

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	12 th /Government	Weeks:	1-2
Unit Name/Title			
Foundation of government			
Overview			
Rulers and leaders help secure the safety, security and welfare of the people in a given society.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(1) History. The student understands major political ideas and forms of government in history. The student is expected to:</p>	<p>(A) explain major political ideas in history such as including natural law, natural rights, divine right of kings, and social contract theory; and</p>	<ul style="list-style-type: none"> • Natural law – includes standards of justice which transcend laws made by humans. “An unjust law is no law”. • Natural rights – John Locke: “life, liberty, and property.” Thomas Jefferson adapted these ideas in the Declaration of Independence, i.e., “life, liberty and pursuit of happiness.” Other natural rights are included in the Bill of Rights. • Divine right of kings – Belief that monarchs were chosen by God. Gave the monarch unlimited authority. • Social Contract Theory – In order for man to live in groups, he must give up some of his freedom to the government in exchange for protection of his natural rights. The idea was developed by Thomas Hobbes in <i>Leviathan</i>, expanded by John Locke in <i>Second Treatise on Government</i> and Jean Jacques Rousseau in <i>Social Contract</i>. The authority of government is derived from the consent of the governed. The citizens could challenge a government that does not preserve their natural rights. Examples: Glorious Revolution in England and American struggle for independence. 	

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	<p>B) identify the characteristics of classic forms of government such as including absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.</p>	<ul style="list-style-type: none">• Absolute monarchy – ruler controls all aspects of life: social, economic, and political. Oftentimes tied to divine right of kings.• Authoritarian – type of government in which an individual or group has unlimited authority, and individual rights are subordinate to that power. No restraint on power exists. Examples: Imperialist Japan, Czar Nicholas I of Russia.• Classical republic – a representative democracy in which a small group of leaders, elected by the citizens, represents the concerns of the electorate. The interests of the majority take precedence over the interests of a few. Example – Ancient Rome (representative democracy), Ancient Greece (direct democracy)• Despotism – ruler has absolute power and used the power tyrannically.• Feudalism – political system based on the rule of local lords bound to a king by ties of loyalty. Serfs worked the land giving tithes to the nobles. The nobles gave tithes and military service to the king. The king provided land (fiefs) to the lords in return for protecting his kingdom. Example – Medieval Europe• Liberal democracy – type of democracy based on the protection of individual rights and freedoms and on the consent of the governed to establish political authority. Government focuses on protecting individual rights from the tyranny of the majority. Authority is derived from consent of the governed people have the right to alter or abolish government when it fails to fulfill its
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		<p>purpose. Example: United States</p> <ul style="list-style-type: none"> • Totalitarianism – Government attempts to control all facets of the lives of its citizens. Examples: Soviet Union under Stalin, Germany under Hitler, Cuba under Fidel Castro, Iraq under Saddam Hussein. 												
<p>(13) 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. system of government with other political systems;</p>	<ul style="list-style-type: none"> • <i>Federal System</i> divides the power of government between national and state governments. • <i>Confederate System</i> involves two or more independent states which unite to achieve a common goal • <i>Unitary System</i> all authority rests with a central government. State and local governments have only those given to them by the central government. • <i>Parliamentary system</i> – A form of government in which the executive branch is made up of a prime minister or premier and that official’s cabinet 												
	<p>(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and</p>	<table border="1"> <thead> <tr> <th>System</th> <th>Advantage</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td>Unitary</td> <td>Central government holds all power</td> <td>No local power</td> </tr> <tr> <td>Federal</td> <td>Power shared by national state, and local government</td> <td>Each level has to create its own laws, elect officials, create agencies</td> </tr> <tr> <td>Confederate</td> <td>Each state represented</td> <td>Weak central government</td> </tr> </tbody> </table>	System	Advantage	Disadvantage	Unitary	Central government holds all power	No local power	Federal	Power shared by national state, and local government	Each level has to create its own laws, elect officials, create agencies	Confederate	Each state represented	Weak central government
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	<p>(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>	<table border="1"> <thead> <tr> <th>Systems of Government</th> <th>Presidential</th> <th>Parliamentary</th> </tr> </thead> <tbody> <tr> <td>Advantages</td> <td> <ul style="list-style-type: none"> • Elected by the people </td> <td> <ul style="list-style-type: none"> • Flexibility and </td> </tr> </tbody> </table>	Systems of Government	Presidential	Parliamentary	Advantages	<ul style="list-style-type: none"> • Elected by the people 	<ul style="list-style-type: none"> • Flexibility and 						
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			<p>makes the president's power more legitimate</p> <ul style="list-style-type: none"> • President is supervised by others • Speed and decisiveness of actions • Fixed term provides more stability 	<p>responsiveness to the public</p> <ul style="list-style-type: none"> • More accountable since power is not divided • Easier to pass legislation • Popular among multicultural countries • Easy transition to democracy
		Disadvantages	<ul style="list-style-type: none"> • Is not constitutionally stable and has a tendency towards authoritarianism • Allows government to shift blame between branches • Hard to remove an unsuitable president 	<ul style="list-style-type: none"> • Sometimes lead to unstable governments • Lack checks and balances • Head of government cannot be voted on • Lack of election calendar

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Subject Area	Social Studies	Bundle #:	2
Grade/Level	12 th /Government	Weeks:	3-4
Unit Name/Title			
Foundations of US Government			
Overview			
The US system is based on the ideas of the “consent of the governed” and a belief in limited government.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(2) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:</p>	<p>(A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;</p>	<ul style="list-style-type: none"> • Thomas Hobbes – Enlightenment thinker. Social Contract theory. It is the responsibility of the majority to protect the rights of the minority. • John Locke – natural rights. Life, liberty and property. Strongest influence on Thomas Jefferson • Charles de Montesquieu – separation of powers and checks and balances to prevent one part of government from becoming too powerful. • Magna Carta- signed by King John in 1215. Established rule of law in which government leaders must act according to set of laws. Monarch could not levy taxes without consulting the nobility. Those accused of crimes had the right of a trial by jury of peers. • Petition of Right – signed by King Charles I in 1628. Must have Parliament’s approval before levying taxes. Gave people a voice through representation in Parliament. • English Bill of Rights – signed by William and Mary in 1688. Monarchs could not rule without consent of Parliament. Especially the concept of petitioning the king without fear of reprisal. • Articles of Confederation – 1781. First form of American government. Loose association of 	

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		<p>states working together for the common good. Each state had a constitution so allowed the federal government little authority.</p>
	<p>(B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;</p>	<p><i>Founding Father</i> – individuals who played a major role in declaring US independence, fighting the Revolutionary War, or writing and adopting the US Constitution.</p> <p><i>John Adams</i> – served in 1st and 2nd Continental Congress, led the debate that ratified the Declaration of Independence, served as Vice President for 8 years under George Washington and was elected the 2nd President of the United States in 1796. Significant to note that he was not elected Vice president rather received the second most votes in the presidential election of 1788.</p> <p><i>Alexander Hamilton</i> – Considered intelligent and decisive and was a delegate to Continental Congresses and the Constitutional Convention. He was a leading Federalist and favored strong central government. Helped write the Federalist Papers. He was the first secretary of Treasury during which time he established the Mint and the National Bank. He believed in a loose interpretation of the Constitution.</p> <p><i>Thomas Jefferson</i> – Third president of the United States. Author of Declaration of independence. Approved the Louisiana Purchase. Leader of American Revolution. Delegate to Continental Congress. First Secretary of State, taking Benjamin Franklin’s place as minister of France. He did not write the Constitution because he was in France at the time. He was an Anti-Federalist and supported a strong Bill of Rights. His opposition to a strong central government led to the creation of the first political parties.</p> <p><i>James Madison</i> – “Father of the Constitution”. Fourth president of the United States. Essential to the writing and ratification of the Constitution. One of the authors of the</p>

