

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter C. High School
Course	§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.
(a) General Requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) Introduction.	
<p>(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.</p>	
<p>(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.</p>	
<p>(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.</p>	
<p>(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.</p>	
<p>(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).</p>	
<p>(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.</p>	

(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.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) explain major political ideas in history, including the laws of nature and nature's God
(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	(ii) explain major political ideas in history, including unalienable rights

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<p>(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:</p>	<p>(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</p>	<p>(iv) explain major political ideas in history, including social contract theory</p>
<p>(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:</p>	<p>(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</p>	<p>(v) explain major political ideas in history, including the rights of resistance to illegitimate government</p>

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<p>(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:</p>	<p>(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</p>	<p>(i) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), as they address issues of liberty, rights, and responsibilities of individuals</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including English common law and constitutionalism, as they address issues of liberty, rights, and responsibilities of individuals</p>

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<p>(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:</p>	<p>(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</p>	<p>(iii) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Enlightenment, as they address issues of liberty, rights, and responsibilities of individuals</p>
<p>(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:</p>	<p>(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</p>	<p>(iv) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including republicanism, as they address issues of liberty, rights, and responsibilities of individuals</p>

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<p>(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:</p>	<p>(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</p>	<p>(i) identify the individuals whose principles of laws and government institutions informed the American founding documents, including Moses</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including William Blackstone</p>
<p>(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:</p>	<p>(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</p>	<p>(iii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including John Locke</p>

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<p>(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:</p>	<p>(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</p>	<p>(i) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, on the development of the U.S. government</p>

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<p>(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:</p>	<p>(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</p>	<p>(iii) identify the contributions of the political philosophies of the Founding Fathers, including Thomas Jefferson, on the development of the U.S. government</p>

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<p>(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:</p>	<p>(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</p>	<p>(v) identify the contributions of the political philosophies of the Founding Fathers, including John Jay, on the development of the U.S. government</p>

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<p>(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:</p>	<p>(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</p>	<p>(vii) identify the contributions of the political philosophies of the Founding Fathers, including Roger Sherman, on the development of the U.S. government</p>

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<p>(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:</p>	<p>(E) examine debates and compromises that impacted the creation of the founding documents</p>	<p>(i) examine debates that impacted the creation of the founding documents</p>
<p>(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:</p>	<p>(E) examine debates and compromises that impacted the creation of the founding documents</p>	<p>(ii) examine compromises that impacted the creation of the founding documents</p>

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<p>(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:</p>	<p>(F) 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</p>	<p>(i) identify significant individuals in the field of government and politics, including George Washington</p>
<p>(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:</p>	<p>(F) 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</p>	<p>(ii) identify significant individuals in the field of government and politics, including Thomas Jefferson</p>

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<p>(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:</p>	<p>(F) 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</p>	<p>(iv) identify significant individuals in the field of government and politics, including Andrew Jackson</p>

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<p>(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:</p>	<p>(F) 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</p>	<p>(vi) identify significant individuals in the field of government and politics, including Theodore Roosevelt</p>

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<p>(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:</p>	<p>(F) 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</p>	<p>(viii) identify significant individuals in the field of government and politics, including Ronald Reagan</p>
<p>(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:</p>	<p>(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy</p>	<p>(i) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy</p>

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<p>(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:</p>	<p>(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present</p>	<p>(i) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present</p>
<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:</p>	<p>(A) understand how population shifts affect voting patterns</p>	<p>(i) understand how population shifts affect voting patterns</p>
<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:</p>	<p>(B) examine political boundaries to make inferences regarding the distribution of political power</p>	<p>(i) examine political boundaries to make inferences regarding the distribution of political power</p>
<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:</p>	<p>(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr</p>	<p>(i) explain how political divisions are crafted</p>

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<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:</p>	<p>(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr</p>	<p>(ii) explain how they are affected by Supreme Court decisions</p>
<p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</p>	<p>(A) identify the significance to the United States of the location and key natural resources of selected global places or regions</p>	<p>(i) identify the significance to the United States of the location of selected global places or regions</p>
<p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</p>	<p>(A) identify the significance to the United States of the location and key natural resources of selected global places or regions</p>	<p>(ii) identify the significance to the United States of key natural resources of selected global places or regions</p>
<p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</p>	<p>(B) analyze how U.S. foreign policy affects selected places and regions</p>	<p>(i) analyze how U.S. foreign policy affects selected places</p>

