

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

United States Government

Prepared by the State Board of Education TEKS Review Committees

First Draft – July 31, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
MV = multiple viewpoints from within the committee

§113.35. United States Government (One-Half Credit).

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

(b) Introduction.

(1) In 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 democratic society, 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 8th grade and U.S. History); biographies, autobiographies, and memoirs; speeches and letters; and periodicals that feature analyses of political issues and events is encouraged. Selections may include excerpts from John Locke's Two Treatises of Government, Federalist 51, and Miranda v. Arizona.

Comment [A1]: BAG-his is to draw attention to the fact that the historical cases are located in other courses for vertical alignment.

(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 geography and social studies skills strands in subsection (c) (d) 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.

Comment [A2]: BSG-To reflect change from adding Freedom Week statute.

(4) 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, §28.002(h).

(c) Instruction during Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(1) Recitation during Celebrate Freedom Week.

(a) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, 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."

Comment [A3]: BSG-Per Statutory Law

(e) (d) Knowledge and skills.

~~(1) History. The student understands major political ideas and forms of government in history. The student is expected to:~~

Comment [A4]: BSG-These SEs were incorporated into other existing statements for clarity and continuity.

~~(A) explain major political ideas in history such as including natural law, natural rights, divine right of kings, and social contract theory; and~~

Comment [A5]: This has been moved to the History strand below for continuity in 2A.

~~(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.~~

Comment [A6]: This has been moved to 13 where it has been modified to include contemporary forms per ER.

(2) (1) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:

A) explain major political ideas in history including natural law, natural rights, divine right of kings, and social contract theory; and

Comment [A7]: BSG-Moved from above for clarity and continuity.

(A) (B) analyze the principles and ideas that underlie the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;

Comment [A8]: ER

(B) (C) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;

~~(C)~~ (D) analyze debates and compromises necessary to reach political decisions using historical documents; and

~~(D)~~ (E) identify the roles played by significant individuals in the field of government and politics; development of the constitutional government of the United States including Abraham Lincoln, George Washington, John Marshall, Andrew Jackson, Franklin D. Roosevelt and selected contemporary leaders.

Comment [A9]: BSG-Change was made to be more specific in regards to the contributions of these individuals. They were chosen to enhance vertical alignment and because their contributions to the development of constitutional government was substantial.

~~(3)~~ (2) 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:

(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

~~(4)~~ (3) Geography. The student understands why certain places and regions are important to the United States how geography can influence U.S. political divisions and policies. The student is expected to:

Comment [A10]: BSG-These changes were made to narrow the scope of the geography strand and have it apply directly to the government content.

(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan; and understand how population shifts affect voting patterns.

Comment [A11]: This allows the students to examine geographical patterns in the context of the government curriculum.

~~(B)~~ analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East. Analyze legislative boundaries to make inferences regarding the distribution of political power.

Comment [A12]: This allows the students to see the difference between large and small states in regards to voting.

(C) explain how Supreme Court decisions affect political divisions, such as Baker v Carr.

Comment [A13]: BSG-This allows the students to see how the Supreme Court protects an individual's rights.

~~(5)~~ (4) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. why certain places or regions are important to the United States. The student is expected to:

Comment [A14]: BSG-This was changed to return the focus to the US and government.

(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and identify the significance to the United States of the location and key natural resources of selected global places or regions.

Comment [A15]: BSG-This is about how other areas of the world affect us which brings back into focus the intent of the previous 4a and 4b (see above)

(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region. how United States foreign policy affects selected places and regions.

Comment [A16]: BSG-This is about how the United States impacts other areas of the world.

~~(6)~~ (5) 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 (capitalism, free market) system. The student is expected to:

Comment [A17]: BSG-This is to introduce current terminology and aligning with the Economics course and per ER.

(A) analyze government fiscal, monetary, and regulatory policies that influence the economy at the local, state, and national levels;

Comment [A18]: BSG-Shows the linkage between government and economics courses.

(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and

(C) compare the role of government in the U.S. free enterprise system (capitalism) and other economic systems.

Comment [A19]: BSG&ER-This is to introduce current terminology and aligning with the Economics course and per ER.

~~(7)~~ (6) Economics. The student understands the relationship between U.S. government policies and international trade, the economy. The student is expected to:

Comment [A20]: This is more general and aligned with the economics' course.

(A) ~~explain the effects of international trade on U.S. economic and political policies; examine how the United States government uses economic resources in foreign policy;~~ and

Comment [A21]: This is more coherent in how it is applied.

(B) ~~explain the government's role in setting international trade policies, understand the roles of the executive and legislative branch in setting international trade and fiscal policy.~~

Comment [A22]: This reinforces 7A.

~~(8)~~ (7) 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:

Comment [A23]: ER

(A) explain the importance of a written constitution;

(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;

(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and

(F) ~~analyze identify~~ how the American beliefs and principles reflected in the Declaration of Independence and U.S. Constitution ~~contribute to our national identity, are embodied in the United States today.~~

Comment [A24]: BSG-This makes it clear and measurable and allows students to identify the beliefs and principles in action.

~~(9)~~ (8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;

(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

(C) analyze the structure and functions of the judicial branch of government, including the federal court system, ~~and~~ types of jurisdiction, and judicial review;

Comment [A25]: This was to tie the power of the court into 14C. Students are asked to analyzing interpretations which are a result of judicial review.

(D) analyze the ~~functions~~ purpose of selected independent executive agencies, including the National Aeronautics and Space Administration and regulatory commissions ~~such as the National Aeronautics and Space Administration~~, including the Environmental Protection Agency, Occupational Safety and Health Administration, Food and Drug Administration, and the Federal Communications Commission;

Comment [A26]: BSG-For clarity.