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		<p><i>Federalist Papers</i>. He supported a strong central government. He also wrote the first 12 amendments to the Constitution, 10 of which were ratified as the Bill of Rights.</p>
	<p>(C) analyze debates and compromises necessary to reach political decisions using historical documents; and</p>	<p><i>The Great Compromise</i> (Connecticut Compromise) – took ideas of Virginia Plan and New Jersey Plan providing representation. (Large state vs. small state)</p> <p><i>Three-Fifths Compromise</i> – North vs. South. Southern states wanted to count slaves in population, north did not. Compromised on 3/5.</p> <p><i>Federalist v. Anti-federalist</i> - Federalists favored a strong central government, Anti-federalists favored states rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.</p>
	<p>(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.</p>	<ul style="list-style-type: none"> • Abraham Lincoln – 16th president. Managed to preserve the unity of the United States during Civil War and took steps to abolish slavery. Helped build today’s Republican Party. His Gettysburg address called for national unity and his most lasting influence is the 13th amendment which banned slavery throughout the United States. • George Washington – First president of the United States, set precedent by stepping down after two terms and initiating a peaceful transition of power and creating a Cabinet. One of his greatest accomplishments was issuing the Neutrality Proclamation because it allowed the fledgling United States to build a solid system of government without becoming embroiled in a foreign war. • Martin Luther King, Jr. – led the Civil Rights Movement in the 1960’s. Initiated political change through non-violent means.

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<p>(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p>	<p>(A) explain the importance of a written constitution;</p>	<ul style="list-style-type: none"> • Magna Carta- signed by King John in 1215. Established rule of law in which government leaders must act according to set of laws. Monarch could not levy taxes without consulting the nobility. Those accused of crimes had the right of a trial by jury of peers. • Petition of Right – signed by King Charles I in 1628. Must have Parliament’s approval before levying taxes. Gave people a voice through representation in Parliament. • English Bill of Rights – signed by William and Mary in 1688. Monarchs could not rule without consent of Parliament. Especially the concept of petitioning the king without fear of reprisal. • Articles of Confederation – 1781. First form of American government. Loose association of states working together for the common good. Each state had a constitution so allowed the federal government little authority.
	<p>(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;</p>	<ul style="list-style-type: none"> • <i>Form a more perfect union</i> – in union there is strength • <i>Establish justice</i> – the law in both its content and its administration must be reasonable and impartial. • <i>Insure domestic tranquility</i> – keep the peace at home • <i>Provide for the common defense</i> – defend the nation against foreign enemies • <i>Promote the general welfare</i> – the government is a servant of its citizens and in general the services it provides will benefit all or most people • <i>Secure the blessings of liberty</i> – each generation must learn, understand, and be willing to stand up for liberty when necessary.

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	<p>(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;</p>	<p><i>Federalist Papers</i> were a collection of essays written by John Jay, James Madison, and Alexander Hamilton that promoted a strong central government and describe a republican form of government. The principles they espouse were Judicial review, limited government, checks and balances.</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>	<ul style="list-style-type: none"> • Republicanism – The citizens have political authority and are bound by social contract to obey laws and their rights are guaranteed by a constitution. • Individual rights – a citizen is entitled to all rights as long as they don't infringe on others. • Popular sovereignty – The people are the only source of power for any and all government actions. Government can only govern with the consent of the governed. • Limited government – no government is all powerful. The acts of the government are those willed by the people • Separation of power – no one branch has too much power. • Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches. • Federalism – division of power among the central government and several regional (state) governments 			
	<p>(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and</p>	<p>Processes to amend the Constitution</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Step 1</td> <td style="width: 40%; padding: 5px;">Proposal approved by 2/3 of Congress</td> <td style="width: 40%; padding: 5px;">Proposed by 2/3 of state legislatures at national constitutional</td> </tr> </table>	Step 1	Proposal approved by 2/3 of Congress	Proposed by 2/3 of state legislatures at national constitutional
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Step 2	Ratified by state legislature with $\frac{3}{4}$ approval.	Ratified by $\frac{3}{4}$ of all 50 states by constitutional conventions						
	<p>(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.</p>	<ul style="list-style-type: none"> • Americans strive for <i>life, liberty, and the pursuit of happiness</i> by becoming better educated, getting better jobs, and having more income • Having our unalienable rights protected is very important and that is reflected in the Bill of Rights • Citizens make the decisions in the U.S. government and they are represented in the Legislative branch and if they don't like what our government leaders are doing we can vote them out of office, communicate our feelings with them, or protest. 						
<p>(9) 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>Bicameral Structure of Congress</i></p> <ul style="list-style-type: none"> • Bicameral legislature – 2 house legislature, Congress is divided into House of Representatives and Senate <p><i>Role of Committees</i></p> <ul style="list-style-type: none"> • Committees – subgroup of Congress. Units are devised to reduce the number of bills and allow representatives to develop expertise and make recommendations in their given areas before a bill is submitted to a general session of Congress. The purpose is to streamline the passage of a bill into law. 						

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		<p><i>Procedure for Enacting Laws</i></p> <p>Introduce a law through your representative in the House, it goes through committees, it is voted on, if approved, it goes to the Senate and goes through the same process. From the Legislative Branch it goes to the President of the U.S. to be signed or vetoed. If it is signed, it becomes law, if not it can go back to the Legislative Branch to get approved to become a law by $\frac{3}{4}$ s vote of the Legislative Branch.</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>Constitutional Powers of the Presidents:</i></p> <ul style="list-style-type: none"> • Commander in Chief, Chief Legislator, Chief of State, Foreign Policy Leader, Party Leader, Chief Agenda Setter, Chief Citizen, Chief Executive <p><i>The Growth of Presidential Power:</i></p> <ul style="list-style-type: none"> • Executive orders, executive privilege, executive decision • Power has grown because the president is the single commanding head of a branch of government. Increasingly complex social and economic life has demanded that the president play a larger role. Need for extraordinary and decisive action requires the president to act when necessary. <p><i>The Role of the Cabinet and Executive Departments</i></p> <p>Administrative heads of departments. As a group, they are the advisors to the President. The size has grown from 4 under Washington to 15 today.</p>
	<p>(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;</p>	<p>The judicial branch of government is the branch of federal, state, or local government which interprets and applies the law, ruling if laws have been broken, and determining the punishment for the offender. It includes all the courts of the United States including the highest</p>

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		<p>court, the Supreme Court.</p> <p>Federal court system – There are 9 courts on the federal level. They include District courts, Circuit courts of Appeal, and Supreme Court.</p> <p>The federal courts have several types of jurisdiction depending on whether or not they share the power with the state courts or have original jurisdiction. (Exclusive, concurrent, original, appellate)</p>						
	(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	<ul style="list-style-type: none"> • Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches. <p>The president may nominate a Supreme Court justice and the senate must confirm the candidate. Courts can declare executive actions unconstitutional. The President can veto Congressional legislation.</p>						
(10) Government. The student understands the concept of federalism. The student is expected to:	(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	The Founding Fathers had recently separated our country from England, which was a unitary system of government. They instituted a federal system of government in order to divide the power given to government and establish a system of checks and balances.						
	(B) categorize government powers as national, state, or shared	<p>Federal powers are divided into expressed, implied, and inherent power.</p> <p>Expressed Powers – delegated to the National Government in the Constitution</p> <p>Implied Powers – powers given to the National Government but not stated in the Constitution</p> <p>Inherent Powers – belonging to the National Government because it the government of a sovereign state</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>National Powers</u></td> <td style="text-align: center;"><u>Concurrent Powers</u></td> <td style="text-align: center;"><u>State Powers</u></td> </tr> <tr> <td style="text-align: center;">• Coin money</td> <td></td> <td style="text-align: center;">• Regulate</td> </tr> </table>	<u>National Powers</u>	<u>Concurrent Powers</u>	<u>State Powers</u>	• Coin money		• Regulate
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		<ul style="list-style-type: none"> • Raise and maintain armed forces • Regulate immigration • Regulate foreign trade • Acquire territory • Treaty making powers • Declare war 	<ul style="list-style-type: none"> • powers shared by both State and National government • Levy and collect taxes • Borrow money • Establish courts • Define crimes and set punishments • Claim private property for public use 	<ul style="list-style-type: none"> trade and business within the state • Pass license requirements for professionals • Regulate alcoholic beverages • Conduct elections • Establish public school system • Enact uniform marriage and divorce laws • Set up units of local government within the state
<p>The 10th amendment grants reserved power for the states.</p> <p>Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</p>				

