

Work Group D Recommendations
Social Studies, Texas Essential Knowledge and Skills
United States Government, High School Course

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

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These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for the **United States Government, High School Course**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple, italicized font with underlines (new text location). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(1)	History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:		
(A)	explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;		
(B)	identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law) , English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	Removal addresses work group A concern of bias and Covered in world history 20A	20 minutes
(C)	identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone , John Locke, and Charles de Montesquieu, <u>Thomas Hobbes, and Jean-Jacques Rousseau</u> ;	Moses is too removed from time period the U.S. constitution was authored and beyond time scope Blackstone is covered in English common law in 1B Hobbes (justifies strong executive figure) and Rousseau (individual rights) are covered in currently adopted instructional materials such as McGraw Hill Removal addresses work group A concern of bias	0 minutes
(D)	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;		
(E)	examine debates and compromises that impacted the creation of the founding documents; and		

(F)	identify significant individuals in the field of government and politics; such as including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	Concurring with Work Group A	15 minutes
(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)	describe give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	Change verb to reflect essential learning appropriate for the course	0 minutes
(B)	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.		
(3)	Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:		
(A)	explain understand how population shifts affect voting patterns;	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 Minutes
(B)	examine political boundaries to make inferences regarding the distribution of political power; and		
(C)	explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.		
(4)	Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	Combined with 6A; students have prior knowledge from World Geography 12A &B, World History 16A, and US History 12B	0 minutes
(A)	identify the significance to the United States of the location and key natural resources of selected global places or regions; and	Combined with 6A; students have prior knowledge from World Geography 12A &B, World History 16A, and US History 12B	45 minutes
(B)	analyze how U.S. foreign policy affects selected places and regions.	Combined with 6A; students have prior knowledge from World Geography 12A & B, World History 16A, and US History 12B	45 minutes

(4)(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 system. The student is expected to:		
(A)	explain how government fiscal, monetary , and regulatory policies influence the economy at the local, state, and national levels; <u>and</u>	Covered in Economics 13B	45 minutes
(B)	identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;	Combined with 5D	0 minutes
(C)	compare the role of government in the U.S. free enterprise system and other economic systems; and	Covered in Economics 5A-D	20 minutes
(B) (D)	<u>explain</u> understand how government taxation, <u>expenditures</u> , and regulation can <u>influence the United States economy and impact</u> serve as restrictions to private enterprise.	Combined with 5B to reduce redundancy and eliminate political bias; clarify verb	0 Minutes
(5)(6)	Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:		
(A)	examine how the U.S. government uses economic <u>and natural</u> resources <u>influence U. S.</u> in foreign policy; and	Combined from 4A to reduce redundancy	0 Minutes
(B)	<u>describe</u> understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 Minutes
(6)(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:		
(A)	explain the importance of a written constitution;		
(B)	<u>explain</u> evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	Changed verb allows for better vertical alignment to 5.15B	45 minutes
(C)	analyze how the Federalist Papers such as Number 10, Number 39 , and Number 51 explain the principles of the American constitutional system of government;	Reduction in content depth to address suggestion from Work Group A	20 minutes
(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)	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; <u>and</u>		
(F)	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. and		
(G)	<i>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."</i>	Move to 13 as new 13D	0 minutes
(7) (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, types of jurisdiction, and judicial review;		
(D)	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);		
(E)	explain how <u>certain</u> provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	the word certain implies limitation of content and removing it provides clarity	0 minutes
(F)	analyze selected issues raised by judicial activism and judicial restraint;		

(G)	explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and		
(H)	compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.		
(8) (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		
(D)	<u>explain how U.S. constitutional provisions limit the power of national and state governments</u> understand the limits on the national and state governments in the U.S. federal system of government.	Reworded to clarify what provides the limits on national and state governments; and change verb to a measurable verb to reflect Work Group A suggestion	0 Minutes
(9) (10)	Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:		
(A)	<u>identify</u> compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	Change verb to reflect essential learning appropriate for the course	25 minutes
(B)	explain the process of electing the president of the United States and analyze the Electoral College; and		
(C)	analyze the impact of the passage of the 17th Amendment.		
(10) (11)	Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:		
(A)	analyze the functions of political parties and their role in the electoral process at local, state, and national levels;		
(B)	explain the two-party system and evaluate the role of third parties in the United States; and		
(C)	identify opportunities for citizens to participate in political party activities at local, state, and national levels.		

(11)(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)	define 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;	These forms of government are covered in previous social studies classes and to be able to compare them as stated in the KS, students need to be able to define various forms of government	20 minutes
(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.		
(12)(13)	Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:		
(A)	explain understand the roles of limited government and the rule of law in the protection of individual rights;	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes
(B)	identify and define the unalienable rights;		
(C)	identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;		
(D)	examine the reasons the Founding Fathers addressed protected religious freedom in America by including the establishment clause and free exercise clause; 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."	Moved from 7G to better fit with the KS statement (other rights in the bill of Rights are being discussed here) and edited to address Work Group A concerns about bias. Replaced direct quotation from the amendment with the actual clauses to be taught.	0 minutes
(E)(D)	analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;		
(F)(E)	explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and		

(G)(F)	recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through, including the Blaine Amendment and U.S. Supreme Court rulings; and analyze the impact on the scope of fundamental rights and federalism.	Blaine Amendment is too narrow in scope	10 minutes
(13)(14)	Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:		
(A)	explain the <u>importance of</u> difference between personal and civic responsibilities;	To narrow the scope of focus in the SE and reduce the redundancy with KS	15 minutes
(B)	<u>describe scenarios where good citizenship may require the subordination of personal desire for the sake of</u> evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	Clarifies intent of the SE	35 minutes
(C)	<u>evaluate</u> 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; and	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness. New verb strengthens student comprehension of civic engagement	0 minutes
(D)	<u>describe</u> understand the voter registration process and the criteria for voting in elections.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes
(14)(15)	Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. 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)	<u>identify and describe</u> understand the factors that influence an individual's political attitudes and actions.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes

(15) (16)	Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:		
(A)	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; and		
(B)	analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	Reviewed Work Group A's suggestion and concluded that focusing on 1 st and 2 nd amendment is appropriate in supporting the KS	0 minutes
(16) (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 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> ; and		
(B)	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.		
(17) (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)	<u>explain</u> understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	Verb change to allow for more specificity regarding constitutional protections	0 minutes
(B)	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.		

(18)(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:	To narrow the focus on the scope of the course	0 minutes
(A)	analyze understand the potential impact on <u>government policy</u> society of recent scientific discoveries and technological innovations; and	Verb change to promote depth and complexity and rigor. Addition of government policy to narrow the focus of the content and be relevant to the course of study.	0 minutes
(B)	evaluate the impact of the Internet and other electronic information on the political process.		

The Social Studies Skills strand for the United States Government course is located in the Work Group D recommendations for the Social Studies Skills strand.

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