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(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(B) analyze how U.S. foreign policy affects selected places and regions	(ii) analyze how U.S. foreign policy affects selected regions
(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	(i) explain how government fiscal policies influence the economy at the local level
(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	(ii) explain how government fiscal policies influence the economy at the state level
(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	(iii) explain how government fiscal policies influence the economy at the national level

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<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(iv) explain how government monetary policies influence the economy at the local level</p>
<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(v) explain how government monetary policies influence the economy at the state level</p>
<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(vi) explain how government monetary policies influence the economy at the national level</p>

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<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(vii) explain how government regulatory policies influence the economy at the local level</p>
<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(viii) explain how government regulatory policies influence the economy at the state level</p>
<p>(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:</p>	<p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels</p>	<p>(ix) explain how government regulatory policies influence the economy at the national level</p>
<p>(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:</p>	<p>(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy</p>	<p>(i) identify the sources of revenue of the U. S. government</p>

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(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:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(ii) analyze [the revenue's] impact on the U.S. economy
(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:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(iii) identify expenditures of the U. S. government
(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:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(iv) analyze [the expenditure's] impact on the U.S. economy
(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:	(C) compare the role of government in the U.S. free enterprise system and other economic systems	(i) compare the role of government in the U.S. free enterprise system and other economic systems

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(D) understand how government taxation and regulation can serve as restrictions to private enterprise	(i) understand how government taxation can serve as [a] restriction to private enterprise
(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:	(D) understand how government taxation and regulation can serve as restrictions to private enterprise	(ii) understand how government regulation can serve as [a] restriction to private enterprise
(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 resources in foreign policy	(i) examine how the U.S. government uses economic resources in foreign policy
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies	(i) understand the role of the executive branche in setting international trade policy

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</p>	<p>(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies</p>	<p>(ii) understand the role of the executive branch in setting fiscal policy</p>
<p>(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</p>	<p>(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies</p>	<p>(iii) understand the role of the legislative branch in setting international trade policy</p>
<p>(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:</p>	<p>(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies</p>	<p>(iv) understand the role of the legislative branch in setting fiscal policy</p>
<p>(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:</p>	<p>(A) explain the importance of a written constitution</p>	<p>(i) explain the importance of a written constitution</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution</p>	<p>(i) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution</p>
<p>(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:</p>	<p>(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</p>	<p>(i) 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>(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:</p>	<p>(D) 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>(i) evaluate constitutional provisions for limiting the role of government, including republicanism</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) 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>(ii) evaluate constitutional provisions for limiting the role of government, including checks and balances</p>
<p>(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:</p>	<p>(D) 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>(iii) evaluate constitutional provisions for limiting the role of government, including federalism</p>
<p>(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:</p>	<p>(D) 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>(iv) evaluate constitutional provisions for limiting the role of government, including separation of powers</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(D) 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>(v) evaluate constitutional provisions for limiting the role of government, including popular sovereignty</p>
<p>(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:</p>	<p>(D) 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>(vi) evaluate constitutional provisions for limiting the role of government, including individual rights</p>
<p>(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:</p>	<p>(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</p>	<p>(i) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(ii) analyze the role of the amendment process in a constitutional government</p>
<p>(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:</p>	<p>(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</p>	<p>(i) identify how the American beliefs and principles reflected in the Declaration of Independence contribute to both a national identity and federal identity</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) identify how the American beliefs and principles reflected in the U.S. Constitution contribute to both a national identity and federal identity</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(iii) Identify how American beliefs and principles are embodied in the United States today</p>
<p>(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:</p>	<p>(G) 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>(i) examine the reasons the Founding Fathers protected religious freedom in America</p>

