by state and federal government, such as the power to tax and establish courts. • Powers denied to the federal government are specified in Article I, Section 9, and powers denied to the states are specified in Article I, Section 10.
G.10	<i>Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</i>
G.10A	<p>Compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p> <p>Compare</p> <p>METHODS OF FILLING PUBLIC OFFICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Executive officers of local, state, and national executive branches- mayor, governor, president (usually elected) <ul style="list-style-type: none"> • Some positions may be filled by appointment or written policy if vacancy occurs with part of a term left to serve. • Legislative officers of local, state, and national legislative branches are usually elected. <ul style="list-style-type: none"> • Some positions may be filled by appointment or written policy if vacancy occurs with part of a term left to serve • Judicial judges are appointed or elected <ul style="list-style-type: none"> • Federal judges are appointed; most state judges are elected. • Local judges/justices are elected or appointed depending on state law. • Some positions may be filled by appointment or written policy if vacancy occurs with part of a term left to serve. • Local offices <ul style="list-style-type: none"> • Elected offices file at City Hall and pay a fee or submit a petition signed by registered voters. • Appointed office positions are filled by appointment by the mayor or city council. • State offices <ul style="list-style-type: none"> • Elected – file to run for office by paying a fee or submitting a petition signed by registered voters

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	<ul style="list-style-type: none"> • Appointed – appointed by governor, usually with approval by the state legislature • National offices <ul style="list-style-type: none"> • Elected – file to run for office by paying a fee or submitting a petition signed by registered voters (president/vice president, Senators, Congressmen) • Appointed – cabinet and federal judges (providing a vacancy exists) appointed by president with Senate approval • Elections for state and national offices are conducted on a partisan basis, requiring nomination by winning a party primary election or by being nominated at a party convention.
G.10B	<p>Explain the process of electing the president of the United States and analyze the Electoral College.</p> <p>Analyze, Evaluate</p> <p>PROCESS OF ELECTING THE PRESIDENT OF THE U.S.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Step 1 – campaigning and primaries and caucuses • Step 2 – party nomination at national conventions (campaigning continues) • Step 3 – general election • Step 4 – Electoral College (indirect popular election) • If no clear majority in Electoral College, House of Representatives decides (election of Thomas Jefferson, election of John Quincy Adams) the winner of the Presidency and the Senate chooses the Vice President.
G.10C	<p>Analyze the impact of the passage of the 17th Amendment.</p> <p>Analyze</p> <p>THE IMPACT OF THE 17th AMENDMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 17th Amendment – ratified in 1913; changed the method of electing United States Senators to direct election by the people; the Constitution originally required senators to be chosen by the state legislatures. • Impact – changing to popular election of senators corrected an undemocratic part of the original Constitution. The legislative selection system had been subject to bribery and corruption. It also was not uniform in all states: some states let the voters “nominate” senators which the legislature then approved. With the change, however, candidates had to compete for the votes of a large electorate, requiring huge sums of money.
G.11	<p><i>Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</i></p>

