

**United States Government 2011 TEKS Alignment**

TEKS Alignment

Knowledge & Skills	Student Expectation	Bloom's Level		TEKS Alignment Evidence	Recommendations
		Guideline	Observed		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;	Understand	Understand	Observed  Where: Unit 2: Origins: Section 1: Political Foundations of American Democracy Unit 4: Legislative: Section 4: Purpose of Law	
	(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	Understand	Understand	Observed  Where: Unit 2: Origins: Section 1: Political Foundations of American Democracy Section 2: Colonial Government Unit 3: Principles: Section 2: Principles of the Constitution Unit 4: Legislative: Section 4: Purpose of Law	
	(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;	Understand	Understand	Observed  Where: Unit 2: Origins: Section 1: Political Foundations of American Democracy Unit 4: Legislative: Section 4: Purpose of Law	

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	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;	Understand	Understand	Observed  Where: Unit 2: Origins: Section 2: Colonial Government, Section 3: The American Revolution, Section 4: Establishing the First Government, Section 5: Creating the Constitution	
	(E) examine debates and compromises that impacted the creation of the founding documents; and	Analyze	Analyze	Observed  Where: Unit 2: Origins: Section 2: Colonial Government, Section 3: The American Revolution, Section 4: Establishing the First Government, Section 5: Creating the Constitution and Discussion Assignment Origins2: Protesting	
	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	Understand	Understand	Observed  Where: Unit 2: Origins: Section 3: The American Revolution, Section 5: Creating the Constitution, Unit 7: Participation: Section 1: Political Parties	
(2) History. The student understands	(A) give examples of the processes	Understand	Understand		

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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:	used by individuals, political parties, interest groups, or the media to affect public policy; and			Observed Where: Unit 7: Participation: Sections 1 - 4	
	(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	Analyze	Analyze	Observed Where: Unit 7: Participation: Sections 1 - 4: Discussion Assignments Participation 1 and 2	
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(A) understand how population shifts affect voting patterns;	Understand	Understand	Observed Where: Unit 4: Legislative: Section 1: Structure: Discussion: Gerrymandering	
	(B) examine political boundaries to make inferences regarding the distribution of political power; and	Analyze	Analyze	Observed Where: Unit 4: Legislative: Section 1: Structure: Discussion: Gerrymandering	
	(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.	Understand	Understand	Observed Where: Unit 7: Participation: Section 5: Participating in Local, State and National Politics	
(4) Geography. The student understands why certain places or	(A) identify the significance to the United States of the location and	Understand	Understand	Observed	

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regions are important to the United States. The student is expected to:	key natural resources of selected global places or regions; and			Where: Unit 8: Economics: Foreign Relations	
	(B) analyze how U.S. foreign policy affects selected places and regions.	Analyze	Analyze	Observed Where: Unit 8: Economics-Writing Assignment -Foreign Policy	
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels;	Understand	Understand	Observed Where: Unit 8: Economics Section 2: Revenue and Expenditures	
	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;	Analyze	Analyze	Observed Where: Unit 8: Economics: Section 2: Revenue and Expenditures	
	(C) compare the role of government in the U.S. free enterprise system and other economic systems; and	Analyze	Analyze	Observed Where: Unit 8: Economics: Section 1: Economic Systems and the United States Economy	
	(D) understand how government taxation and regulation can serve as restrictions to private enterprise.	Understand	Understand	Observed Where: Unit 8: Economics: Section 1: Economic Systems and	

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				the United States Economy Section 2: Revenue and Expenditures	
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(A) examine how the U.S. government uses economic resources in foreign policy; and	Analyze	Analyze	Observed  Where: Unit 8: Economics: Section 1: Economic Systems and the United States Economy: Discussion assignment: Outsourcing	[[[
	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	Understand	Understand	Observed  Where: Unit 8: Economics Section 4: Foreign Relations	
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(A) explain the importance of a written constitution;	Understand	Understand	Observed  Where: Unit 3: Constitutional Principles Section 1: Structure of the Constitution	
	(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	Evaluate	Evaluate	Observed  Where: Unit 3: Principles: Section 1: Structure of the Constitution and Discussion Principles3: The Preamble	
	(C) analyze how the Federalist Papers such as Number 10, Number	Analyze	Analyze		