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	<p>(C) analyze historical conflicts over the respective roles of national and state governments; and</p>	<p><i>Federalist v. Anti-federalist.</i> Federalists favored a strong central government, Anti-federalists favored states rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.</p> <p><i>Nullification Crisis</i> – Vice President John C. Calhoun argued because of the high tariffs on foreign goods hurting the economies of the South and because states created the federal government, they had the right to declare a federal law null and void. The idea of “state’s rights” would lead to the Civil War.</p>
	<p>(D) evaluate the limits on the national and state governments in the U.S. federal system of government</p>	<p>The Constitution enacted a system of federalism in which the power to govern is divided between national and state governments.</p> <p>Federal powers are divided into expressed, implied, and inherent power.</p> <p>The 10th amendment grants reserved powers to the states.</p> <p>Concurrent or shared powers are those shared by state and federal government such as the power to tax and establish courts.</p> <p>Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</p>
<p>(14) 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 to the protection of individual rights;</p>	<ul style="list-style-type: none"> • Limited Government - no government is all powerful. The acts of the government are those willed by the people • The rule of law implies that government authority may only be exercised in accordance with written <u>laws</u>. <p>Limited government and the rule of law are applied in the Bill of Rights and other amendments.</p> <p>Fifth Amendment – Cannot be charged for the same crime</p>

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		<p>twice, every citizen gets due process, and you do not have to testify against ones self</p> <p>Tenth Amendment – There are powers given to the federal government and the state government separately concerning individual rights</p> <p>Fourteenth Amendment – All citizens born or naturalized in the United States are citizens</p>
	<p>(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;</p>	<p>Amendment One - Freedom of Religion, Press, Expression</p> <p>Amendment Two - Right to bear arms and organize a well regulated militia</p> <p>Amendment Three – No quartering of soldiers</p> <p>Amendment Four – No unlawful search and seizure of property</p> <p>Amendment Five – One cannot be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</p> <p>Amendment Six - Right to speedy trial, confrontation of witness</p> <p>Amendment Seven - Trial by jury in civil cases</p> <p>Amendment Eight – No excessive bail or fines nor cruel and unusual punishment.</p> <p>Amendment Nine - Construction of Constitution shall not be construed to deny or disparage others</p> <p>Amendment Ten - Powers of the federal government and the state government will be separate</p>
<p>(15) 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>Eminent Domain –Power of a government to take private property for public use</p>

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	(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and	<ul style="list-style-type: none">• Eliminate slums• Build highways, schools and other public works.• Condemn homes in certain neighborhoods for private development in hopes of boosting tax revenue and improving the local economy
	(D) analyze the consequences of political decisions and actions on society.	<ul style="list-style-type: none">• Reorganizing congressional districts• Invade another country

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Subject Area	Social Studies	Bundle #:	3
Grade/Level	12 th /Government	Weeks:	5-6
Unit Name/Title			
Civil liberties/Civil Rights			
Overview			
US focus on building a society in which free expression is essential to all freedoms and a nation of laws.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(2) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:</p>	<p>(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.</p>	<ul style="list-style-type: none"> • Abraham Lincoln – 16th president. Managed to preserve the unity of the United States during Civil War and took steps to abolish slavery. Helped build today’s Republican Party. His Gettysburg address called for national unity and his most lasting influence is the 13th amendment which banned slavery throughout the United States. • George Washington – First president of the United States, set precedent by stepping down after two terms and initiating a peaceful transition of power and creating a Cabinet. One of his greatest accomplishments was issuing the Neutrality Proclamation because it allowed the fledgling United States to build a solid system of government without becoming embroiled in a foreign war. • Martin Luther King, Jr. – led the Civil Rights Movement in the 1960’s. Initiated political change through non-violent means. 	
<p>(9) 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>Judicial activism – beliefs that a judge should use his or her position to promote desirable social ends.</p> <p><i>Gitlow v New York (1925)– the first amendment’s guarantees are covered by the due process of the 14th amendment</i></p> <p><i>Engle v. Vitale (1962) – the court outlawed the use, even on a voluntary basis, of a prayer written by the New York</i></p>	

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		<p>State Board of Regents</p> <p>Judicial restraint – judges should defer to the actions of the legislative and executive branches except in cases where those actions are clearly unconstitutional. The president and members of Congress are elected by the people and the federal judges are not.</p>
<p>(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(C) analyze issues addressed in selected cases such as including <i>Engel v. Vitale</i>, <i>Miranda v. Arizona</i>, and <i>Schenck v. U.S.</i> that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;</p>	<ul style="list-style-type: none"> • <i>Engel v. Vitale</i> (Freedom of Religion and Freedom of Speech) – Nondenominational prayer in school banned • <i>Miranda v. Arizona</i> (Due Process) – Police must inform suspects of their rights during the arrest process • <i>Schenck v. U.S</i> (Freedom of Speech) – First amendment guarantees were not absolute
	<p>(D) analyze the role of each branch of government in protecting the rights of individuals;</p>	<p>Executive Branch – Enforcement of Supreme Court decision (Little Rock Nine)</p> <p>Legislative Branch – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)</p> <p>Judicial Branch – Found segregation unconstitutional <i>Brown v. Board of Education</i></p>
	<p>(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and</p>	<p><i>Amendment Five</i></p> <p>Due Process – The government must act fairly and in accord with established rules in all that it does</p> <p><i>Amendment Fourteen</i></p> <p>Part of the Fourteenth Amendment guarantees that no state deny basic rights to its people</p>
	<p>(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and</p>	<p>Today, the Bill of Rights not only apply to the federal government but to state government by way of the judicially created “incorporation doctrine.” They base it on the due process clause of the fourteenth amendment.</p>

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	majority rule.	
(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(A) explain the difference between personal and civic responsibilities;	<i>Personal responsibilities</i> are to you and your family providing them with food, clothing and a home. <i>Civic responsibilities</i> are to your community and government by way of voting in elections, paying taxes, and serving juries.
	(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	Eminent Domain –Power of a government to take private property for public use
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(A)analyze different points of view of political parties and interest groups on important contemporary issues;	<ul style="list-style-type: none"> • Abortion • Gun regulation • Environment • Stem cell research • Social security • Education
(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	(B) analyze the importance of free speech and press in a democratic society; and	<ul style="list-style-type: none"> • The freedom of speech and press serves many functions it allows discussion and consideration of a representative range of views. • A government which does not know what the people feel and think is in a dangerous position. The government that muzzles free speech runs a risk of destroying the creative instincts of its people. <p style="text-align: center;">It is a check on the government for citizens</p>
	(C) express and defend a point of view on an issue of contemporary interest in the United States.	<ul style="list-style-type: none"> • Election 2000 • NAFTA • Laws on Immigration
(18) Culture. The student understands the relationship between government	(A) evaluate a political policy or decision in the United States that was a	<ul style="list-style-type: none"> • Roe vs. Wade – Due to the women’s movement, the Courts said that women had a right to choose to have