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G.11A	<p>Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.</p> <p>Analyze</p> <p>FUNCTIONS OF POLITICAL PARTIES AND THEIR ROLE IN THE ELECTORAL PROCESS AT LOCAL, STATE, AND NATIONAL LEVELS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">• Function of political parties:<ul style="list-style-type: none">• Put forth a set of core beliefs (party platform)• Nominate candidates for office who support those beliefs• Conduct primary elections to select nominees• Most local elections are non-partisan• Raise money to support candidates
G.11B	<p>Explain the two-party system and evaluate the role of third parties in the United States.</p> <p>Explain</p> <p>TWO-PARTY SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">• The two major political parties in the United States today are the Republican and Democratic parties. In a typical election, only candidates of these two parties have a reasonable chance of winning public office.• The two-party system is rooted in the beginnings of the nation, when the fight over the ratification of the Constitution saw the birth of the Federalists and the Anti-Federalists. In the more than two centuries of our nation's history, parties have developed with different names, but the country has maintained the two-party tradition.• Most election law is written to discourage non-major party candidates, particularly in the procedures for getting names on the ballot.• The two major parties are each conglomerates of voters with many different interests.• Multi-party systems exist in most European countries, with various parties based on particular interests (economic, religious, sectional, or ideology). One party usually has difficulty winning the support of a majority of the voters, so the power to govern must be shared by a number of parties who form coalitions, which are often shifting. <p>Evaluate</p> <p>ROLE OF THIRD PARTIES</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Role of third parties – historically, third parties have promoted concepts and policies that have then been incorporated into mainstream political parties and U.S. social and political policies. Often a third party splits the vote. Examples include: <ul style="list-style-type: none"> • Women’s right to vote (Prohibition and Socialist parties) • Child labor laws (Socialist party) • Immigration reforms (Populist party) • Fair labor practices – work week (Socialist and Populist parties) • Income tax (Socialist and Populist parties) • Sometimes third parties emerge when a faction splits from one of the major parties, usually led by a dominant personality (Theodore Roosevelt’s Bull Moose Party; George Wallace’s American Independent Party) • Modern third parties: Libertarian, Reform, Green, Constitution • Impact of third party candidates: <ul style="list-style-type: none"> • Bring about change by getting issues known (e.g., Ross Perot- Reform Party, Ralph Nader- Green Party) • Can impact the results of an election by splitting the vote (as in Humphrey/Nixon/Wallace in 1968, Bush/Clinton/Perot in 1992, Bush/Gore/Nader in 2000)
G.11C	<p>Identify opportunities for citizens to participate in political party activities at local, state, and national levels.</p> <p>Identify</p> <p>OPPORTUNITIES FOR CITIZENS TO PARTICIPATE IN POLITICAL PARTY ACTIVITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Grassroots politics, voting, working on campaign, joining interest group, financial contribution, contacting politicians, attending rallies, participation in political meetings (caucuses or conventions), researching issues and candidates on the Internet
G.12	<p><i>Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</i></p>
G.12A	<p>Compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.</p> <p>Compare</p> <p>THE UNITED STATES CONSTITUTIONAL REPUBLIC TO HISTORICAL AND CONTEMPORARY FORMS OF GOVERNMENT</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • U.S. system of government – the Federal system divides the power of government between national and state governments. • Monarchy – a country is governed by a hereditary ruler. Monarchies can be constitutional (powers of the monarch limited by a constitution) or absolute (ruler controls all aspect of life: social, economic, and political- oftentimes tied to divine right of kings). • Classical republic – a representative democracy in which a small group of leaders, elected by the citizens, represents the concerns of the electorate. The interests of the majority take precedence over the interests of a few. (e.g., Ancient Rome – representative democracy; Ancient Greece – direct democracy) • Authoritarian – type of government in which an individual or group has unlimited authority, and individual rights are subordinate to that power. No restraint on power exists. (Examples: Imperialist Japan, Czar Nicholas I of Russia) • Socialist government – in a socialist government, the government owns some factors of production. Politics plays a role in the operation of the economy, and it is often less efficient because of these influences. Socialism, however, offers some security and benefits to those who are less fortunate, homeless, or underemployed. Socialism exists today in New Zealand, in parts of Europe, and in Scandinavian countries where government owns transportation and communication systems and offers citizens a range of benefits. • Direct democracy – a government where the will of the people is translated into public policy directly by the people themselves, in direct meetings. It only works in very small communities where it is possible for people to meet in some central place and the problems of government are few and relatively simple. It does not exist on the national level anywhere in the world, but New England town meetings and local governments in smaller Swiss cantons are examples. • Theocracy – a form of government in which a state is governed by immediate divine guidance or by officials who are regarded as divinely guided; the administrative hierarchy of the government may be identical with the administrative hierarchy of the religion, or it may have two 'arms,' but with the state administrative hierarchy subordinate to the religious hierarchy. • Tribal government – the governing body of a tribe that is typically distinct from other tribes as a matter of geography, native language, religion, and culture. The tribe, usually comprising a single Reservation (although some tribes have more than one, and many have none) is the basic unit of government. Depending on the state, recognized tribes are considered "domestic dependent nations", which gives them sovereign status somewhat comparable to the individual American States. Different tribes may choose governance structures for themselves, but most tribes, using the democratic governments in which a Tribal Council or the equivalent functions as a legislative body and an elected or appointed Chairman, has an executive role comparable to a President or Prime Minister. • Other republics – confederate and unitary <ul style="list-style-type: none"> • Confederate system – involves two or more independent states which unite to achieve a common goal • Unitary system – all authority rests with a central government; state and local governments have only those powers given to them by the central government
G.12B	<p>Analyze advantages and disadvantages of federal, confederate, and unitary systems of government.</p> <p>Analyze</p>

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	<p>ADVANTAGES AND DISADVANTAGES OF SYSTEMS OF GOVERNMENT</p> <p>Including, but not limited to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">System</th> <th style="width: 33%; text-align: center;">Advantage</th> <th style="width: 33%; text-align: center;">Disadvantage</th> </tr> </thead> <tbody> <tr> <td>Unitary</td> <td>central government holds all power</td> <td>no local power</td> </tr> <tr> <td>Federal</td> <td>power shared by national, state, and local government</td> <td>each level has to create its own laws, elect officials, create agencies</td> </tr> <tr> <td>Confederate</td> <td>each state represented</td> <td>weak central government</td> </tr> </tbody> </table>	System	Advantage	Disadvantage	Unitary	central government holds all power	no local power	Federal	power shared by national, state, and local government	each level has to create its own laws, elect officials, create agencies	Confederate	each state represented	weak central government				
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G.12C	<p>Analyze advantages and disadvantages of presidential and parliamentary systems of government.</p> <p>Analyze</p> <p>ADVANTAGES AND DISADVANTAGES OF PRESIDENTIAL AND PARLIAMENTARY SYSTEMS OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • presidential system of government (United States) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Presidential system</th> </tr> <tr> <th style="width: 50%; text-align: center;">Advantage</th> <th style="width: 50%; text-align: center;">Disadvantage</th> </tr> </thead> <tbody> <tr> <td>separation of powers protects against tyranny</td> <td>divided government</td> </tr> <tr> <td>representatives elected by people for more direct democracy, more accountability to voters</td> <td>power struggles between parties make passing legislation more difficult</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • parliamentary system of government (Japan, United Kingdom) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Parliamentary system</th> </tr> <tr> <th style="width: 50%; text-align: center;">Advantage</th> <th style="width: 50%; text-align: center;">Disadvantage</th> </tr> </thead> <tbody> <tr> <td>threat of losing majority power creates incentive to agree and make changes</td> <td>close connection between executive and legislative branches provides less protection against tyranny</td> </tr> <tr> <td>prime minister accountable to legislature and can be ousted on a vote of no confidence</td> <td>prime minister not directly elected by voters</td> </tr> </tbody> </table>	Presidential system		Advantage	Disadvantage	separation of powers protects against tyranny	divided government	representatives elected by people for more direct democracy, more accountability to voters	power struggles between parties make passing legislation more difficult	Parliamentary system		Advantage	Disadvantage	threat of losing majority power creates incentive to agree and make changes	close connection between executive and legislative branches provides less protection against tyranny	prime minister accountable to legislature and can be ousted on a vote of no confidence	prime minister not directly elected by voters
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G.13	<i>Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</i>																
G.13A	<p>Understand the roles of limited government and the rule of law in the protection of individual rights.</p> <p>Understand</p>																

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GOVERNMENT	
	<p style="color: blue; text-align: center;">ROLE OF LIMITED GOVERNMENT AND RULE OF LAW TO PROTECTION OF INDIVIDUAL RIGHTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Limited government – Constitution is designed as a framework to protect individual citizens from an abusive government and overbearing or misguided majorities (Bill of Rights) • Rule of law – protects people from “tyranny of the masses.” Government is defined by law, and serves the people (consent of the governed). • 5th Amendment, 10th Amendment, 14th Amendment
G.13B	<p>Identify and define the unalienable rights.</p> <p>Identify, Define</p> <p style="color: blue;">UNALIENABLE RIGHTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Unalienable rights – unalienable rights are fundamental rights or natural rights guaranteed to people naturally instead of by the law. The Declaration of Independence equated natural rights with several truths, “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 happiness.” The phrase “unalienable rights” was also used in the Virginia Declaration of Rights. Other rights are guaranteed in the Bill of Rights, the first ten amendments to the U.S. Constitution.
G.13C	<p>Identify the freedoms and rights guaranteed by each amendment in the Bill of Rights.</p> <p>Analyze</p> <p style="color: blue;">RIGHTS GUARANTEED BY THE BILL OF RIGHTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The Bill of Rights (first ten Amendments to the Constitution adopted in 1791) protects the following civil rights and liberties: <ul style="list-style-type: none"> • Freedom of speech, press, petition, and assembly; freedom to worship and freedom from an established religion • Right to bear arms • No forced quartering of soldiers • Protection against unreasonable searches and seizures • Grand jury hearing, double jeopardy (not be tried twice for the same crime once found innocent), self-incrimination (not be forced to testify), due process (all legal steps are followed), eminent domain (procedure for taking property for public use) • Rights of the accused: speedy and public trial, impartial jury, informed of charges, have witnesses in court, assistance of an attorney

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GOVERNMENT	
	<ul style="list-style-type: none"> • Trial by jury in civil cases • Prohibition of excessive bail and cruel and unusual punishment • Protection of rights not specifically listed in the Constitution • Powers saved for the states and the people <p>Note:</p> <ul style="list-style-type: none"> • Specific language for each right is found in the actual language of the Bill of Rights
G.13D	<p>Analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i>, <i>Schenck v. United States</i>, <i>Texas v. Johnson</i>, <i>Miranda v. Arizona</i>, <i>Gideon v. Wainwright</i>, <i>Mapp v. Ohio</i>, and <i>Roe v. Wade</i>.</p> <p>Analyze</p> <p>UNITED STATES SUPREME COURT INTERPRETATIONS OF RIGHTS GUARANTEED BY THE U.S. CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Through its decisions, the Supreme Court has clarified the meaning of many rights guaranteed by the Bill of Rights. • <i>Engel v. Vitale</i> – under the First Amendment’s freedom of religion requirements, a state may not require school children to recite a specific prayer at the beginning of each school day. • <i>Schenk v. U.S.</i> – speech that presents a “danger” to the community is not protected by the First Amendment of Bill of Rights. • <i>Texas v. Johnson</i> – the First Amendment protects burning the American flag in protest, and other forms of political expression and symbolic speech. • <i>Miranda v. Arizona</i> – under the Fifth Amendment, suspects in a criminal action must be informed of their rights before making a confession. • <i>Gideon v. Wainwright</i> – state courts are required under the Sixth Amendment of the Constitution to provide counsel in criminal cases for defendants who are unable to afford their own attorneys. • <i>Mapp v. Ohio</i> – evidence obtained in violation of the Fourth Amendment, which protects against "unreasonable searches and seizures," may not be used in criminal prosecutions in state courts, as well as federal courts. • <i>Roe v. Wade</i> – the constitutional right to privacy, under the Ninth Amendment, extends to a woman's decision to have an abortion, but that right must be balanced against the state's two legitimate interests for regulating abortions; protecting prenatal life and protecting the mother's health.
G.13E	<p>Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government.</p> <p>Explain</p> <p>IMPORTANCE OF DUE PROCESS RIGHTS TO THE PROTECTION OF INDIVIDUAL RIGHTS AND IN LIMITING THE POWERS OF GOVERNMENT</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> • Through its decisions, the Supreme Court has held federal, state, and local governments responsible for following specific legal procedures (e.g., guaranteeing defendants access to counsel, using warrants to search private property, requiring death penalty statutes to be carefully crafted, etc.). • In addition to safeguarding “procedural due process,” the Supreme Court has used the 14th Amendment to guarantee “equal protection of the law” to racial, religious, age, gender, and other groups. This “substantive due process” has had a significant impact on hiring and college admissions, school integration, workplace equity, voting rights, and other similar social and economic issues. • The 5th Amendment also contains a due process clause and procedure for exercising the right of eminent domain. • Due process – laws and legal proceedings must be fair. The Constitution guarantees that the government cannot take away a person's basic rights to “life, liberty or property, without due process of law.” • Individual rights include due process protections of habeas corpus, presumption of innocence, impartial juries, speedy and public trials, right to counsel, trial by jury, right against self-incrimination, protection against double jeopardy, right of appeal, protections against unfair punishment, and right to jury trials in civil cases.
G.13F	<p>Recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.</p> <p>Recall</p> <p>CONDITIONS THAT PRODUCED THE 14th AMENDMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Adopted July 9, 1868; one of the post-Civil War Reconstruction amendments • Clause One of the amendment has three important parts: <ul style="list-style-type: none"> • Part one provides a broad definition of citizenship, overruling the decision in <i>Dred Scott v. Sandford</i> (1857), which held that blacks could not be citizens of the United States. • Part two, the Due Process Clause, has been used to make most of the Bill of Rights applicable to the states. Certain steps are required before depriving people (individual and corporate) of life, liberty, or property. It was added because a Congressional Joint Committee on Reconstruction found that only a Constitutional amendment could protect the rights and welfare of black people within the former Confederate states. • Part three, the Equal Protection Clause, requires states to provide equal protection under the law to all people within their jurisdictions. This section was in response to the Black Codes which southern states had passed in the wake of the Thirteenth Amendment, which ended slavery in the United States. Those laws attempted to return freed slaves to something like their former condition by, among other things, restricting their movement, forcing them to enter into year-long labor contracts, and by preventing them from suing or testifying in court. <p>Note:</p> <ul style="list-style-type: none"> • The amendment's other three clauses include a number of requirements dealing with the Confederacy and its officials.