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<p>(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:</p>	<p>(G) 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>(ii) examine the reasons the Founding Fathers guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof"</p>
<p>(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:</p>	<p>(G) 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>(iii) compare and contrast this to the phrase, "separation of church and state"</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(i) analyze the structure of the legislative branch of government, including the bicameral structure of Congress</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(ii) analyze the functions of the legislative branch of government, including the bicameral structure of Congress</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iii) analyze the structure of the legislative branch of government, including the role of committees</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iv) analyze the functions of the legislative branch of government, including the role of committees</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(v) analyze the functions of the legislative branch of government, including the procedure for enacting laws</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(i) analyze the functions of the executive branch of government, including the constitutional powers of the president</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(ii) analyze the functions of the executive branch of government, including the growth of presidential power</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iii) analyze the functions of the executive branch of government, including the role of the Cabinet</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iv) analyze the functions of the executive branch of government, including the role of the executive departments</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review</p>	<p>(i) analyze the structure of the judicial branch of government, including the federal court system</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review</p>	<p>(ii) analyze the functions of the judicial branch of government, including the federal court system</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review</p>	<p>(iii) analyze the structure of the judicial branch of government, including the types of jurisdiction</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review</p>	<p>(iv) analyze the functions of the judicial branch of government, including judicial review</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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)</p>	<p>(i) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA)</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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)</p>	<p>(ii) identify the purpose of selected regulatory commissions, including the Environmental Protection Agency (EPA)</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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)</p>	<p>(iii) identify the purpose of selected regulatory commissions, including the Occupational Safety and Health Administration (OSHA)</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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)</p>	<p>(iv) identify the purpose of selected regulatory commissions, including the Food and Drug Administration (FDA)</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(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)</p>	<p>(v) identify the purpose of selected regulatory commissions, including the Federal Communications Commission (FCC)</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government</p>	<p>(i) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(F) analyze selected issues raised by judicial activism and judicial restraint</p>	<p>(i) analyze selected issues raised by judicial activism</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(F) analyze selected issues raised by judicial activism and judicial restraint</p>	<p>(ii) analyze selected issues raised by judicial restraint</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense</p>	<p>(i) explain the major responsibilities of the federal government for domestic policy</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense</p>	<p>(ii) explain the major responsibilities of the federal government for foreign policy</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system</p>	<p>(i) compare the structures of national, state, and local governments in the U.S. federal system</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system</p>	<p>(ii) compare the functions of national, state, and local governments in the U.S. federal system</p>
<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	<p>(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system</p>	<p>(iii) compare the processes of national, state, and local governments in the U.S. federal system</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Government. The student understands the concept of federalism. The student is expected to:</p>	<p>(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</p>	<p>(i) explain why the Founding Fathers created a distinctly new form of federalism</p>
<p>(9) Government. The student understands the concept of federalism. The student is expected to:</p>	<p>(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</p>	<p>(ii) explain why the Founding Fathers adopted a federal system of government instead of a unitary system</p>
<p>(9) Government. The student understands the concept of federalism. The student is expected to:</p>	<p>(B) categorize government powers as national, state, or shared</p>	<p>(i) categorize government powers as national, state, or shared</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Government. The student understands the concept of federalism. The student is expected to:	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments	(i) analyze historical conflicts over the respective roles of national and state governments
(9) Government. The student understands the concept of federalism. The student is expected to:	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments	(ii) analyze contemporary conflicts over the respective roles of national and state governments
(9) Government. The student understands the concept of federalism. The student is expected to:	(D) understand the limits on the national and state governments in the U.S. federal system of government	(i) understand the limits on the national governments in the U.S. federal system of government
(9) Government. The student understands the concept of federalism. The student is expected to:	(D) understand the limits on the national and state governments in the U.S. federal system of government	(ii) understand the limits on the state governments in the U.S. federal system of government

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) compare different methods of filling public offices, including elected offices at the local, state, and national levels
(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	(ii) compare different methods of filling public offices, including appointed offices at the local, state, and national levels
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) explain the process of electing the president of the United States and analyze the Electoral College	(i) explain the process of electing the president of the United States
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) explain the process of electing the president of the United States and analyze the Electoral College	(ii) analyze the Electoral College

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(C) analyze the impact of the passage of the 17th Amendment	(i) analyze the impact of the passage of the 17th Amendment
(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	(i) analyze the functions of political parties
(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	(ii) analyze their role in the electoral process at [the] local level
(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	(iii) analyze their role in the electoral process at [the] state level

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(iv) analyze their role in the electoral process at [the] national level
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(B) explain the two-party system and evaluate the role of third parties in the United States	(i) explain the two-party system
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(B) explain the two-party system and evaluate the role of third parties in the United States	(ii) evaluate the role of third parties in the United States
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(i) identify opportunities for citizens to participate in political party activities at [the] local level

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(ii) identify opportunities for citizens to participate in political party activities at [the] state level
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(iii) identify opportunities for citizens to participate in political party activities at [the] national level
(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. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics	(i) compare the U.S. constitutional republic to historical forms of government

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) 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>(ii) compare the U.S. constitutional republic to contemporary forms of government</p>
<p>(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:</p>	<p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government</p>	<p>(i) analyze advantages and disadvantages of [a] federal system of government</p>
<p>(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:</p>	<p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government</p>	<p>(ii) analyze advantages and disadvantages of [a] confederate system of government</p>
<p>(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:</p>	<p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government</p>	<p>(iii) analyze advantages and disadvantages of [a] unitary system of government</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government</p>	<p>(i) analyze advantages and disadvantages of [a] presidential system of government</p>
<p>(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:</p>	<p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government</p>	<p>(ii) analyze advantages and disadvantages of [a] parliamentary system of government</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(A) understand the roles of limited government and the rule of law in the protection of individual rights</p>	<p>(i) understand the role of limited government in the protection of individual rights</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(A) understand the roles of limited government and the rule of law in the protection of individual rights</p>	<p>(ii) understand the role of the rule of law in the protection of individual rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(B) identify and define the unalienable rights	(i) identify the unalienable rights
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(B) identify and define the unalienable rights	(ii) define the unalienable rights
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights	(i) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(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	(i) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(ii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Schenck v. United States</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Texas v. Johnson</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(iv) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Miranda v. Arizona</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(v) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Gideon v. Wainwright</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(vi) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Mapp v. Ohio</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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</p>	<p>(vii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Roe v. Wade</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government</p>	<p>(i) explain the importance of due process rights to the protection of individual rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government	(ii) explain the importance of due process rights in limiting the powers of government
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(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, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(i) recall the conditions that produced the 14th Amendment
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(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, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(ii) describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism</p>	<p>(iii) describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including U.S. Supreme Court rulings</p>
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism</p>	<p>(iv) analyze the impact [of the efforts] on the scope of fundamental rights</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(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, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism</p>	<p>(v) analyze the impact [of the efforts] on the scope of federalism</p>
<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p>(A) explain the difference between personal and civic responsibilities</p>	<p>(i) explain the difference between personal and civic responsibilities</p>
<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p>(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good</p>	<p>(i) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p>(C) 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>(i) understand the responsibilities of citizenship</p>
<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p>(C) 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>(ii) understand the duties of citizenship</p>
<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p>	<p>(C) 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>(iii) understand the obligations of citizenship</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(D) understand the voter registration process and the criteria for voting in elections	(i) understand the voter registration process
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(D) understand the voter registration process and the criteria for voting in elections	(ii) understand the criteria for voting in elections
(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	(i) analyze the effectiveness of various methods of participation in the political process at local levels
(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	(ii) analyze the effectiveness of various methods of participation in the political process at state levels

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p>	<p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels</p>	<p>(iii) analyze the effectiveness of various methods of participation in the political process at national levels</p>
<p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p>	<p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity</p>	<p>(i) analyze historical examples of citizen movements to bring about political change or to maintain continuity</p>
<p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p>	<p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity</p>	<p>(ii) analyze contemporary examples of citizen movements to bring about political change or to maintain continuity</p>
<p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p>	<p>(C) understand the factors that influence an individual's political attitudes and actions</p>	<p>(i) understand the factors that influence an individual's political attitudes</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p>	<p>(C) understand the factors that influence an individual's political attitudes and actions</p>	<p>(ii) understand the factors that influence an individual's political actions</p>
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(i) examine different points of view of political parties on important contemporary issues</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(ii) examine different points of view of interest groups on important contemporary issues</p>
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(i) analyze the importance of the First Amendment right of petition</p>
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(ii) analyze the importance of the First Amendment right of assembly</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(iii) analyze the importance of the First Amendment right of speech</p>
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(iv) analyze the importance of the First Amendment right of press</p>
<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p>	<p>(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</p>	<p>(v) analyze the importance of the Second Amendment right to keep and bear arms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p>	<p>(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 Hernandez v. Texas and Grutter v. Bollinger</p>	<p>(i) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group</p>
<p>(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p>	<p>(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</p>	<p>(i) explain changes in American culture brought about by government policies</p>
<p>(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:</p>	<p>(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship</p>	<p>(i) understand how U.S. constitutional protections have fostered competition</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship</p>	<p>(ii) understand how U.S. constitutional protections have fostered entrepreneurship</p>
<p>(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:</p>	<p>(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</p>	<p>(i) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products</p>
<p>(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:</p>	<p>(A) understand the potential impact on society of recent scientific discoveries and technological innovations</p>	<p>(i) understand the potential impact on society of recent scientific discoveries</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) understand the potential impact on society of recent scientific discoveries and technological innovations</p>	<p>(ii) understand the potential impact on society of recent technological innovations</p>
<p>(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:</p>	<p>(B) evaluate the impact of the Internet and other electronic information on the political process</p>	<p>(i) evaluate the impact of the Internet on the political process</p>
<p>(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:</p>	<p>(B) evaluate the impact of the Internet and other electronic information on the political process</p>	<p>(ii) evaluate the impact of other electronic information on the political process</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(i) analyze information by sequencing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(ii) analyze information by categorizing</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(iii) analyze information by identifying cause-and-effect relationships</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(iv) analyze information by comparing</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(v) analyze information by contrasting</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(vi) analyze information by finding the main idea</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(vii) analyze information by summarizing</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(viii) analyze information by making generalizations and predictions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(ix) analyze information by drawing inferences and conclusions</p>
<p>(20) 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:</p>	<p>(B) create a product on a contemporary government issue or topic using critical methods of inquiry</p>	<p>(i) create a product on a contemporary government issue or topic using critical methods of inquiry</p>
<p>(20) 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:</p>	<p>(C) analyze and defend a point of view on a current political issue</p>	<p>(i) analyze a point of view on a current political issue</p>
<p>(20) 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:</p>	<p>(C) analyze and defend a point of view on a current political issue</p>	<p>(ii) defend a point of view on a current political issue</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(i) analyze the validity of information from primary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(ii) analyze the validity of information from primary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(iii) analyze the validity of information from primary sources for point of view</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(iv) analyze the validity of information from primary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(v) analyze the validity of arguments from primary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(vi) analyze the validity of arguments from primary sources for propaganda</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(vii) analyze the validity of arguments from primary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(viii) analyze the validity of arguments from primary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(ix) analyze the validity of counterarguments from primary sources for bias</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(x) analyze the validity of counterarguments from primary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xi) analyze the validity of counterarguments from primary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xii) analyze the validity of counterarguments from primary sources for frame of reference</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xiii) analyze the validity of information from secondary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xiv) analyze the validity of information from secondary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xv) analyze the validity of information from secondary sources for point of view</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xvi) analyze the validity of information from secondary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xvii) analyze the validity of arguments from secondary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xviii) analyze the validity of arguments from secondary sources for propaganda</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xix) analyze the validity of arguments from secondary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xx) analyze the validity of arguments from secondary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxi) analyze the validity of counterarguments from secondary sources for bias</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xxii) analyze the validity of counterarguments from secondary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxiii) analyze the validity of counterarguments from secondary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxiv) analyze the validity of counterarguments from secondary sources for frame of reference</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xxv) evaluate the validity of information from primary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxvi) evaluate the validity of information from primary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxvii) evaluate the validity of information from primary sources for point of view</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxviii) evaluate the validity of information from primary sources for frame of reference
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxix) evaluate the validity of arguments from primary sources for bias
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxx) evaluate the validity of arguments from primary sources for propaganda

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxii) evaluate the validity of arguments from primary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxiii) evaluate the validity of arguments from primary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxiiii) evaluate the validity of counterarguments from primary sources for bias</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxiv) evaluate the validity of counterarguments from primary sources for propaganda
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxv) evaluate the validity of counterarguments from primary sources for point of view
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxvi) evaluate the validity of counterarguments from primary sources for frame of reference

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxvii) evaluate the validity of information from secondary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxviii) evaluate the validity of information from secondary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xxxix) evaluate the validity of information from secondary sources for point of view</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xi) evaluate the validity of information from secondary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xli) evaluate the validity of arguments from secondary sources for bias</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xlii) evaluate the validity of arguments from secondary sources for propaganda</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xliii) evaluate the validity of arguments from secondary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xliv) evaluate the validity of arguments from secondary sources for frame of reference</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xliv) evaluate the validity of counterarguments from secondary sources for bias</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(20) 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:</p>	<p>(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</p>	<p>(xlvi) evaluate the validity of counterarguments from secondary sources for propaganda</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xlvii) evaluate the validity of counterarguments from secondary sources for point of view</p>
<p>(20) 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:</p>	<p>(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</p>	<p>(xlviii) evaluate the validity of counterarguments from secondary sources for frame of reference</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(20) 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:	(E) evaluate government data using charts, tables, graphs, and maps	(i) evaluate government data using charts
(20) 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:	(E) evaluate government data using charts, tables, graphs, and maps	(ii) evaluate government data using tables
(20) 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:	(E) evaluate government data using charts, tables, graphs, and maps	(iii) evaluate government data using graphs
(20) 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:	(E) evaluate government data using charts, tables, graphs, and maps	(iv) evaluate government data using maps

Knowledge and Skills Statement	Student Expectation	Breakout
(20) 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:	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs	(i) use appropriate mathematical skills to interpret social studies information
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use social studies terminology correctly	(i) use social studies terminology correctly
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling

Knowledge and Skills Statement	Student Expectation	Breakout
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate

Knowledge and Skills Statement	Student Expectation	Breakout
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information
(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	(i) 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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(i) 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>