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	39, and Number 51 explain the principles of the American constitutional system of government;			Observed  Where: Unit 2: Origins: Section 5: Constitution: Writing Assignment: Federalist Papers	
	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	Evaluate	Evaluate	Observed  Where: Unit 3: Principles: Section 2: Principles of the Constitution	
	(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government;	Analyze	Analyze	Observed  Where: Unit 3: Principles: Section 4: Changing the Constitution: Writing Assignment: Changing the Constitution	
	(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and	Understand	Understand	Observed  Where: Unit 3: Principles: Section 2: Principles of the Constitution and Discussion Assignment LDiscussion 2: Founding Fathers and Congressional Powers	
	(G) examine the reasons the Founding Fathers protected	Analyze	Analyze		

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	religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."			Observed  Where: Unit 5: Judicial Section 4: Civil Liberties	
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	Analyze	Analyze	Observed  Where: Unit 4: Legislative: Sections 1 - 4 and Discussion Assignment L Discussion 3: Filibuster	
	(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;	Analyze	Analyze	Observed  Where: Unit 5: Executive: Sections 1 - 4 and Discussion Assignment E Discussion 1: Roles of the President	
	(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;	Analyze	Analyze	Observed  Where: Unit 6: Judicial: Sections 1 - 4 and Discussion Assignment J Discussion 1: Court Case Impact on American Society	
	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA),	Understand	Understand	Observed	

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	and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);			Where: Unit 5: Executive Section 4: Executive Departments	
	(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	Understand	Understand	Observed Where: Unit 3: Principles: Section 2: Principles of the Constitution Unit 6: Judicial: Section 2: The Supreme Court in Action	
	(F) analyze selected issues raised by judicial activism and judicial restraint;	Analyze	Analyze	Observed Where: Unit 6: Judicial: Section 2: The Supreme Court in Action	
	(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	Understand	Understand	Observed Where: Unit 8: Economics Section 4: Foreign Relations Unit 3: Principles Section 5: National, State and Local Governments	
	(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	Analyze	Analyze	Observed	

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				Where: Unit 3: Principles Section 5: National, State and Local Government	
(9) Government. The student understands the concept of federalism. The student is expected to:	(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	Understand	Understand	Observed Where: Unit 3: Principles: Section 3: Federalism	
	(B) categorize government powers as national, state, or shared;	Understand	Understand	Observed Where: Unit 3: Principles Section 5: National, State and Local Government	
	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	Analyze	Analyze	Observed Where: Unit 3: Principles: Section 3: Federalism: Discussion Assignment PDiscussion 2: Overlapping Powers in a Federal System	
	(D) understand the limits on the national and state governments in the U.S. federal system of government.	Understand	Understand	Observed Where: Unit 3: Principles: Section 3: Federalism	
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected	(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	Analyze	Analyze	Observed Where: Unit 7: Participation:	

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to:	(B) explain the process of electing the president of the United States and analyze the Electoral College; and	Understand	Understand	Sections 1 - 5  Observed  Where: Unit 7: Participation: Section 3: Elections	
	(C) analyze the impact of the passage of the 17th Amendment.	Analyze	Analyze	Observed  Where: Unit 4: Legislative Section 1: The Structure of Congress	
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;	Analyze	Analyze	Observed  Where: Unit 7: Sections 1-5	
	(B) explain the two-party system and evaluate the role of third parties in the United States; and	Evaluate	Evaluate	Observed  Where: Unit 7: Participation: Section 1: Political Parties	
	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.	Understand	Understand	Observed  Where: Unit 7: Participation: Section 1: Political Parties	
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;	Analyze	Analyze	Observed  Where: Unit 1: Introduction: Section 1: Forms of Government: Discussion 1: Comparison	

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	(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and	Analyze	Analyze	Observed Where: Unit 1: Introduction: Section 1: Forms of Government: Discussion 1: Comparison	
	(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.	Analyze	Analyze	Observed Where: Unit 1: Introduction: Section 1: Forms of Government: Discussion 1: Comparison	
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(A) understand the roles of limited government and the rule of law in the protection of individual rights;	Understand	Understand	Observed Where: Unit 3: Principles: Section 2: Principles of the Constitution	
	(B) identify and define the unalienable rights;	Understand	Understand	Observed Where: Unit 2: Origins: Section 3: The American Revolution	
	(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;	Understand	Understand	Observed Where: Unit 3: Principles: Section 4: Changing the Constitution Unit 6: Judicial: Section 4: Civil Liberties	