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GOVERNMENT	
G.14	<i>Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</i>
G.14A	<p>Explain the difference between personal and civic responsibilities.</p> <p>Explain</p> <p>DIFFERENCE BETWEEN PERSONAL AND CIVIC RESPONSIBILITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Personal responsibilities involve behaviors that impact self and family. Typical personal responsibilities include: <ul style="list-style-type: none"> • Eating nutritious foods, exercising, getting adequate rest, etc. • Supporting one’s family and caring for and educating one’s children • Accepting responsibility for the consequences of one’s actions • Living according to accepted moral principles – community standards • Respecting the rights and interests of others • Civic responsibilities are the responsibilities of citizens in a political community. They require an individual to be actively engaged in the political process and act in a manner that promotes the common good. Typical civic responsibilities include: <ul style="list-style-type: none"> • Obeying the law • Paying taxes • Respecting the property rights of others • Studying public issues • Monitoring political leaders and governmental agencies; taking appropriate actions if they are not adhering to constitutional principles • Deciding whether and how to vote • Participating in civic groups • Performing public service • Serving as a juror • Serving in the armed forces
G.14B	<p>Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good.</p> <p>Evaluate</p>

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GOVERNMENT	
	<p>OBLIGATION OF CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Personal desires and interests subordinated to public good • Paying taxes that will be spent on programs you may not support • Serving in the armed forces when there is a draft • Eminent domain requires the sale of private property for public good
G.14C	<p>Understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.</p> <p>Understand</p> <p>RESPONSIBILITIES, DUTIES, AND OBLIGATIONS OF CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Being well informed about civic affairs • Serving in the military • Observing the laws • Paying taxes • Serving the public good
G.14D	<p>Understand the voter registration process and the criteria for voting in elections.</p> <p>Understand</p> <p>THE VOTER REGISTRATION PROCESS AND THE CRITERIA FOR VOTING IN ELECTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Each state sets its own requirements for registering and voting, subject to limitations placed on it by the U.S. Constitution (Amendments 15, 19, 24, and 26), the Voting Rights Acts (passed originally in 1965 and extended in 1970, 1975, and 1982), and the Help America Vote Act of 2002 (HAVA). • Registering to vote in Texas is done by each county's office of voter registration, either by mail or in person. • Registration in Texas is open to persons who meet these requirements: <ul style="list-style-type: none"> • Is a U.S. citizen

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GOVERNMENT	
	<ul style="list-style-type: none"> • Is a resident of the county • Is at least 18 years of age • Is not a convicted felon (unless a person’s sentence is completed) • Has not been judged mentally incompetent by a court • Criteria for voting in Texas include <ul style="list-style-type: none"> • Providing proof of identification, either at the time of registration or at the polling place • Voting in one’s assigned precinct • Allowing 30 days for processing a voter registration application or change • Texas also allows for early voting during specified times and at specified places before an election.
G.15	<i>Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</i>
G.15A	<p>Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels.</p> <p>Analyze</p> <p style="color: blue;">EFFECTIVENESS OF VARIOUS METHODS OF PARTICIPATION IN THE POLITICAL PROCESS (LOCAL, STATE, NATIONAL)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Voting • Political parties • Lobbying (including congressional contact and interest groups) • Protesting • Courts • Amendments to the Constitution
G.15B	<p>Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.</p> <p>Analyze</p> <p style="color: blue;">CITIZEN MOVEMENTS TO BRING ABOUT POLITICAL CHANGE OR MAINTAIN CONTINUITY</p> <p>Including, but not limited to:</p>

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GOVERNMENT	
	<ul style="list-style-type: none"> • Historical examples – abolitionists, Reform Era movements (women suffrage), Hoovervilles, war protests • Contemporary examples – Civil Rights, Women’s Rights, Anti-war movements, and Gay Rights
G.15C	<p>Understand the factors that influence an individual's political attitudes and actions.</p> <p>Understand</p> <p>FACTORS THAT INFLUENCE INDIVIDUAL’S POLITICAL ATTITUDES AND ACTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Education • Family attitudes, culture, and traditions • Social groups – friends and co-workers • Occupation • Media
G.16	<p><i>Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</i></p>
G.16A	<p>Examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues.</p> <p>Examine</p> <p>POINTS OF VIEW ON CONTEMPORARY ISSUES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Points of view of political parties • Points of view of interest groups such as, but not limited to: <ul style="list-style-type: none"> • League of United Latin American Citizens (LULAC) • National Association for the Advancement of Colored People (NAACP) • Other examples of interest groups: <ul style="list-style-type: none"> • American Association of Retired Persons (AARP) • National Rifle Association (NRA)

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GOVERNMENT

	<ul style="list-style-type: none"> • Sierra Club • Possible issues to be considered might include: <ul style="list-style-type: none"> • Education • Social Security • Health Care • Gun control legislation • Gay rights • Stem cell research and other scientific advancements, such as cloning • Immigration/border security • Environment • Civil rights • Voting rights <p>Note:</p> <ul style="list-style-type: none"> • Additional examples may be added to reflect issues as they occur in political discussions
G.16B	<p>Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.</p> <p>Analyze</p> <p>IMPORTANCE OF FIRST AMENDMENT RIGHTS OF PETITION, ASSEMBLY, SPEECH, AND PRESS, AND THE SECOND AMENDMENT RIGHT TO KEEP AND BEAR ARMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The rights to petition, assembly, free speech, and free press are fundamental to our governmental system; they are the rights the Founders were most interested in protecting. These freedoms serve to check the power of government, and they allow: <ul style="list-style-type: none"> • Citizens to contact government officials to request a change in policy • Citizens to gather in peaceful public demonstrations for and against an issue • Citizens to publicly discuss and promote their diverse opinions • The people’s representatives to debate controversial issues without fear of reprisal • The free flow of information in the media