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<p>policies and the culture of the United States. The student is expected to:</p>	<p>result of changes in American culture; and</p>	<p>an abortion up to the third trimester</p> <ul style="list-style-type: none"> • <i>Brown Vs. Board of Education</i> – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional • Amendments 18 - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol • Amendment 21 – Repealed prohibition to help the economy as the US was entering the Depression • Amendment 26 – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War
	<p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and</p>	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to earn a high level of education <p>Racial Integration – All students would learn on a more equal level</p>
	<p>(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.</p>	<ul style="list-style-type: none"> • Racial Group - affirmative action, • Religious – Outlaw bigamy <p>Ethnic – Through the Patriot Act, ethnic profiling is allowed</p>

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Subject Area	Social Studies	Bundle #:	4
Grade/Level	12 th /Government	Weeks:	7-8
Unit Name/Title			
Elections and campaigns			
Overview			
Political parties are formed around common interests. The necessity of political parties in the American political system.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(3) 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; and</p>	<ul style="list-style-type: none"> • Individuals: voting, campaigning, contribute to campaign, boycotts, sit-ins, labor strikes. • Political Parties: nominate candidates, inform and activate supporters, give a seal of approval, watchdog of government; party out of power criticizes the policies and behavior of party in power. • Interest Groups: lobbying, providing information, providing political participation, and organizing people. • Media: Mainstay in the formation the creation of opinion. Watchdog of the government. 	
	<p>(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p>	<ul style="list-style-type: none"> • Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader • Civil Right Movement: MLK, Jr., Rosa Parks, Malcolm X, NAACP, media coverage • Political Parties: Assist the electoral process, organize the running of government, and nominate candidates. • Interest groups: Organize people, provide a means of participation, provide information to both public and policy makers. • Media: Inform the public, serve as watchdog, act as gatekeeper (screen what is publicized) 	

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<p>(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p>	<p>(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and</p>	<p>Local Offices Elected – File at City Hall and pay fee Appointed – If vacated during a term by a higher position</p> <p>State Offices Elected – Join a political party, file to run for office Appointed – Position appointed by Governor if become vacated during a term</p> <p>National Offices Elected-Join a political party, file to run for office Appointed-Cabinet appointed by President and Federal Judge Positions when term is vacated</p>
	<p>(B) analyze and evaluate the process of electing the President of the United States.</p>	<ul style="list-style-type: none"> • Decision to run for a political office representing a political party • Primaries and Caucuses within one’s political party • Nomination by one’s political party at their National Convention • Campaigning across the country • Election • Popular vote election • Electoral College decides who will be the president of the United States
<p>(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p>	<p>(A) identify the functions of political parties;</p>	<p>Political Parties: Assist the electoral process, organize the running of government, nominate candidates</p> <p>Political Parties: nominate candidates, inform and activate supporters, give a seal of approval, watchdog of government: party out of power criticizes the policies and behavior of party in power</p>

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	(B) analyze the two-party system and evaluate the role of third parties in the United States;	<ul style="list-style-type: none"> • Two-Party System - Historical, force of tradition, electoral system promotes a two party system • Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader. It can impact the results of an election.
	(C) analyze the role of political parties in the electoral process at local, state, and national levels; and	<ul style="list-style-type: none"> • Local – Interest in being a member of the Electoral delegation is found on the local level. • State –The voters of that state vote for who will be a member of their Electoral delegation. • National-Each State is allocated a number of electors equal to the number of US Senators plus the number of its US Representatives. They determine who will be the president of the U.S. by their vote. Usually their vote coincides with the popular vote of the state for president.
	(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.	<ul style="list-style-type: none"> • Voting • Working on campaign • Joining interest group • Financial contribution • Contacting politicians
(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(D) analyze the consequences of political decisions and actions on society.	<ul style="list-style-type: none"> • Reorganizing congressional districts • Invade another country
(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:	(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	<ul style="list-style-type: none"> • Voting • Congressional contact • Participating in interest groups • Involved in political parties

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	<p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;</p>	<p><i>Civil Rights Movement</i> – ended segregation in business and education and recently on affirmative action issues</p> <p><i>Women’s Rights</i> – gave women the right to vote and currently working on other women’s issues like child care, equal pay, and abortion</p> <p><i>Anti-war</i> – put pressure to leave Vietnam and currently putting pressure to leave Iraq</p> <p><i>Gay Rights</i> – currently fighting for gay unions so they are recognized as a couple and can receive the same benefits as heterosexual unions</p>
<p>(18) 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 political policy or decision in the United States that was a result of changes in American culture; and</p>	<ul style="list-style-type: none"> • <i>Roe v. Wade</i> – Due to the women’s movement, the Courts said that women had a right to choose to have an abortion up to the third trimester • Voting rights – Due to the pressure of the civil rights movement, the poll tax and other discriminatory laws were found to be unconstitutional • <i>Brown v. Board of Education</i> – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional • Amendment 18 - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol • Amendment 21 – Repealed prohibition to help the economy as the US was entering the Depression • Amendment 26 – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War
	<p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and</p>	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to

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		earn a high level of education <ul style="list-style-type: none">• Racial Integration – All students would learn on a more equal level
	(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.	<ul style="list-style-type: none">• Racial Group - affirmative action,• Religious – Outlaw bigamy• Ethnic – Through the Patriot Act, ethnic profiling is allowed

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Subject Area	Social Studies	Bundle #:	5
Grade/Level	12 th /Government	Weeks:	9-10
Unit Name/Title			
People, media and interest groups			
Overview			
How do particular groups/people influence your political beliefs?			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(3) 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; and</p>	<ul style="list-style-type: none"> • Individuals: voting, campaigning, contribute to campaign, boycotts, sit-ins, labor strikes • Political Parties: nominate candidates, inform and activate supporters, give a seal of approval, watchdog of government: party out of power criticizes the policies and behavior of party in power. • Interest Groups: lobbying, providing information, providing political participation, and organizing people. • Media: Mainstay in the formation the creation of opinion. Watchdog of the government. 	
	<p>(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p>	<ul style="list-style-type: none"> • Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader • Civil Right Movement: MLK, Jr., Rosa Parks, Malcolm X, NAACP, media coverage • Political Parties: Assist the electoral process, organize the running of government, and nominate candidates. • Interest groups: Organize people, provide a means of participation, provide information to both public and policy makers. • Media: Inform the public, serve as watchdog, act as gatekeeper (screen what is publicized) 	

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<p>(4) Geography. The student understands why certain places and regions are important to the United States. The student is expected to:</p>	<p>(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as including Cuba and Taiwan,</p>	<p>Cuba – communist country located 90 miles from US. Strategically important for foreign policy because we oppose its communist interests and human rights violations.</p> <p>Taiwan – strategic in US relations with China. US recognized its opposition to communism so supports Taiwan militarily.</p> <p>Middle East – significant because of US foreign policy.</p>
<p>(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:</p>	<p>(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region</p>	<p>Illegal immigration – Without permission from the government one can not live in the United States or become citizens</p> <p>Consequences – How the environment will be altered to keep out illegal immigration from Mexico, the dependency of the American economy on unofficial immigration, and burden on the education system and social services</p>
<p>(6) 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) analyze government policies that influence the economy at the local, state, and national levels</p>	<ul style="list-style-type: none"> • Grants • No Child Left Behind • Federal taxes on businesses and personal income • Tax exemptions for businesses
<p>(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p>	<p>(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.</p>	<ul style="list-style-type: none"> • Voting • Working on campaign • Joining interest group • Financial contribution • Contacting politicians
<p>(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S.</p>	<p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national</p>	<ul style="list-style-type: none"> • Voting • Congressional contact

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<p>democratic society. The student is expected to:</p>	<p>levels;</p>	<ul style="list-style-type: none"> • Participating in interest groups • Involved in political parties
	<p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;</p>	<p><i>Civil Rights Movement</i> – ended segregation in business and education and recently on affirmative action issues</p> <p><i>Women’s Rights</i> – gave women the right to vote and currently working on other women’s issues like child care, equal pay, and abortion</p> <p><i>Anti-war</i> – put pressure to leave Vietnam and currently putting pressure to leave Iraq</p> <p><i>Gay Rights</i> – currently fighting for gay unions so they are recognized as a couple and can receive the benefits as heterosexual unions</p>
	<p>(C) analyze the factors that influence an individual's political attitudes and actions; and</p>	<ul style="list-style-type: none"> • Education • Family • Media • Socio-economic index • Race and ethnicity • Religion
<p>(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p>	<p>(A) analyze different points of view of political parties and interest groups on important contemporary issues;</p>	<ul style="list-style-type: none"> • Abortion • Gun regulation • Environment • Stem cell research • Social security • Education

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<p>(18) 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 political policy or decision in the United States that was a result of changes in American culture; and</p>	<ul style="list-style-type: none"> • <i>Roe v. Wade</i> – Due to the women’s movement, the Courts said that women had a right to choose to have an abortion up to the third trimester • <i>Brown v. Board of Education</i> – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional • Amendment 18 - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol • Amendment 21 – Repealed prohibition to help the economy as the US was entering the Depression • Amendment 26 – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War
	<p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and</p>	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to earn a high level of education • Racial Integration – All students would learn on a more equal level
	<p>(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.</p>	<ul style="list-style-type: none"> • Racial Group - affirmative action • Religious – Outlaw bigamy • Ethnic – Through the Patriot Act, ethnic profiling is allowed
<p>(20) 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) analyze the potential impact on society of recent scientific discoveries and technological innovations; and</p>	<ul style="list-style-type: none"> • Faster and more efficient communication globally - cell phones, Internet, global positioning • More efficient evidence - DNA, Internet • Cure to neurological diseases - stem cell research

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		<ul style="list-style-type: none">• Cure to diseases - cloning• Lower number of childhood deaths - pre-natal testing <p><i>Problem of facing these issues – Right to Privacy</i></p>
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Subject Area	Social Studies		Bundle #:	6
Grade/Level	12 th /Government		Weeks:	11-12
Unit Name/Title				
Legislative branch				
Overview				
Stable organization and leadership ensures a fair and orderly process. Do the rules and structure of Congress reflect “the will of the people”?				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(4) Geography. The student understands why certain places and regions are important to the United States. The student is expected to:	(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as including Cuba and Taiwan,	Cuba – communist country located 90 miles from US. Strategically important for foreign policy because we oppose its communist interests and human rights violations. Taiwan – strategic in US relations with China. US recognized its opposition to communism so supports Taiwan militarily. Middle East – significant because of US foreign policy.		
	(B) analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East	Oil fields in the Middle East – The Middle East has one fourth of the oil in the world but because of their small area with a desert climate they need the US to export consumer goods to them.		
(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:	(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region	Illegal immigration – Without permission from the government one can not live in the United States or become citizens Consequences – How the environment will be altered to keep out illegal immigration from Mexico, the dependency of the American economy on unofficial immigration, and burden on the education system and social services		
(6) Economics. The student understands the roles played by local, state, and national governments in both the public	(A) analyze government policies that influence the economy at the local, state, and national levels	<ul style="list-style-type: none"> • Grants • No Child Left Behind 		

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<p>and private sectors of the U.S. free enterprise system. The student is expected to:</p>		<ul style="list-style-type: none"> • Federal taxes on businesses and personal income • Tax exemptions for businesses
	<p>(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and</p>	<ul style="list-style-type: none"> • Taxation – Takes money from personal income and citizens don't have money to buy consumer goods • Taxation comes from taxpayers to pay for defense, education, entitlements (welfare, social security, Medicare, Medicaid) • Executive branch creates the budget; legislative branch must approve the budget. The two branches must work together to achieve compromise.
	<p>(C) compare the role of government in the U.S. free enterprise system and other economic systems</p>	<p>Socialism – government controls some means of production (major industries)</p> <p>Communism – government controls all means of production</p> <p>Free enterprise – people own the means of production</p> <p><i>The United States government regulates the decisions made by businesses and consumers but consumers decide what will be produced</i></p>
<p>(7) Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:</p>	<p>(A) explain the effects of international trade on U.S. economic and political policies; and</p>	<p>NAFTA – Citizens feel like American jobs are being taken away from them and moved to foreign countries</p> <p>CHINA – the political relationship with Taiwan and China has been strained because of the economic relationship with China</p>
	<p>(B) explain the government's role in setting international trade policies.</p>	<p>The United States legislative branch passes tariffs and they can also place embargos for example with Cuba. They make agreements with different countries concerning supply and demand. We have an economic relationship with Saudi Arabia because they have oil and we have natural resources like crops, timber, etc. that they need.</p>

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<p>(9) 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>Bicameral Structure of Congress</i></p> <ul style="list-style-type: none"> • Bicameral legislature – 2 house legislature, Congress is divided into House of Representatives and Senate <p><i>Role of Committees</i></p> <ul style="list-style-type: none"> • Committees – subgroup of Congress. Units are devised to reduce the number of bills and allow representatives to develop expertise and make recommendations in their given areas before a bill is submitted to a general session of Congress. The purpose is to streamline the passage of a bill into law. <p><i>Procedure for Enacting Laws</i></p> <p>Introduce a law through your representative in the House, it goes through committees, it is voted on, if approved, it goes to the Senate and goes through the same process. From the Legislative Branch it goes to the President of the U.S. to be signed or vetoed. If it is signed, it becomes law, if not it can go back to the Legislative Branch to get approved to become a law by $\frac{3}{4}$ s vote of the Legislative Branch.</p>
	<p>(D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;</p>	<ul style="list-style-type: none"> • NASA – independent agency (not part of the Cabinet) whose purpose is to run the nation’s space program. • FCC – independent regulatory commission (have the power to establish and enforce regulations beyond presidential control) that regulates interstate and foreign communications by radio, television, wire, satellite, and cable.
	<p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three</p>	<p>Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches.</p>

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	branches of government;	The president may nominate a Supreme Court justice and the senate must confirm the candidate. Courts can declare executive actions unconstitutional. The President can veto Congressional legislation.
	(G) explain the major responsibilities of the federal government for domestic and foreign policy;	<ul style="list-style-type: none"> • Domestic policy – health care, education, child care, and regulation of business and industry • Foreign policy – Any action affecting a country’s relations with other countries. It includes policies about trade and national security. Americans have sought to either isolate themselves or play a prominent role in world trade and affairs.
	(H) compare the structure and functions of the Texas state government to the federal system; and	<p><u>State Government</u> – regulate trade and business within the state, pass license requirements for professionals, regulate alcoholic beverages, conduct elections establish public school system, enacting uniform marriage and divorce laws, and setting up units of local government within the state</p> <p>Three Branches of Government</p> <p style="padding-left: 40px;">Executive (Governor) – executes the laws</p> <p style="padding-left: 40px;">Legislative (Senators and Representatives) – makes the laws</p> <p style="padding-left: 40px;">Judicial (Municipal, County, District, and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Federal Government</u> – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war</p> <p>Three Branches of Government</p> <p style="padding-left: 40px;">Executive (President) – executes the laws</p> <p style="padding-left: 40px;">Legislative (Senators and Representatives)–</p>

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		<p style="text-align: center;">makes the laws</p> <p style="text-align: center;">Judicial (Federal and Supreme Courts) – judges the laws to be constitutional</p> <p>Concurrent Powers – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use</p>
<p>(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(D) analyze the role of each branch of government in protecting the rights of individuals;</p>	<p>Executive Branch – Enforcement of Supreme Court decision (Little Rock Nine)</p> <p>Legislative Branch – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)</p> <p>Judicial Branch – Found segregation unconstitutional <i>Brown v. Board of Education</i></p>
<p>(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p>	<p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and</p>	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to earn a high level of education • Racial Integration – All students would learn on a more equal level
	<p>(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.</p>	<ul style="list-style-type: none"> • Racial Group - affirmative action • Religious – Outlaw bigamy • Ethnic – Through the Patriot Act, ethnic profiling is allowed
<p>(19) 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) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies; and</p>	<p>NASA</p> <p>Internet</p> <p>Texas Medical Center and the cure for cancer</p>

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	<p>(B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.</p>	<ul style="list-style-type: none"> • The Massachusetts Central Artery Project – largest, most complex, and technologically challenging public works project to date • <i>Gibbons v. Ogden</i> (1824) – Allowed for competition among the steamboat industry • Corporations – Can draw their capital from investors to finance scientific discoveries and technological innovations but are independent from their shareholders. Shareholders have limited liability and are not held responsible for any debts the corporation might have.
<p>(20) 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) analyze the potential impact on society of recent scientific discoveries and technological innovations; and</p>	<ul style="list-style-type: none"> • Faster and more efficient communication globally - cell phones, Internet, global positioning • More efficient evidence - DNA, Internet • Cure to neurological diseases - stem cell research • Cure to diseases - cloning • Lower number of childhood deaths - pre-natal testing <p><i>Problem of facing these issues – Right to Privacy</i></p>
	<p>(B) analyze the reaction of government to scientific discoveries and technological innovations.</p>	<p>Cloning – Cloning is allowed for research purposes</p> <p>DNA – Used to solve crimes</p> <p>Stem Cell Research – Government limits its use because of the issue of abortion</p>

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Subject Area	Social Studies		Bundle #:	7
Grade/Level	12 th /Government		Weeks:	13-14
Unit Name/Title				
Executive Branch				
Overview				
The powers, duties and election of a president. The relationship between the bureaucracy and the presidency.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(4) Geography. The student understands why certain places and regions are important to the United States. The student is expected to:	(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as including Cuba and Taiwan,	Cuba – communist country located 90 miles from US. Strategically important for foreign policy because we oppose its communist interests and human rights violations. Taiwan – strategic in US relations with China. US recognized its opposition to communism so supports Taiwan militarily. Middle East – significant because of US foreign policy.		
	(B) analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as including oil fields in the Middle East	Oil fields in the Middle East – The Middle East has one fourth of the oil in the world but because of their small area with a desert climate they need the US to export consumer goods to them.		
(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:	(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and	Eminent domain – right of the government to take private property and use it for public good. Consequences – citizens have to give up their land to the government for the market price of the land not any buildings or businesses on the property		
(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:	(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region	Illegal immigration – Without permission from the government one can not live in the United States or become citizens Consequences – How the environment will be altered to keep out illegal immigration from Mexico, the dependency of the American economy on unofficial immigration, and burden on the education system and		

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		social services
(6) 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) analyze government policies that influence the economy at the local, state, and national levels	<ul style="list-style-type: none"> • Grants • No Child Left Behind • Federal taxes on businesses and personal income • Tax exemptions for businesses
	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and	<ul style="list-style-type: none"> • Taxation – Takes money from personal income and citizens don't have money to buy consumer goods • Taxation comes from taxpayers to pay for defense, education, entitlements (welfare, social security, Medicare, Medicaid) • Executive branch creates the budget; legislative branch must approve the budget. The two branches must work together to achieve compromise.
	(C) compare the role of government in the U.S. free enterprise system and other economic systems	<p>Socialism – government controls some means of production (major industries)</p> <p>Communism – government controls all means of production</p> <p>Free enterprise – people own the means of production</p> <p><i>The United States government regulates the decisions made by businesses and consumers but consumers decide what will be produced</i></p>
(7) Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:	(A) explain the effects of international trade on U.S. economic and political policies; and	<p>NAFTA – Citizens feel like American jobs are being taken away from them and moved to foreign countries</p> <p>CHINA – the political relationship with Taiwan and China has been strained because of the economic relationship with China</p>
	(B) explain the government's role in setting international trade policies.	<p>The United States legislative branch passes tariffs and they can also place embargos for example with Cuba. They make agreements with different countries</p>

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		concerning supply and demand. We have an economic relationship with Saudi Arabia because they have oil and we have natural resources like crops, timber, etc. that they need.
(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(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><i>Constitutional Powers of the Presidents:</i></p> <ul style="list-style-type: none"> • Commander in Chief, Chief Legislator, Chief of State, Foreign Policy Leader, Party Leader, Chief Agenda Setter, Chief Citizen, Chief Executive <p><i>The Growth of Presidential Power:</i></p> <ul style="list-style-type: none"> • Executive orders, executive privilege, executive decision • Power has grown because the president is the single commanding head of a branch of government. Increasingly complex social and economic life has demanded that the president play a larger role. Need for extraordinary and decisive action requires the president to act when necessary. <p><i>The Role of the Cabinet and Executive Departments</i></p> <p>Administrative heads of departments. As a group, they are the advisors to the President. The size has grown from 4 under Washington to 15 today.</p>
	(D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;	<ul style="list-style-type: none"> • NASA – independent agency (not part of the Cabinet) whose purpose is to run the nation’s space program. • FCC – independent regulatory commission (have the power to establish and enforce regulations beyond presidential control) that regulates interstate and foreign communications by radio, television, wire, satellite, and cable.
	(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three	<ul style="list-style-type: none"> • Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches.

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	branches of government;	The president may nominate a Supreme Court justice and the senate must confirm the candidate. Courts can declare executive actions unconstitutional. The President can veto Congressional legislation.
	(G) explain the major responsibilities of the federal government for domestic and foreign policy;	<ul style="list-style-type: none"> • Domestic policy – health care, education, child care, and regulation of business and industry • Foreign policy – Any action affecting a country’s relations with other countries. It includes policies about trade and national security. Americans have sought to either isolate themselves or play a prominent role in world trade and affairs.
	(H) compare the structure and functions of the Texas state government to the federal system; and	<p><u>State Government</u> – regulate trade and business within the state, pass license requirements for professionals, regulate alcoholic beverages, conduct elections establish public school system, enacting uniform marriage and divorce laws, and setting up units of local government within the state</p> <p>Three Branches of Government</p> <p style="padding-left: 40px;">Executive (Governor) – executes the laws</p> <p style="padding-left: 40px;">Legislative (Senators and Representatives) – makes the laws</p> <p style="padding-left: 40px;">Judicial (Municipal, County, District, and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Federal Government</u> – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war</p> <p>Three Branches of Government</p> <p style="padding-left: 40px;">Executive (President) – executes the laws</p> <p style="padding-left: 40px;">Legislative (Senators and Representatives)–</p>

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		<p style="text-align: center;">makes the laws</p> <p style="text-align: center;">Judicial (Federal and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Concurrent Powers</u> – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use</p>
<p>(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p>	<p>(D) analyze the role of each branch of government in protecting the rights of individuals;</p>	<p>Executive Branch – Enforcement of Supreme Court decision (Little Rock Nine)</p> <p>Legislative Branch – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)</p> <p>Judicial Branch – Found segregation unconstitutional <i>Brown v. Board of Education</i></p>
<p>(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:</p>	<p>(D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.</p>	<ul style="list-style-type: none"> • George Washington – set precedent as a two term president • Abraham Lincoln – Emancipation Proclamation and the Civil War • Theodore Roosevelt – environmentalism and the building of the Panama Canal • Franklin Roosevelt – The Depression and World War II • Dwight D. Eisenhower – The Korean War and the beginning of the Cold War • John F. Kennedy – The New Society and his assassination • Lyndon B. Johnson – The War on Poverty and the heightening of the Vietnam War • Richard Nixon – Pulling out of Vietnam and Watergate • Ronald Reagan – End of the Cold War and

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		<p>“Reaganomics”</p> <ul style="list-style-type: none"> • George Bush – Tearing down of the Berlin Wall and Persian Gulf War • Bill Clinton – Improved economy the “Lewinski Scandal” • George W. Bush – The 2000 Election and the invasion of Iraq
<p>(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p>	<p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration; and</p>	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to earn a high level of education • Racial Integration – All students would learn on a more equal level
	<p>(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.</p>	<ul style="list-style-type: none"> • Racial Group - affirmative action • Religious – Outlaw bigamy • Ethnic – Through the Patriot Act, ethnic profiling is allowed
<p>(19) 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) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies; and</p>	<p>NASA Internet Texas Medical Center and the cure for cancer</p>
	<p>(B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.</p>	<ul style="list-style-type: none"> • The Massachusetts Central Artery Project – largest, most complex, and technologically challenging public works project to date • <i>Gibbons v. Ogden</i> (1824) – Allowed for competition among the steamboat industry • Corporations – Can draw their capital from investors

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		to finance scientific discoveries and technological innovations but are independent from their shareholders. Shareholders have limited liability and are not held responsible for any debts the corporation might have.
(20) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and	<ul style="list-style-type: none"> • Faster and more efficient communication globally - cell phones, Internet, global positioning • More efficient evidence - DNA, Internet • Cure to neurological diseases - stem cell research • Cure to diseases - cloning • Lower number of childhood deaths - pre-natal testing <p><i>Problem of facing these issues – Right to Privacy</i></p>
	(B) analyze the reaction of government to scientific discoveries and technological innovations.	<p>Cloning – Cloning is allowed for research purposes</p> <p>DNA – Used to solve crimes</p> <p>Stem Cell Research – Government limits its use because of the issue of abortion</p>

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Subject Area	Social Studies	Bundle #:	8
Grade/Level	12 th /Government	Weeks:	15-16
Unit Name/Title			
Judicial Branch			
Overview			
The court system was established to ensure laws and legal systems work within the framework of the US Constitution.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:	(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and	Eminent domain – right of the government to take private property and use it for public good. Consequences – citizens have to give up their land to the government for the market price of the land not any buildings or businesses on the property	
(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;	The judicial branch of government is the branch of federal, state, or local government which interprets and applies the law, ruling if laws have been broken, and determining the punishment for the offender. It includes all the courts of the United States including the highest court, the Supreme Court. Federal court system – There are 9 courts on the federal level. They include District courts, Circuit courts of Appeal, and Supreme Court. The federal courts have several types of jurisdiction depending on whether or not they share the power with the state courts or have original jurisdiction. (Exclusive, concurrent, original, appellate)	
	(D) analyze the functions of selected independent executive agencies and regulatory commissions such as including the National Aeronautics and Space Administration and the Federal Communications Commission;	<ul style="list-style-type: none"> • NASA – independent agency (not part of the Cabinet) whose purpose is to run the nation’s space program. FCC – independent regulatory commission (have the power to establish and enforce regulations beyond presidential control) that regulates interstate and foreign communications by radio, television, wire, satellite, and cable.	

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	<p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p>	<ul style="list-style-type: none"> • Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches. <p>The president may nominate a Supreme Court justice and the senate must confirm the candidate. Courts can declare executive actions unconstitutional. The President can veto Congressional legislation.</p>
	<p>(F) analyze selected issues raised by judicial activism and judicial restraint;</p>	<p>Judicial activism – beliefs that a judge should use his or her position to promote desirable social ends.</p> <p><i>Gitlow v New York (1925)</i>– the first amendment’s guarantees are covered by the due process of the 14th amendment</p> <p><i>Engle v. Vitale (1962)</i> – the court outlawed the use, even on a voluntary basis, of a prayer written by the New York State Board of Regents</p> <p>Judicial restraint – judges should defer to the actions of the legislative and executive branches except in cases where those actions are clearly unconstitutional. The president and members of Congress are elected by the people and the federal judges are not.</p>
	<p>(G) explain the major responsibilities of the federal government for domestic and foreign policy;</p>	<ul style="list-style-type: none"> • Domestic policy – health care, education, child care, and regulation of business and industry <p>Foreign policy – Any action affecting a country’s relations with other countries. It includes policies about trade and national security. Americans have sought to either isolate themselves or play a prominent role in world trade and affairs.</p>
	<p>(H) compare the structure and functions of the Texas state government to the federal system; and</p>	<p><u>State Government</u> – regulate trade and business within the state, pass license requirements for professionals, regulate alcoholic beverages, conduct elections establish public school system, enacting uniform marriage and divorce laws, and setting up units of local government within the state</p>

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		<p>Three Branches of Government</p> <p>Executive (Governor) – executes the laws</p> <p>Legislative (Senators and Representatives) – makes the laws</p> <p>Judicial (Municipal, County, District, and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Federal Government</u> – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war</p> <p>Three Branches of Government</p> <p>Executive (President) – executes the laws</p> <p>Legislative (Senators and Representatives)– makes the laws</p> <p>Judicial (Federal and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Concurrent Powers</u> – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use</p>
	<p>(I) analyze the structure and functions of local government.</p>	<p><u>City-Maintains city records and makes and maintains city laws</u></p> <p>Mayor</p> <p>City Council</p> <p>City Attorney</p> <p>Municipal Courts</p> <p><u>County – Maintains city records and makes and maintains county laws</u></p> <p>County Judge</p> <p>County Clerk</p> <p>Constables</p> <p>County Attorney</p>

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		Tax Collector
<p>(14) 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 to the protection of individual rights;</p>	<ul style="list-style-type: none"> • Limited Government - no government is all powerful. The acts of the government are those willed by the people • The rule of law implies that government authority may only be exercised in accordance with written <u>laws</u>. <p>Limited government and the rule of law are applied in the Bill of Rights and other amendments.</p> <p>Fifth Amendment – Cannot be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</p> <p>Tenth Amendment – There are powers given to the federal government and the state government separately concerning individual rights</p> <p>Fourteenth Amendment – All citizens born or naturalized in the United States are citizens</p>
	<p>(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;</p>	<p>Amendment One - Freedom of Religion, Press, Expression</p> <p>Amendment Two - Right to bear arms and organize a well regulated militia</p> <p>Amendment Three – No quartering of soldiers</p> <p>Amendment Four – No unlawful search and seizure of property</p> <p>Amendment Five – One can not be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</p> <p>Amendment Six - Right to speedy trial, confrontation of witness</p> <p>Amendment Seven - Trial by jury in civil cases</p> <p>Amendment Eight – No excessive bail or fines nor cruel</p>

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		<p>and unusual punishment.</p> <p>Amendment Nine - Construction of Constitution shall not be construed to deny or disparage others</p> <p>Amendment Ten - Powers of the federal government and the state government will be separate</p>
	<p>(C) analyze issues addressed in selected cases such as including <i>Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S.</i> that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;</p>	<ul style="list-style-type: none"> • <i>Engel v. Vitale</i> (Freedom of Religion and Freedom of Speech) – Nondenominational prayer in school banned • <i>Miranda v. Arizona</i> (Due Process) – Police must inform suspects of their rights during the arrest process • <i>Schenck v. U.S</i> (Freedom of Speech) – First amendment guarantees were not absolute
	<p>(D) analyze the role of each branch of government in protecting the rights of individuals;</p>	<p>Executive Branch – Enforcement of Supreme Court decision (Little Rock Nine)</p> <p>Legislative Branch – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)</p> <p>Judicial Branch – Found segregation unconstitutional <i>Brown v. Board of Education</i></p>
	<p>(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and</p>	<p><i>Amendment Five</i></p> <p>Due Process – The government must act fairly and in accord with established rules in all that it does</p> <p><i>Amendment Fourteen</i></p> <p>Part of the Fourteenth Amendment guarantees that no state deny basic rights to its people</p>
	<p>(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and</p>	<p>Today, the Bill of Rights not only apply to the federal government but to state government by way of the judicially created “incorporation doctrine.” They base it on the due process clause of the fourteenth amendment.</p>

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	majority rule.	
(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	Eminent Domain –Power of a government to take private property for public use
	(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and	<ul style="list-style-type: none"> • Eliminate slums • Build highways, schools and other public works • Condemn homes in certain neighborhoods for private development in hopes of boosting tax revenue and improving the local economy
	(D) analyze the consequences of political decisions and actions on society.	<ul style="list-style-type: none"> • Reorganizing congressional districts • Invade another country
(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(A) evaluate a political policy or decision in the United States that was a result of changes in American culture; and	<ul style="list-style-type: none"> • <i>Roe v. Wade</i> – Due to the women’s movement, the Courts said that women had a right to choose to have an abortion up to the third trimester • Voting rights – Due to the pressure of the civil rights movement, the poll tax and other discriminatory laws were found to be unconstitutional • <i>Brown v. Board of Education</i> – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional • Amendment 18 - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol • Amendment 21 – Repealed prohibition to help the economy as the US was entering the Depression • Amendment 26 – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War

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	(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and	<ul style="list-style-type: none"> • Voting Rights – Allowed everyone the right to vote without restrictions of any kind • The GI Bill – It provided funds for more people to earn a high level of education <p>Racial Integration – All students would learn on a more equal level</p>
	(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.	<ul style="list-style-type: none"> • Racial Group - affirmative action, • Religious – Outlaw bigamy • Ethnic – Through the Patriot Act, ethnic profiling is allowed
(20) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and	<ul style="list-style-type: none"> • Faster and more efficient communication globally - cell phones, Internet, global positioning • More efficient evidence - DNA, Internet • Cure to neurological diseases - stem cell research • Cure to diseases - cloning • Lower number of childhood deaths - pre-natal testing <p><i>Problems of facing these issues – Right to Privacy</i></p>
	(B) analyze the reaction of government to scientific discoveries and technological innovations.	<p>Cloning – Cloning is allowed for research purposes</p> <p>DNA – Used to solve crimes</p> <p>Stem Cell Research – Government limits its use because of the issue of abortion</p>

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Subject Area	Social Studies	Bundle #:	9
Grade/Level	12 th /Government	Weeks:	17-18
Unit Name/Title			
Texas Government			
Overview			
Understanding Texas government at the local and state level and their interactions with the federal government.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:	(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and	<p>Eminent domain – right of the government to take private property and use it for public good.</p> <p>Consequences – citizens have to give up their land to the government for the market price of the land not any buildings or businesses on the property</p>	
(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(H) compare the structure and functions of the Texas state government to the federal system; and	<p><u>State Government</u> – regulate trade and business within the state, pass license requirements for professionals, regulate alcoholic beverages, conduct elections establish public school system, enacting uniform marriage and divorce laws, and setting up units of local government within the state</p> <p>Three Branches of Government Executive (Governor) – executes the laws Legislative (Senators and Representatives) – makes the laws Judicial (Municipal, County, District, and Supreme Courts) – judges the laws to be constitutional</p> <p><u>Federal Government</u> – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war</p> <p>Three Branches of Government Executive (President) – executes the laws Legislative (Senators and Representatives)– makes the laws Judicial (Federal and Supreme Courts) – judges the laws to be constitutional</p>	

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		Concurrent Powers – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use						
	(I) analyze the structure and functions of local government.	<p><u>City-Maintains city records and makes and maintains city laws</u> Mayor City Council City Attorney Municipal Courts</p> <p><u>County – Maintains city records and makes and maintains county laws</u> County Judge County Clerk Constables County Attorney Tax Collector</p>						
(10) Government. The student understands the concept of federalism. The student is expected to:	(B) categorize government powers as national, state, or shared	<p>Federal powers are divided into expressed, implied, and inherent power.</p> <p>Expressed Powers – delegated to the National Government in the Constitution</p> <p>Implied Powers – powers given to the National Government but not stated in the Constitution</p> <p>Inherent Powers – belonging to the National Government because it the government of a sovereign state</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>National Powers</u></th> <th style="text-align: center;"><u>Concurrent Powers</u></th> <th style="text-align: center;"><u>State Powers</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Coin money • Raise and maintain armed forces • Regulate immigration • Regulate foreign trade • Acquire territory • Treaty making powers </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● powers shared by both State and National government • Levy and collect taxes • Borrow money • Establish courts • Define crimes and set </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Regulate trade and business within the state • Pass license requirements for professionals • Regulate alcoholic beverages • Conduct elections • Establish public </td> </tr> </tbody> </table>	<u>National Powers</u>	<u>Concurrent Powers</u>	<u>State Powers</u>	<ul style="list-style-type: none"> • Coin money • Raise and maintain armed forces • Regulate immigration • Regulate foreign trade • Acquire territory • Treaty making powers 	<ul style="list-style-type: none"> ● powers shared by both State and National government • Levy and collect taxes • Borrow money • Establish courts • Define crimes and set 	<ul style="list-style-type: none"> • Regulate trade and business within the state • Pass license requirements for professionals • Regulate alcoholic beverages • Conduct elections • Establish public
<u>National Powers</u>	<u>Concurrent Powers</u>	<u>State Powers</u>						
<ul style="list-style-type: none"> • Coin money • Raise and maintain armed forces • Regulate immigration • Regulate foreign trade • Acquire territory • Treaty making powers 	<ul style="list-style-type: none"> ● powers shared by both State and National government • Levy and collect taxes • Borrow money • Establish courts • Define crimes and set 	<ul style="list-style-type: none"> • Regulate trade and business within the state • Pass license requirements for professionals • Regulate alcoholic beverages • Conduct elections • Establish public 						

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		<ul style="list-style-type: none"> • Declare war 	<ul style="list-style-type: none"> punishments • Claim private property for public use 	<ul style="list-style-type: none"> school system • Enact uniform marriage and divorce laws • Set up units of local government within the state
		<p>The 10th amendment grants reserved powers to the states.</p> <p>Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</p>		
	(C) analyze historical conflicts over the respective roles of national and state governments; and	<p><i>Federalist v. Anti-federalist.</i> Federalists favored a strong central government, Anti-federalists favored states rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.</p> <p><i>Nullification Crisis</i> – Vice President John C. Calhoun argued because of the high tariffs on foreign goods hurting the economies of the South and because states created the federal government, they had the right to declare a federal law null and void. The idea of “state’s rights” would lead to the Civil War.</p>		
	(D) evaluate the limits on the national and state governments in the U.S. federal system of government.	<p>The Constitution enacted a system of federalism in which the power to govern is divided between national and state governments.</p> <p>Federal powers are divided into expressed, implied, and inherent power.</p> <p>The 10th amendment grants reserved powers to the states.</p> <p>Concurrent or shared powers are those shared by state and federal government such as the power to tax and establish courts.</p> <p>Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</p>		
(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and	<p>Local Offices</p> <ul style="list-style-type: none"> Elected – File at City Hall and pay fee Appointed – If vacated during a term by a higher position <p>State Offices</p> <ul style="list-style-type: none"> Elected – Join a political party, file to run for office Appointed – Position appointed by Governor if become vacated 		

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		during a term National Offices Elected-Join a political party, file to run for office Appointed-Cabinet appointed by President and Federal Judge Positions when term is vacated
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