Comment [A27]: BSG-This was moved to clarify that it is an executive agency and not a regulatory commission.

Comment [A28]: BSG-This was needed to clarify the difference between the executive agency and the regulatory commissions.

(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

~~(F) analyze selected issues raised by judicial activism and judicial restraint;~~

Comment [A29]: This is covered in 9C above as well as included in analysis of Supreme Court cases in 14C.

(G) explain the major responsibilities of the federal government for domestic and foreign policy, such as national defense; and

Comment [A30]: Per ER

~~(H) compare the structure and functions of the Texas state government to the federal system; and compare the structure and functions of the national, state, and local governments in the United States federal system.~~

Comment [A31]: This was used to combine H and I.

~~(I) analyze the structure and functions of local government.~~

Comment [A32]: Combined with H above for clarity.

~~(10)~~ (9) Government. The student understands the concept of federalism. The student is expected to:

(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;

(B) categorize government powers as national, state, or shared;

(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and

Comment [A33]: Allows for both historical and contemporary conflicts.

(D) ~~evaluate~~ analyze the limits on the national and state governments in the U.S. federal system of government.

~~(11)~~ (10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and

(B) analyze ~~and evaluate~~ the process of electing the President of the United States.

Comment [A34]: Redundant and now more measurable

~~(12)~~ (11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(A) ~~identify the functions of political parties; analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and~~

Comment [A35]: Combined A and C.

(B) analyze the two-party system and evaluate the role of third parties in the United States;

~~(C) analyze the role of political parties in the electoral process at local, state, and national levels; and~~

Comment [A36]: Combined with A

(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.

~~(13)~~ (12) 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:

~~(A) compare the U.S. system of government with other political systems;~~

Comment [A37]: ER-Updated below per ER and combined with previous statement from 1B.

(A) Compare the United States constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.

Comment [A38]: ER-moved info from 1B to her to consolidate the different forms of government.

(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and

(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.

~~(14)~~ (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(A) understand the roles of limited government and the rule of law ~~to~~ in the protection of individual rights;

Comment [A39]: BSG-Clarification

(B) ~~analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms; identify the freedoms and rights guaranteed by the Bill of Rights;~~

Comment [A40]: BSG-Clarification, 1st amendment is in the Bill of Rights.

(C) analyze ~~issues addressed~~ United States Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases ~~such as including the following:~~ Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S., Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade, that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;

Comment [A41]: BSG&ER-Addition of *Roe v Wade* per expert testimony. Additional cases are significant to individual rights.

~~(D) analyze the role of each branch of government in protecting the rights of individuals;~~

Comment [A42]: This is already covered in 14A.

(E) explain the importance of due process rights to the protection of individual rights and ~~to the limits on~~ in limiting the powers of government; and

Comment [A43]: BSG-Clarification

(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, ~~federalism, and majority rule.~~

Comment [A44]: BSG-Clarifying incorporation doctrine. Federalism and Majority rule are not incorporated.

~~(15)~~ (14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) explain the difference between personal and civic responsibilities;

(B) evaluate whether ~~and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; or not the rights of individuals are subordinate to the public good; and~~

Comment [A45]: BSG-Clarification and combined 15 B and C.

~~(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and~~

Comment [A46]: Merged with 15 B above.

(C) understand the responsibilities, duties, and obligations of citizenship, such as serving in the military, voting, serving on a jury, observing the laws, paying one's taxes, and volunteering in the community.

Comment [A47]: ER-Added per ER comments

(D) analyze the consequences of political decisions and actions on society.

~~(16)~~ (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) ~~analyze~~ understand the factors that influence an individual's political attitudes and actions; ~~and~~ .

Comment [A48]: More relevant to student understanding.

~~(D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.~~

Comment [A49]: Not measurable.

~~(17)~~ (16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) analyze different points of view of political parties and interest groups on important contemporary issues;

(B) analyze the importance of free speech and press in a democratic society; and

~~(C) express and defend a point of view on an issue of contemporary interest in the United States.~~

Comment [A50]: ER-Not measurable per expert testimony –this is also dealt with under skills section.

~~(18)~~ (17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(A) evaluate a political policy or decision in the United States that ~~was a result of changes in American culture; and~~ has affected a particular racial, ethnic, or religious groups, such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger.

Comment [A51]: BSG-Merged 18 A and C for better clarification and guidance.

Comment [A52]: BSG- Broad strokes – who we are teaching now.

(B) analyze changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI bill of rights), and racial integration; and

Comment [A53]: BSG-Clarification

~~(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.~~

Comment [A54]: Merged 18 A and C.

~~(19)~~ (18) 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:

(A) 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; and

(B) ~~analyze understand~~ how U.S. constitutional protections, such as patents, have fostered and government policies fostering competition and entrepreneurship. ~~have resulted in scientific discoveries and technological innovations.~~

Comment [A55]: BSC-clarification and focus on the U.S. Constitution.

~~(20)~~ (19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:

(A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and

~~(B) analyze the reaction of government to scientific discoveries and technological innovations, and~~

Comment [A56]: Implied in 18B above

(C) evaluate the impact of the Internet and other electronic information on the political process.

Comment [A57]: More contemporary and relevant.

~~(21)~~ (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B) create a product on a contemporary government issue or topic using critical methods of inquiry;

(C) ~~explain~~ analyze and defend a point of view on a government issue;

Comment [A58]: ER-More measurable per ER

(D) 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;

Comment [A59]: CRS

(E) evaluate government data using charts, tables, graphs, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

~~(22)~~ (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

~~(23)~~ (22) 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:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.35 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT