

## Social Studies TEKS Review Work Group C Working Document

U.S. Government Working Document  
Texas Essential Knowledge and Skills (TEKS) Social Studies

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This working document reflects preliminary work of the State Board of Education's TEKS review work group for U.S. Government. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

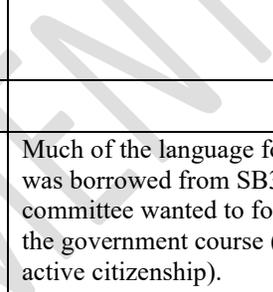
Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

- SB3: refers to Senate Bill 3, 87<sup>th</sup> Texas Legislative Session, Second-Called Session, 2021
- CCRS: refers to the College and Career Readiness Standards
- MV: refers to multiple viewpoints
- USCIS: refers to United States Citizenship and Immigration Services

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§113.74 <del>113.44</del> . United States Government (One-Half Credit), Adopted 2022 <del>2018</del> .	
TEKS with edits	
Work Group Comments/Rationale	
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.
(b)	Introduction.
(1)	<p><del>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. This course prepares students for a lifetime of informed and active participation as members of our constitutional democracy. Students will deepen their appreciation for and commitment to the United States and its form of government as well as their appreciation for and commitment to free speech and civil discourse in order to ensure that the American experiment in self-government continues to thrive. The course standards are organized around five key concepts which include the foundations of the United States system of government; civic participation; the structure, functions, and processes of government; civil rights and civil liberties; and public policy. This course is intentionally designed to support student understanding of the mechanisms of government, its influence in their lives, and how they can engage in civic life in the American constitutional system.</del></p>



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(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.	<b>TEA Comment:</b> Language in paragraphs (2)-(9) of the introduction has not been reviewed and will be addressed at a future meeting.
(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.	This needs to be changed based on new organization and fewer strands (for Government, this information is included in our course description)
(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.	Consider removing
(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).	Consider removing
(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.	Consider removing, feels redundant.
(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.	Consider adding the high school voter registration requirement and Holocaust Remembrance Week here

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(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 from the Declaration of Independence: "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 discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	<p><u>Foundations of Government. The student understands how constitutional government developed in the United States through the influence of history, ideas, people, and compromise, and how that influence is expressed in the founding documents, is reflected in American beliefs, and is evident in the fundamental principles of the U.S. Constitution. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the foundational principles of U.S. Government before addressing the details of how the government works.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language "To demonstrate this understanding, the student is expected to..." to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>

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<p>(A)</p>	<p>explain major political ideas in history, including the laws of nature and nature's God, <u>the rule of law</u>, unalienable rights, <u>separation of church and state</u>, <del>divine right of kings</del>, and social contract theory; <del>and the rights of resistance to illegitimate government</del>; (H, CG)</p>	<p>FOUNDATIONS CCRS IV.A.2 Rule of law moved from old 12A to more thoroughly capture the political traditions that are the foundation of U.S. Government. Divine right of kings removed because it repeats World History content and is not directly relevant to the foundation of the U.S. Government because by 1776 Great Britain did not follow the theory of divine right of kings. “Separation of church and state” came from old 12D. “Rights of resistance to illegitimate government” removed. Committee recommends this clarifying information (which explains a fundamental part of Locke’s social contract theory) should be included in the TEKS Guide.</p>
<p>(B)</p>	<p><del>identify</del> <u>describe the impact of</u> major <del>intellectual, philosophical, political, and religious traditions that informed</del> <u>influences on the foundation of the American United States Constitution founding</u>, including Judeo-Christian <u>legal tradition (especially the Ten Commandments biblical law)</u>, <u>the Iroquois Confederacy</u>, English common law <del>and constitutionalism</del>, <u>the Enlightenment</u>, <u>the Declaration of Independence</u>, and <u>the Articles of Confederation</u>; <del>republicanism, as they address issues of liberty, rights, and responsibilities of individuals</del>; (H, CG)</p>	<p>FOUNDATIONS Shifted the verb from identify to “describe the impact of” in order to clarify that students should be able to connect these influences to their impact on the Constitution. Removed extraneous descriptors to help teachers focus on essential influences in the creation of U.S. Government. Ten Commandments and “legal tradition” added to clarify the Judeo-Christian influences. Iroquois Confederacy added to include non-European influences. “Constitutionalism” removed to streamline. The significance of English common law is its legacy of constitutionalism. The Declaration of Independence was added from old 6F to more appropriately situate it as an influence in the creation of the U.S. Constitution. The Articles of Confederation is added here to reflect the K/S statement (1). The intent of this standard is not to look in detail at influences on only liberty, rights, and individuals but rather to consider the diverse influences of the principles of U.S. government as a whole. Explanatory information about the influences of these documents/items should be included in the TEKS Guide.</p>

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<p><del>H(A)</del> (C)</p>	<p>compare the U.S. constitutional republic to <del>historical and</del> contemporary forms of government such as monarchy, <del>a classical republic</del>, authoritarianism, socialist, direct democracy, theocracy, <del>tribal</del>, and other republics; <del>and</del> (H, CG)</p>	<p>FOUNDATIONS This standard was narrowed to direct teachers to focus on contemporary forms of government for the most relevant comparisons. World History students consider historical examples.</p> <p>The committee recommends the TEKS Guide include suggestions for teachers including: The clarification that authoritarian systems necessarily include Communist governments around the world. (While socialism and communism are economic systems, they have political implications because they only survive in authoritarian governments). Another important point is that contemporary direct democracies only exist at smaller, more local forms of government which can help students recognize the advantages of a republican system over a direct democracy in terms of scale and efficiency.</p>
<p>(D)</p>	<p>identify the contributions <del>the political philosophies</del> of <u>Alexander Hamilton, Thomas Jefferson, and James Madison</u> <del>the Founding Fathers</del> <u>on the creation of the founding documents and the development of the U.S. government;</u> <del>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;</del> (H, CG)</p>	<p>FOUNDATIONS CCRS IV.A.2, IV.D.2 Removed the phrasing “political philosophies” from this standard because 1A includes these ideas. Reduced the list of specific founding fathers in order to streamline and prioritize key figures. Included Hamilton, Jefferson, and Madison specifically to capture opposing viewpoints in the early U.S. Government over the role of the central government.</p>

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<p>(E)</p>	<p><u>explain analyze debates and how the compromises of the Constitutional Convention were reflected in the that impacted the creation of the founding documents U.S. Constitution; (H, CG)</u></p>	<p>FOUNDATIONS CCRS IV.A.1, IV.A.2, IV.A.3 United States Constitution added here from old 6F, now deleted, (and the more general phrase “founding documents” was removed) for specificity. The “debates” portion was moved to old 6C (now 1F) with the Federalist Papers, to increase the clarity for teachers in the intent of teaching those documents and to allow this standard to focus more narrowly on the creation of the Constitution at the Convention. Verb changed to explain to better capture the cognitive level required to master this standard at the 12<sup>th</sup> Grade level.  MV: Would the word “impacted” be preferred to the phrase “reflected in”?  The committee recommends that the TEKS guide outline important compromises including the 3/5ths Compromise (overturned by the 13<sup>th</sup> Amendment), the Great Compromise over representation, the Bill of Rights, and the Electoral College. The TEKS Guide should also reference important individuals who participated in these compromises including Roger Sherman, George Mason, and Alexander Hamilton.</p>
<p><del>6(C)</del> (F)</p>	<p><u>analyze how compare the ideals of the Federalists (using Federalist Papers such as Number 10 and Number 51) and the Anti-Federalists concerning the U.S. Constitution raised during the debate over ratification explain the principles of the American constitutional system of government; (H, CG)</u></p>	<p>FOUNDATIONS CCRS IV.A.1, IV.A.3, IV.D.2 The language of analysis of the debate over the Constitution is moved here from 1E to clarify the intellectual task asked of students.  The committee recommends that Hamilton, Madison, and Jay as well as Robert Yates and his work, Brutus No. 1, are included in the TEKS guide.</p>

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<p><del>6(E)</del> (G)</p>	<p><del>describe the constitutionally prescribed</del> <u>compare the</u> <del>procedures for amending by which</del> the U.S. <u>and Texas</u> Constitutions; <del>and can be changed and analyze the role of the amendment process in a constitutional government; and</del> (CG)</p>	<p>FOUNDATIONS This SE opens the opportunity for students to consider the differences in the amendment process for the U.S. <i>and</i> Texas Constitutions.</p> <p>Including the verb compare better embeds social studies skills here. The second part of this standard was removed because it is better covered within the history standards that give examples of amendment in action. In addition, the role of amendment in affecting the operation of government is also covered in the Civil Rights and Liberties section.</p>
<p><del>8(A)</del> (H)</p>	<p><u>evaluate the system of</u> <del>explain why the Founding Fathers created a distinctly new form of</del> federalism <u>created by the U.S. Constitution.</u> <del>and adopted a federal system of government instead of a unitary system;</del> (CG)</p>	<p>FOUNDATIONS SE streamlined to focus students on the practice of identifying advantages and disadvantages with the federal system that the US has (rather than considering a comparative look at a unitary system that we do not have). The purpose here is a concept level understanding of federalism. Later in the Structure and Functions of Government key concept students will engage in more detail with the practical balance of power between national and state governments.</p> <p>Committee recommends that the TEKS guide include the clarification that “evaluate” inherently means to consider the advantages and disadvantages. Additionally, clarify for teachers that the purpose here is a concept level understanding of federalism. Later in the Structure and Functions of Government key concept students will engage in more detail with the practical balance of power between national and state governments.</p>

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<p>(2)</p>	<p><u>Civic Participation. The student understands the rights and responsibilities of citizenship and various methods of civic participation by individuals and groups in local, state, and national government, including voting and the electoral process. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students' conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of how individuals can influence their government and the importance of voting and the electoral process.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language "To demonstrate this understanding, the student is expected to..." to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p><del>13(B)</del> (A)</p>	<p>explain the responsibilities, <del>duties,</del> and obligations of citizenship, <del>such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and</del> <u>including actively listening and engaging in civil discourse with others, including those with different viewpoints, and a consideration of how good citizens balance individual liberty with civic responsibility; (CG)</u></p>	<p>CIVIC PARTICIPATION Added section about balance of liberty and responsibility incorporates the idea from the old 13A (now deleted) and places it in context here.</p> <p>The language about civil discourse specifically connects to SB3, Section 3, (h-2)(1)(2)(D) (page 5).</p> <p>The Committee recommends that the TEKS guide include a list of example responsibilities and obligations such as being well informed about civic affairs, serving in the military, registering for the Selective Service, voting, serving on a jury, observing the laws, paying taxes, support and defend the Constitution, volunteering within the community, respecting legitimate authority, respecting the right, beliefs, and opinions of others. (This list based on the USCIS definition of the responsibilities of citizenship)</p>

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<p><del>14(A)</del> (B)</p>	<p><del>analyze the effectiveness of</del> <u>identify</u> various methods of participation in the political process <del>at local, state, and national levels</del> <u>and analyze reasons why a particular method has been effective or ineffective in various contexts;</u> (CG)</p>	<p>CIVIC PARTICIPATION Language added to clarify the cognitive level of the two parts of this task. The additional analysis task was added to better capture how a student should consider the effectiveness of a method of participation (e.g. there are rarely methods that are universally effective or ineffective). Language about local, state, and national level was removed to streamline and allow classrooms more time to focus on a particular example. In addition, the methods of participation don't vary dramatically between the levels of government.</p>
<p><del>13(C)</del> (C)</p>	<p>Describe the <u>criteria for voter eligibility</u>, voter registration <del>process</del>, and <u>casting a ballot the criteria for voting in elections in Texas and compare these criteria to the policies of other states;</u> (CG)</p>	<p>CIVIC PARTICIPATION Wording was clarified to include all of the major parts of state voting policy and the addition of the comparison element helps students understand the significance of policies in Texas.  Committee recommends the TEKS guide give examples of different state policies related to voter eligibility, registration, and casting a ballot such as how far in advance individuals must register to vote, who is eligible to vote (including felons, those declared mentally incompetent, or legal permanent residents), and requirements at the polls (including photo ID laws, early voting, mail in ballots, drive-through voting).</p>
<p><del>14(C)</del> (D)</p>	<p>describe <del>the factors</del> <u>agents of political socialization</u> that influence an individual's political <u>ideology; attitudes and actions.</u> (H, CG)</p>	<p>CIVIC PARTICIPATION CCRS: I.C.3 Language added to incorporate relevant academic vocabulary for this concept and narrow the focus of the SE.  Ideology, in particular, captures an individual's political beliefs (attitudes) which are in turn the cause of an individual's actions.  Committee recommends that the TEKS guide include examples of agents of political socialization including family, religion, peers, social media and other media, region, and education.</p>

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<p><del>18(B)</del> (E)</p>	<p>evaluate <del>the impact of</del> <u>how</u> the Internet and <u>various forms of digital media</u> <del>other electronic information</del> <u>influence</u> <del>on</del> the political process; (CG)</p>	<p>CIVIC PARTICIPATION CCRS: V.A.1 Language adjusted to clarify the expectation.</p>
<p><del>10(A)</del> (F)</p>	<p><del>analyze</del> <u>explain</u> the functions of political parties <u>and interest groups</u> and <del>analyze</del> <u>how they influence</u> the electoral process at local, state, and national levels; (H, CG)</p>	<p>CIVIC PARTICIPATION Verbs adjusted to more clearly reflect the appropriate level of depth for the two parts of this standard.  The committee recommends that the TEKS Guide include the suggestion that students use examples from their local county parties, the Texas state parties, along with the national parties.</p>
<p><del>10(B)</del> (G)</p>	<p>explain <u>the reasons for</u> the two-party system and <del>evaluate the role</del> <u>how</u> <del>of</del> third parties <u>influence the two major parties</u> in the United States; (H, CG)</p>	<p>CIVIC PARTICIPATION Language added to clarify what students should know about the two-party system and third parties.  Committee recommends that the TEKS guide include suggestions for the reasons for the 2 party system such as single member districts and the plurality wins system (“first past the post”).  Third parties largest influence on major parties is to cause policy shifts in the major parties as the major parties tend to adopt the policy ideas of moderately successful third parties (which in turn leads to the collapse of the third party).  Clarification should be made that this standard refers specifically to the general elections in the US (not primary elections).  In addition, background information could be made available for teachers about how our system compares to parliamentary systems which include proportional representation.</p>

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<p><del>15(A)</del> (H)</p>	<p><del>analyze different points of view of</del> compare the ideology and platforms/agendas of the major political parties and <del>contemporary</del> interest groups <del>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)</del> on important <del>contemporary</del> <u>current</u> issues; <del>(CG)</del> and</p>	<p>CIVIC PARTICIPATION CCRS: I.C.3, IV.A.3, IV.D.2 Use of the verb compare incorporates an important skill here. Additions of words like “ideology” “platform” and “agenda” introduces academic vocabulary. The emphasis on “contemporary” interest groups also explains the removal of the such as list because teachers should consider which groups are most influential in their community or in state/national politics at the time.</p> <p>MV: Would excluding the word “major” allow more freedom for teachers to consider more than the 2 main parties? Or is “major” broad enough that it implies a focus on the 2 main parties AND any third parties that have a significant influence (but not fringe parties)?</p> <p>Committee recommends the TEKS guide include recommendations of impactful groups such as the League of United Latin American Citizens (LULAC) (SB3), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP), the Tea Party Movement/Freedom Caucus, the League of Women Voters (LWV), the American Society for the Prevention of Cruelty to Animals (ASPCA), the Sierra Club, Greenpeace, the AARP, and the American Federation of Teachers.</p>
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<p><del>2(B)</del> (I)</p>	<p>analyze evaluate the impact of <i>political parties, interest groups, and various forms of media on current public policymaking</i>; <del>political changes brought about by individuals, political parties, interest groups, or the media, past and present.</del> (CG)</p>	<p>CIVIC PARTICIPATION CCRS: I.B.3 Shifted from “past and present” to an emphasis on “current” public policy in order to increase relevance and current connections for students. Removed “or” to clarify that students should learn about each of these linkage institutions. Individuals moved to old 14B (now 4J) because (1) this standard should focus on linkage institutions and (2) individual actions are addressed in the old 14B (now 4J). Verb was changed from analyze to evaluate. The intent of this SE is to ensure that students reflect on the actions and impact of the groups and make judgements about their efficacy in policymaking and effects on political discourse. Committee recommends that “political discourse” be included as explanatory text in the TEKS Guide.</p>
<p><del>9(B)</del> (J)</p>	<p>explain the <i>Electoral College system process</i> of electing the president of the United States, <i>including its origins and processes, and evaluate the Electoral College system by considering multiple perspectives about the system</i>; <del>analyze the Electoral College</del>; (H, CG) and</p>	<p>CIVIC PARTICIPATION The focus here is for students to be able to explain the Founding Fathers’ reasons for creating the electoral college and how it works. After that, students should consider multiple perspectives in order to form their own opinion about the continued efficacy.</p>
<p>(K)</p>	<p><i>explain the impact of the 12th and 23rd Amendments on the Electoral College system.</i> (H, CG)</p>	<p>CIVIC PARTICIPATION Added to fill gaps in the specificity about constitutional provisions for U.S. elections.</p>

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<p>(3)</p>	<p><u>Structure, Functions, Interactions, and Processes of Government. The student understands the structure, functions, interactions, and processes of government at the local, state, and national levels. In addition, the student understands the role of each of the branches and levels of government, their powers and limitations, and how government has changed over time. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the workings of our system of government at various levels, how they interact with one another, and how our experiment in self-government evolves.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to...” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p>7(A) (A)</p>	<p><del>analyze</del> describe the structure, powers, and limitations and functions of the legislative branch, of government including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws; (CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about Congress. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time.</p>

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<p><del>9(A)</del> (B)</p>	<p><u>evaluate the impact of identify</u> different methods of filling public offices, including <u>primary elections and caucuses, general elections, and appointments</u>; <del>elected and appointed offices at the local, state, and national levels</del>; (CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV SE clarified to direct students to consider the effects of different methods of filling public offices on the office/officeholder.</p> <p>Committee recommends that the TEKS guide include explanatory information about topics such as: The independence of the judiciary as a result of the use of lifetime appointment (rather than election), the role of primary elections or caucuses in producing more strongly partisan candidates, the different effects of appointments with and without confirmation on the partisan position of the appointees, and the need for candidates in a general election to appeal to moderates.</p>
<p><del>3(A)</del> (C)</p>	<p>explain how population shifts <del>affect voting patterns</del> <u>affect the U.S government, including reapportionment and redistricting, the balance of power in Texas government, the U.S. Congress, and the Electoral College</u>; (H, CG, G)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV III.A.1 The “including” list is added to give clarity to the impact of population patterns on government. This addresses the concept in what was previously 3B (now deleted) by giving specific examples of how shifting political power follows population. The committee recommends that a mention of the role of the U.S. Census be included in the TEKS Guide.</p>
<p><del>9(C)</del> (D)</p>	<p><u>analyze explain</u> the impact of <del>the passage of</del> the 17th Amendment <u>on the election of U.S. Senators</u>; (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Added to fill gaps in the specificity about constitutional provisions for the legislative branch.</p>
<p>(E)</p>	<p><u>evaluate the impact of political parties on the selection of Congressional leadership, committee assignments, and legislation</u>; (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV This standard was added to specifically address the role of parties in the structure and functions of Congress.</p>

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<p><del>7(B)</del> (F)</p>	<p>analyze describe the structure, powers, and limitations 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; role of the president and the bureaucracy in enforcing the laws; (CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about the executive branch. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time. In addition, evaluating the relative power of different branches is also addressed in a new standard.</p> <p>The committee recommends that the TEKS guide include specific agencies as examples of the work of the bureaucracy in enforcing laws/policies such as the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), Federal Communications Commission (FCC), and the Federal Election Commission (FEC)</p>
<p>(G)</p>	<p>trace changes in executive power by analyzing the administrations of select presidents from George Washington to modern times; (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Instead of the presidential list from 1F (now deleted), this standard focuses teachers on evaluating presidential actions through the lens of executive power and leaves them the flexibility to use modern presidential administrations.</p> <p>Committee recommends that the TEKS guide provide examples of significant presidential administrations such as Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Ulysses S. Grant, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Ronald Reagan, George W. Bush, and Barack Obama.</p>
<p>(H)</p>	<p>explain the impact of the 20th, 22nd, and 25th Amendments on the executive branch. (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Added to fill gaps in the specificity about constitutional provisions for the executive branch.</p>

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<p><del>7(C)</del> (I)</p>	<p><del>analyze</del> <u>describe</u> the structure, <u>powers, and limitations</u> <del>and functions</del> of the judicial branch of <del>government</del>, including the <del>federal court system, types of jurisdiction, and role of judicial philosophies in the process of</del> <u>judicial review and other court decisions</u>; (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about the judicial branch. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time. In addition, evaluating the relative power of different branches is also addressed in a new standard.</p> <p>The committee recommends that the TEKS guide include explanatory information on judicial philosophies such as judicial activism and restraint (which was old SE 7F, now deleted).</p>
<p><del>7(E)</del> (J)</p>	<p><del>explain how provisions of the U.S. Constitution provide for</del> <u>the interactions between the branches of the U.S. government in a constitutional system of checks and balances and separation of powers</u>; and <del>among the three branches of government</del> (CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV SE edited for clarity and to address the complementary roles of the principles of checks and balances and separation of powers.</p> <p>The committee recommends that the TEKS guide include relevant examples of checks and balances/separation of powers (e.g. Presidential veto, Congressional approval of Presidential nominations, judicial review, etc)</p>
<p>(K)</p>	<p><u>evaluate the impact of the structures, powers, and limitations of the U.S. government on a current political issue.</u> (H, CG)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV The purpose of this standard is to offer an opportunity for students to apply the baseline knowledge in old 7AB&amp;C (now 3A, 3F, and 3I) to a real-life political issue that is relevant to them.</p>

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<p>(4)</p>	<p><u>Civil Rights and Civil Liberties. The student understands that the rights of individuals, including those defined by the U.S. Constitution, laws, and court cases, are central to the success of our constitutional democracy. The student understands the ways individuals, social movements, and groups have influenced the evolution of civil rights and civil liberties and how the application of these rights continues to evolve and. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the evolution of civil rights and civil liberties as central to the American political system.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to...” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p><del>12(C)</del> (A)</p>	<p><del>identify the freedoms and rights protected and secured by</del> <u>explain how</u> each amendment in the Bill of Rights <u>protects the rights of individuals from infringement by the government;</u> (CG)</p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS I.C.1 Language was clarified to focus the intent of the SE on student understanding of the significance of the Bill of Rights in protecting civil liberties.</p>

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<p><del>12(D)</del> (B)</p>	<p><del>analyze the reasons the Founding Fathers protected</del> <u>describe the significance of the establishment and free exercise clauses of the First Amendment in protecting</u> religious freedom in America <u>and analyze their application in Supreme Court decisions;</u> <del>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 this to the concept of separation of church and state;</del> (H, CG)</p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS I.C.2 The historical aspects of this standard were moved to the 1A to better situate the concept of separation of church and state among other important ideas that influenced the Founders. The language was adjusted to both increase the specificity to include the establishment and free exercise clauses as well as to direct students to consider how they affect individual rights today.</p> <p>The language about “analyzing the application in Supreme Court cases” is important to ensure teachers explore major case law, but is left intentionally open to allow them to use contemporary cases of relevance to their students and communities as is appropriate (or to use landmark, historical decisions if they prefer).</p> <p>The committee recommends that the TEKS Guide include reference to <i>Wisconsin v. Yoder</i>, a free exercise case from the 11<sup>th</sup> grade standards, and the recent <i>Little Sisters v. Pennsylvania</i> case, as well as <i>Engel v. Vitale</i> (from the old 12E) as an example of an establishment clause case along with the Texas-based cases <i>Santa Fe ISD v. Doe</i> and <i>Van Orden v. Perry</i>.</p>
<p><del>15(B)</del> (C)</p>	<p><del>analyze</del> <u>explain</u> the importance of the <del>First 1st</del> Amendment rights of petition, <del>and</del> assembly, <del>speech, and press and the Second Amendment right to keep and bear arms.</del> <u>and analyze their application in current events;</u> (H, CG)</p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS CCRS IV.A.2 This standard was divided to give more specific focus to each of these aspects of the 1<sup>st</sup> and 2<sup>nd</sup> Amendments.</p> <p>The Committee recommends that the TEKS guide include example issues such as free speech zones and protests and city curfews.</p>

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<p>(D)</p>	<p><u>explain the importance of the 1st Amendment rights of <i>speech</i> and the <i>press</i> and analyze their application in Supreme Court decisions; (H, CG)</u></p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS CCRS IV.A.2</p> <p>Old 15B (now 4C, D, and E) was divided to give more specific focus to each of these aspects of the 1<sup>st</sup> and 2<sup>nd</sup> Amendments.</p> <p>The Committee recommends that the TEKS guide include example cases such as <i>Tinker v. Des Moines</i>, <i>Texas v. Johnson</i> (from 12E), <i>Schenck v. United States</i> (from 12E), <i>Bethel v. Fraser</i>, <i>Morse v. Frederick</i>, and <i>Citizens United v. FEC</i> (for freedom of speech)</p> <p><i>Hazelwood v. Kuhlmeier</i>, <i>New York Times v. United States</i>, <i>Near v. Minnesota</i> (for freedom of press)</p>
<p>(E)</p>	<p><u>explain the importance of the 2nd Amendment rights to <i>keep and bear arms</i> and analyze its application in Supreme Court decisions; (H, CG)</u></p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS Old CCRS IV.A.2</p> <p>Old 15B (now 4C, D, and E) was divided to give more specific focus to each of these aspects of the 1<sup>st</sup> and 2<sup>nd</sup> Amendments.</p> <p>The committee recommends that the TEKS guide include example cases such as <i>McDonald v. Chicago</i> and <i>D.C. v. Heller</i>.</p>

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<p><del>12(F)</del> (F)</p>	<p>explain the importance of due process, <u>and describe how the 4th, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> Amendments protect the rights of the accused by analyzing their application to Supreme Court decisions; to the protection of individual rights and in limiting the powers of government; and (H, CG)</u></p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS CCRS: I.C.2 The 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> amendments were added here to give teachers direction on how to more specifically evaluate the importance of due process.</p> <p>The language about “analyzing the application in Supreme Court cases” is important to ensure teachers explore major case law, but is left intentionally open to allow them to use contemporary cases of relevance to their students and communities as is appropriate (or to use landmark, historical decisions if they prefer).</p> <p>The committee recommends that the TEKS Guide include reference to cases such as <i>Mapp v. Ohio</i> (referencing the 4<sup>th</sup> Amendment, from the old 12E), <i>US v. Jones</i> (referencing the 4<sup>th</sup> and 5<sup>th</sup> Amendments), <i>Miranda v. Arizona</i> (referencing the 5<sup>th</sup> Amendment, from the old 12E), <i>Gideon v. Wainwright</i> (referencing the 6<sup>th</sup> Amendment from the old 12E, now eliminated), <i>Furman v. Georgia</i> and <i>Gregg v. Georgia</i> (referencing the 8<sup>th</sup> Amendment)</p>
<p><del>12(G)</del> (G)</p>	<p><del>recall the conditions that produced the 14th Amendment and</del> describe <u>the doctrine of selective incorporation</u> <del>subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings</del> and analyze the impact <u>of related U.S. Supreme Court rulings on federalism and the scope protection of fundamental individual rights; and federalism.</u> (H, CG)</p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS CCRS: IV.A.2 The conditions that produced the amendment were removed because this content is covered in 8<sup>th</sup> and 11<sup>th</sup> grade US History. The specificity of “the doctrine of selective incorporation” was added to more clearly identify the concept in question.</p> <p>The Committee recommends that the TEKS guide include example cases such as <i>Barron v. Baltimore</i>, <i>Gitlow v. New York</i>, <i>Gideon v. Wainwright</i> (from the old 12E, also mentioned in the TEKS recommendations for 12F, now 4F), <i>Mapp v. Ohio</i> (from the old 12E, now eliminated, also mentioned in the TEKS recommendations for 12F, now 4F), <i>Pointer v. Texas</i>, and <i>McDonald v. Chicago</i></p>

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<p><u>(H)</u></p>	<p><u>explain the impact of the 15th, 19th, 24th, and 26th Amendments on the expansion of voting rights; (H, CG)</u></p>	<p>CIVIL RIGHTS &amp; CIVIL LIB CCRS: I.C.2 SB3 Added to fill gaps in the specificity about constitutional provisions for the expansion of voting rights.</p>
<p><del>3(C)</del> <u>(I)</u></p>	<p>explain how <del>political districts are crafted and how they are affected by</del> Supreme Court decisions such as <i>Baker v. Carr</i>, <i>Shaw v. Reno</i>, or <i>Gill v. Whitford</i> <u>impact redistricting and the balance of political power; (H, CG, G)</u></p>	<p>CIVIL LIBERTIES AND RIGHTS CCRS: IV.A.3 Committee recommends that a simple summary of the impact of these cases be included in the TEKS Guide, along with a reference to the practice of gerrymandering.  In particular, it should be called out that <i>Baker</i> and <i>Shaw</i> are specifically about race-based gerrymandering, while <i>Gill</i> addresses political gerrymandering. This is still relevant to Civil Liberties and Rights because political gerrymandering implicates 1<sup>st</sup> Amendment concerns.</p>
<p><del>14(B)</del> <u>(J)</u></p>	<p>analyze historical <del>and</del> <u>or</u> contemporary examples of <u>individuals</u> and <u>social citizen</u> movements to bring about political change or to maintain continuity; and <u>(H, CG)</u></p>	<p>CIVIL LIBERTIES AND CIVIL RIGHTS I.C.3 “Individualism” added from the old 2B (now 2I) to focus individual action here. Decision to shift from “historical and” to “historical or” is meant to give teachers flexibility to use examples that are appropriate and relevant for their class and community. “Social” movements better reflects current terminology.  Committee recommends that the TEKS guide specifically mention the women’s suffrage movement, Dr. Martin Luther King, Jr’s <i>Letter from Birmingham Jail</i>, the life and work of Cesar Chavez and Dolores Huerta, the Chicano Movement, and the Civil Rights Movement more broadly, as a resource for teaching this standard. (SB3)</p>

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<p><del>16(A)</del> (K)</p>	<p>evaluate a U.S. government policies or court decisions that <del>has</del> have affected civil rights, including actions that have advanced and actions that have limited the rights of individuals; and evaluate the impact of these policies or decisions on various groups. <del>a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964, and the U.S. Supreme Court cases Hernandez v. Texas, and Grutter v. Bollinger, (H, CG)</del></p>	<p>CIVIL LIBERTIES &amp; CIVIL RIGHTS CCRS IV.A.2 Language was clarified to ensure that students understand examples of US actions that have both advanced and limited the rights of individuals.</p> <p>The such as list was removed, consistent with our practice throughout this document both because any suggested list would become very long to incorporate the many possible government actions and to leave open the flexibility for teachers to choose a more current (or yet undecided/created) action that would be relevant to their students in the future.</p> <p>Committee recommends that the TEKS Guide include a list of example policies and decisions such as the Civil Rights Act of 1964 (SB3), the Voting Rights Act of 1965 (SB3), <i>the Immigration Act of 1965</i>, the <i>Immigration Reform and Control Act of 1986</i>, and the U.S. Supreme Court cases of <i>Plessy v. Ferguson</i>, <i>Korematsu v. United States</i>, <i>Brown v. Board</i> (SB3), <i>Hernandez v. Texas</i> (SB3), <i>Grutter v. Bollinger</i>, <i>Shelby County v. Holder</i>, <i>University of Texas v. Fisher</i>; <i>Plyer v. Doe</i></p> <p>This list includes several of the examples from the old 16B (which has been eliminated due to the significant overlap with this SE).</p>
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<p>(5)</p>	<p><u>Public Policy. The student understands the roles of the federal and Texas governments in creating public policy and the impact of foreign and domestic policies on individuals, groups, and institutions. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students' conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of policymaking and the impact of foreign and domestic policies. This key concept is meant to allow students to synthesize their understanding of the workings of government and apply them to real life examples at a higher level.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language "To demonstrate this understanding, the student is expected to..." to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
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<p><del>5(B)</del> (A)</p>	<p><del>describe the roles of the executive and legislative branches in setting international trade and fiscal</del> <u>explain how the interactions between the branches of US government influence foreign and domestic policies; (CG)</u></p>	<p>POLICY CCRS: III.A.2 Together with the old 7E (now 3J), this standard asks students to apply their knowledge of checks and balances and separation of powers to the impact of those policies on foreign and domestic policies.</p> <p>The committee felt that the original standard focused too narrowly on economic policymaking when there are many other considerations for the balance of power between the branches in policymaking.</p> <p>The committee recommends that the TEKS guide include some examples such as the debate over war powers between the Congress and the President, the conflict over immigration policy, humanitarian interventions, taxation policy, agenda setting, or tariffs and other trade policies.</p>
<p><del>17(A)</del> (B)</p>	<p>explain <del>how</del> <u>the role that</u> U.S. constitutional protections and <u>government policies play in cultural, economic, and technological developments; such as patents have fostered competition and entrepreneurship; and (CG, E)</u></p>	<p>POLICY Combined with the old 17B (now eliminated) Language streamlined to offer teachers broader latitude in selecting relevant policies or constitutional protections for examination. Cultural policies were added to more fully reflect the ways that government action influences the private sector.</p> <p>Committee recommends that the TEKS guide provide examples such as the National Endowment for the Arts, copyright law, the U.S. Patent Office and protections, government assisted research (like the work of NASA and grants for educational institutions), Operation Warp Speed (related to the development of the COVID vaccine), the Small Business Administration and protections of entrepreneurs.</p>

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<p><del>4(B)</del> (C)</p>	<p><del>compare</del> <u>evaluate the impact of the Texas and national</u> <del>the role of</del> government <del>in on</del> the U.S. free enterprise system, <u>including effects of fiscal and regulatory policies;</u> <del>and other economic systems</del> (CG, E)</p>	<p>POLICY Fiscal and regulatory policies was moved from old 4A (now eliminated) in order to clarify the types of policy to be evaluated. This standard was clarified to focus on the advantages and disadvantages of various economic policies without unnecessarily including content more appropriate for a comparative government course. The shift from compare to evaluate also increases the rigor of the standard to enable students to do a higher level task. The committee recommends the TEKS Guide include examples of policies such as tax incentives, social welfare programs, (lack of) state income tax, corporate relocation incentives, environmental and business regulations, etc.</p>
<p><del>7(G)</del> (D)</p>	<p>explain <u>the causes and effects of U.S.</u> <del>the major responsibilities of the federal government for domestic and</del> foreign policy <del>such as decisions, such as national security and defense; and,</del> <u>the availability of resources, international alliances or compacts, and humanitarian concerns;</u> and (H, CG)</p>	<p>POLICY The added phrase “causes and effects” helps to embed skills practice here. Narrowing this standard to foreign policy only helps create clearer student expectations (and domestic policy is well addressed in the old 7E, now 3J, and the new standards created about issue analysis).  Committee recommends that the TEKS guide include examples such as: the effect of American desire for energy independence from a strategic standpoint on West Texas’ development of oil and gas resources, the need for rare earth minerals for modern computing applications, America’s involvement in US MCA, NAFTA, or the United Nations, the effects of actions by organizations such as OPEC, foreign aggression like the Russian attack on Ukraine, terrorism concerns like rise of ISIS, humanitarian crises as both a cause and effect of foreign actions.</p>

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<p><del>7(H)</del> (E)</p>	<p>compare the <u>responsibilities and limitations</u> <del>structures, functions, and processes</del> of national, state, and local governments in the U.S. <del>federal</del> system <u>of federalism and analyze the role of each with respect to a particular policy issue.</u> (H, CG, G, E)</p>	<p>STRUCTURE &amp; FUNCTION OF GOV IV.A.6 This SE is designed to ask students to think about the constitutional principle of federalism and to consider the role of each level of government. It is also important to continually direct students to apply their foundational knowledge to real-life examples of political action.</p> <p>The committee recommends that the TEKS guide include reference to reserved (10<sup>th</sup> Amendment), shared, and enumerated powers. In addition, examples such as the legalization of marijuana, civil rights disputes, public safety, and public education.</p>
<b>Standards that Were Eliminated</b>		
<p><del>1(C)</del></p>	<p><del>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;</del></p>	<p>Individuals removed because their contributions are covered in old 1B (Judeo Christian legal tradition, English Common Law, and Enlightenment). Committee recommends adding Moses, Blackstone, Locke, Montesquieu, and Hobbes to the upcoming TEKS Guide for old 1B.</p>
<p><del>1(F)</del></p>	<p><del>identify significant individuals in the field of government and politics, including <i>George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</i></del></p>	<p>FOUNDATIONS These references are more appropriate for the TEKS guide, specific to the newly written standard that calls for students to evaluate the changes in executive power.</p> <p>John Marshall is better addressed in the 8<sup>th</sup> grade US History course.</p>
<p><del>2(A)</del></p>	<p><del>describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and</del></p>	<p>CIVIC PARTICIPATION Removed because some processes of parties are included in old 10A&amp;B and because the details of the actions of these groups are less important than the ways they affect political change.</p>
<p><del>3(B)</del></p>	<p><del>examine political boundaries to make inferences regarding the distribution of political power; and</del></p>	<p>STRUCTURE &amp; FUNCTION OF GOV Removed to better represent this concept in combination with population shifts as part of the old 3A.</p>

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4(A)	<del>explain how government <i>fiscal, and regulatory policies</i> influence the economy at the local, state, and national levels;</del>	POLICY This standard was largely cut to combine with the old 4B in order to streamline and clarify the SE for understanding how state and national policies effect the economy.
5(A)	<del>analyze how economic and natural <i>resources</i> influence U.S. foreign policy; and</del>	POLICY This concept was incorporated into a revised SE (the old 7G) to more broadly consider the causes and effects of US foreign policy decisions.
6(A)	<del>explain the importance of a written constitution;</del>	FOUNDATIONS Removed because this analysis is more appropriate for a comparative government course given that all constitutions up for analysis in this course (Articles of Confederation, the US Constitution, the Texas Constitution) are written.
6(B)	<del>explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;</del>	FOUNDATIONS This standard would be more appropriately covered in 5 <sup>th</sup> and/or 8 <sup>th</sup> Grade.
6(D)	<del>evaluate constitutional provisions for limiting the role of government, including <i>republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</i>;</del>	FOUNDATIONS SE eliminated because an understanding of these principles is covered extensively in 8 <sup>th</sup> grade. In addition, the committee felt it more effective for seniors to grapple with these ideas in context (and did not want to create redundancy with this SE). As such, limiting the role of government is covered in old 7A, B, and C. Republicanism is addressed in old 11A. Checks and Balances and Separation of Powers are addressed in the old 7E. Federalism is addressed in the old 8A. Individual rights are addressed in the old 12C. Georgia calls them “fundamental principles”
6(F)	<del>identify how the <i>Declaration of Independence and the U.S. Constitution</i> continue to shape American beliefs and principles in the United States today.</del>	Redundant with Introduction, old 7(A) and (B) which specifically mention the meaning and the relationship of these documents to American history. Additionally, (c)(1) also specifically mentions the significance of the Declaration of Independence. These documents were added to the specificity of 1E.
7(D)	<del>identify the purpose of selected independent executive agencies, including the <i>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)</i>;</del>	STRUCTURE & FUNCTION OF GOV  The specificity of this standard was moved to the TEKS Guide for the old 7D. The only exception is NASA, which is covered in 7 <sup>th</sup> and 11 <sup>th</sup> Grade History.

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7(F)	<del>analyze selected issues raised by judicial activism and judicial restraint;</del>	CIVIL LIBERTIES & CIVIL RIGHTS This concept was addressed with more comprehensive language in the old 7C as revised to include an emphasis on the role of “judicial philosophies” in jurisprudence.
8(B)	<del>ategorize government powers as national, state, or shared;</del>	Redundant. In old 7H and 6D the concept of federalism is explored. The old 7H specifically includes reference to these powers in the suggested annotation for the TEKS guide.
8(C)	<del>analyze historical and contemporary conflicts over the respective roles of national and state governments; and</del>	STRUCTURE & FUNCTION OF GOV Redundant. The old 7H as revised includes an analysis of a political issue and the role of the national/state/local governments.
8(D)	<del>explain how the U.S. Constitution limits the power of national and state governments.</del>	FOUNDATIONS Redundant. The old 7H as revised includes a comparison of the responsibilities and limitations of the different levels of government.
11(B)	<del>analyze advantages and disadvantages of presidential and parliamentary systems of government.</del>	FOUNDATIONS This course is not a comparative government course and should remain confined to U.S. and state/local government.
12(A)	<del>explain the roles of limited government and the <i>rule of law</i> in the protection of individual rights;</del>	Rule of law moved to the old 1A, as a foundational political idea alongside unalienable rights and social contract theory. Concept of limited government is redundant with the old 6D.
12(B)	<del>identify and define the unalienable rights;</del>	Redundant. Repeats concepts in the old 1A.
12(E)	<del>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;</del>	CIVIL LIBERTIES & CIVIL RIGHTS The committee feels that while it is important for teachers to use significant Supreme Court cases as examples for their students learning about major developments in civil liberties case law—it is better to allow teachers the freedom to choose from potential contemporary cases that may feel more relevant to their students and communities. To balance the more open language (like in the old 12D), the TEKS Guide should include these and other more recent cases of note for each of the liberties considered in the cases formerly listed here.
13(A)	<del>describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;</del>	CIVIC PARTICIPATION Redundant with the old 13B as revised.

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<del>16(B)</del>	<del>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.</del>	CIVIL LIBERTIES & CIVIL RIGHTS Removed because of significant overlap with the concept in the old 16A. Also, the Servicemen's Readjustment Act is addressed in 11 <sup>th</sup> Grade.
<del>17(B)</del>	<del>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.</del>	POLICY Combined with the old 17A
<del>18(A)</del>	<del>describe the potential impact of recent scientific discoveries and technological innovations on government policy; and</del>	Removed because redundant with the revised version of the old 17A.
(19) (6)	Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	<b>TEA Comment:</b> KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(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;	CCRS: IV.A.2
(B)	create a product on a contemporary government issue or topic using critical methods of inquiry;	
(C)	analyze and defend a point of view on a current political issue;	CCRS: IV.A.3
(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; and	CCRS: IV.D.2
(E)	evaluate government data using charts, tables, graphs, and maps.	CCRS: III.A.1
(20) (7)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	use social studies terminology correctly; and	
(B)	create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.	CCRS: V.A.1

**These recommendations are not yet final; they are still under consideration by the work group and are subject to change.**

<p><del>(21)</del> (8)</p>	<p>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	
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WORKING DOCUMENT