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	<ul style="list-style-type: none"> • The opportunity for negotiation and compromise • The right to own guns for recreation and protection
G.17	<i>Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</i>
G.17A	<p>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 <i>Hernandez v. Texas</i> and <i>Grutter v. Bollinger</i>.</p> <p>Evaluate</p> <p style="color: blue;">GOVERNMENT POLICY OR COURT DECISION THAT HAS AFFECTED A PARTICULAR RACIAL, ETHNIC, OR RELIGIOUS GROUP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Civil Rights Act of 1964 – signed by President Lyndon Baines Johnson, made racial, religious, and sex discrimination by employers illegal. It also gave the federal government the power to enforce all laws governing civil rights including the desegregation of schools and public places. • <i>Hernandez v. Texas</i> – landmark Supreme Court case in which the court ruled that the Fourteenth Amendment protects those beyond the racial classes of white or black, and extends to other racial groups, such as Mexican Americans in this case. The case involved a jury trial of a Mexican American with no Mexican Americans on the jury panel; in fact, no Mexican American had served on a jury in the county for 25 years. • <i>Grutter v. Bollinger</i> – landmark Supreme Court case involving the University of Michigan Law School’s affirmative action admissions policy that used race as a “predominant” factor, giving applicants belonging to certain minority groups a significantly greater chance of admission than students with similar credentials from disfavored racial groups. The Supreme Court upheld the policy, saying nothing in the Constitution prohibited the University from using a narrowly-tailored use of race in admissions to achieve the educational benefits of a diverse student body. The Court, however, did express that affirmative action should not be granted permanent status and envisioned a time in the future when it would not be needed to promote diversity. • Other possible policies and decisions: <ul style="list-style-type: none"> • Voting rights, <i>Brown v. Board of Education</i> • Issues surrounding American citizenship, discrimination in America other than racial/ethnic discrimination (women, gays, elderly, housing, education) • Other issues may be considered as they occur in current political discussions
G.17B	<p>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.</p> <p>Explain</p>

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GOVERNMENT	
	<p>CHANGES IN AMERICAN CULTURE BROUGHT ABOUT BY GOVERNMENT POLICIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Voting rights – as the voting pool changes, so do the people elected by the votes. More racially diverse office-holders, more voice and participation in governmental processes for minorities. • Servicemen’s Readjustment Act of 1944 (GI Bill) – part of the strategy to avoid economic downturn after World War II, the GI Bill allotted funds to send former soldiers to school. In the ten years after the war, more than eight million veterans went to school at government expense. Most sought vocational and technical training, but many also attended colleges and universities. In addition, the act allowed the Veteran’s Administration to guarantee \$16 billion in loans to veterans so they could purchase homes, farms, or small businesses. The bill did contribute to economic stability after the war. • Immigration and Nationality Act of 1965 – replaced an old system of immigration quotas meant to keep the balance of ethnic groups already in place with a system to quotas more favorable to immigrants from countries that had smaller populations in the country. The act set quotas on the number of immigrants from each hemisphere, but also on the total number of immigrants admitted each year. By equalizing immigration policies, the act resulted in new immigration from non-European nations which changed the ethnic make-up of the United States. The most dramatic effect was to shift immigration from European to Asian immigrants. • Immigrations Reform and Control Act of 1986 (also known as the Simpson-Mazzoli Act) – the act reformed immigration laws by requiring employers to attest to their employees’ immigration status, granted amnesty to certain illegal immigrants who had resided in the country continuously since 1982, and made it illegal to knowingly hire or recruit illegal immigrants. • Affirmative action – refers to policies that take factors including race, color, religion, sex, or national origin into consideration in order to benefit an underrepresented group, usually as a means to counter the effects of a history of discrimination. The focus of such policies ranges from employment and education to public contracting and health programs. Such policies have resulted in increased opportunities for women and minorities in education, employment, and business. • Racial integration – neighborhoods, schools, and governmental bodies changed, as did expectations of the population at large. The GI Bill played a large part in this since its statutory language was race-neutral.
G.18	<i>Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:</i>
G.18A	<p>Understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship.</p> <p>Understand</p> <p>HOW U.S. GOVERNMENT CONSTITUTIONAL PROTECTIONS, SUCH AS PATENTS, HAVE FOSTERED COMPETITION AND ENTREPRENEURSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Policies fostering competition and entrepreneurship

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	<ul style="list-style-type: none"> • Anti-trust legislation • Patent – a license issued to an inventor granting the exclusive right to manufacture, use, or sell his or her invention for a limited period of time • Copyright – the exclusive, legal right of a person to reproduce, publish, and sell, his or her own literary, musical, or artistic creations • Regulation of patents and copyrights is a power given to Congress. • Other topics may be added depending on current events
G.18B	<p>Identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.</p> <p>Identify</p> <p>EXAMPLES OF GOVERNMENT-ASSISTED RESEARCH THAT HAVE RESULTED IN IMPROVED CONSUMER PRODUCTS AND COMMUNICATION TECHNIQUES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • NASA inventions • The Internet • Other topics may be added depending on creation of new consumer products
G.19	<p><i>Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:</i></p>
G.19A	<p>Understand the potential impact on society of recent scientific discoveries and technological innovations.</p> <p>Understand</p> <p>POTENTIAL IMPACT ON SOCIETY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Scientific discoveries • Technological advances • Possible topics include: cell phones, global positioning, DNA, Internet, stem cell research, pre-natal testing, cloning. Also, with regards to rights of privacy, topics may include: monitoring and protecting youth on-line, and the issues of cyber-crime and identity theft. Other topics may be added as new discoveries and innovations are made.
G.19B	<p>Evaluate the impact of the Internet and other electronic information on the political process.</p>

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	<p>Evaluate</p> <p>IMPACT OF INTERNET AND OTHER ELECTRONIC INFORMATION ON THE POLITICAL PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Candidate web sites • Social media (e.g., Twitter, Facebook, YouTube) • On-line fundraising (ease and importance of small, individual donations) • Blogs • On-line chats • Internet-only campaign ads • Instant news
G.20	<i>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:</i>
G.20A	<p>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.</p> <p>Analyze</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • Identifying cause-and-effect relationships • Comparing • Contrasting • Finding the main idea • Making generalization and predictions • Drawing inferences
G.20B	Create a product on a contemporary government issue or topic using critical methods of inquiry.

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GOVERNMENT	
	<p>Create</p> <p>PRODUCT USING CRITICAL METHODS OF INQUIRY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A contemporary government issue or topic
G.20C	<p>Analyze and defend a point of view on a current political issue.</p> <p>Analyze and Defend</p> <p>A POINT OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A current political issue
G.20D	<p>Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.</p> <p>Analyze, Evaluate</p> <p>VALIDITY OF INFORMATION FROM PRIMARY AND SECONDARY SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Arguments and counterarguments • Bias • Propaganda • Point of view • Frame of reference
G.20E	<p>Evaluate government data using charts, tables, graphs, and maps.</p> <p>Evaluate</p> <p>GOVERNMENT DATA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Charts

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GOVERNMENT	
	<ul style="list-style-type: none"> • Tables • Graphs • Maps
G.20F	<p>Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Use</p> <p>MATHEMATICAL SKILLS TO INTERPRET SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps • Graphs
G.21	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i>
G.21A	<p>Use social studies terminology correctly.</p> <p>Use</p> <p>SOCIAL STUDIES TERMINOLOGY CORRECTLY</p>
G.21B	<p>Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE, AND PUNCTUATION</p>
G.21C	<p>Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.</p> <p>Transfer</p> <p>INFORMATION FROM ONE MEDIUM TO ANOTHER</p> <p>Use</p> <p>COMPUTER SOFTWARE (AS APPROPRIATE)</p> <p>Including, but not limited to:</p>

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GOVERNMENT	
	<ul style="list-style-type: none"> • Written to visual • Statistical to written or visual
G.21D	<p>Create written, oral, and visual presentations of social studies information.</p> <p>Create</p> <p>PRESENTATIONS OF SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written • Oral • Visual
G.22	<p><i>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</i></p>
G.22A	<p>Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>Use</p> <p>PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution
G.22B	<p>Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p>Use</p>

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SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GOVERNMENT

DECISION-MAKING PROCESS

Including, but not limited to:

- Identify a situation that requires a decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement a decision

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

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