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	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;	Analyze	Analyze	Observed  Where: Unit 6: Judicial: Section 5: Civil Rights and Liberties and Project as well as Discussion Assignment: JDiscussion 1: Court Case	
	(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	Understand	Understand	Observed  Where: Unit 6: Judicial: Section 4: Civil Liberties	
	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.	Analyze	Analyze	Observed  Where: Unit 6: Judicial: Section 4: Civil Liberties Unit Unit 3: Principles: Section 3: Federalism, Section 4: Changing the Constitution	
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(A) explain the difference between personal and civic responsibilities;	Understand	Understand	Observed  Where: Unit 7: Participation: Section 4: Individual Political Participation	
	(B) evaluate whether and/or when the obligation of citizenship	Evaluate	Understand	Observed	

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	requires that personal desires and interests be subordinated to the public good;			Where: Unit 7 Participation Section 4 Voting Rights and Responsibilities	
	(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and	Understand	Understand	Observed  Where: Unit 7: Participation: Section 4: Individual Political Participation	
	(D) understand the voter registration process and the criteria for voting in elections.	Understand	Understand	Observed  Where: Unit 7 Participation Section 4 Voting Rights and Responsibilities	
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	Analyze	Analyze	Observed  Where: Unit 7: Participation: Sections 1 - 4 and Discussion Assignments: D1 and D3	
	(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	Analyze	Analyze	Observed  Where: Unit 7: Participation: Section 3: Elections: Discussion Assignment: D2	
	(C) understand the factors that influence an individual's political	Understand	Understand		

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	attitudes and actions.			Observed  Where: Unit 7: Participation: Section 4: Individual Political Participation: Discussion Assignment: D3	
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	Analyze	Analyze	Observed  Where: Unit 7: Participation: Section 1: Political Parties, Section 4: Individual Political Participation and Writing Assignment: Interest Groups	
	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	Analyze	Analyze	Observed  Where: Unit 6: Judicial: Section 4: Civil Liberties	
(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and	Evaluate	Evaluate	Observed  Where: Unit 8: Economics Section 5: Politics of Culture	
	(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill	Understand	Evaluate	Observed  Where: Unit 8: Economics Section 5: Politics of Culture	

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	of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.				
(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	Understand	Understand	Observed  Where: Unit 8: Economics Section 4	
	(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.	Understand	Understand	Observed  Where: Unit 5: Executive Section 4: Executive Departments	
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(A) understand the potential impact on society of recent scientific discoveries and technological innovations; and	Understand	Understand	Observed  Where: Unit 7: Participation: Section 3: Elections	
	(B) evaluate the impact of the Internet and other electronic information on the political process.	Evaluate	Evaluate	Observed  Where: Unit 7: Participation: Section 3: Elections	
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and	Analyze	Analyze	Observed  Where: Throughout the course in the various research and writing assignments. For example: Unit 5: Executive: Section 1:	

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	conclusions;			Structure of the Executive Branch: Writing Assignment: Job Performance	
	(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	Create	Create	Observed  Where: Unit 4: Legislative: Section 1: The Structure of Congress: Research Assignment: PowerPoint on Informed Voters	
	(C) analyze and defend a point of view on a current political issue;	Evaluate	Evaluate	Observed  Where: Throughout the discussion questions in the course. For example: Unit 8: Economics: Section 1: Economic Systems and the United States Economy: Discussion Assignment: EcDiscussion1	
	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	Evaluate	Evaluate	Observed  Where: Throughout the course in the various research and writing assignments. For example: Unit 5: Executive: Section 4: Executive Departments: Writing Assignment: Departments Presentation	

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	(E) evaluate government data using charts, tables, graphs, and maps; and	Evaluate	Evaluate	Observed Where: Unit 7: Participation: Section 3: Elections	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Apply	Apply	Observed Where: Unit 7: Participation: Section 3: Elections	
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use social studies terminology correctly;	Apply	Apply	Observed Where: Throughout the discussion questions as well as the writing assignments in the course. For example: Unit 8: Economics: Section 1: Economic Systems and the United States Economy: Discussion Assignment: EcDiscussion1	
	(B) use standard grammar, spelling, sentence structure, and punctuation;	Apply	Apply	Observed Where: Throughout the discussion questions as well as the writing assignments in the course. For example: Unit 2: Origins: Section 4: Establishing the First Government: Writing Assignment: Founding	

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				Fathers Assignment.	
	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	Remember	Remember	Observed  Where: Unit 4: Legislative: Section 1: The Structure of Congress: Research Assignment: PowerPoint on Informed Voters	
	(D) create written, oral, and visual presentations of social studies information.	Create	Create	Observed  Where: Throughout the course in the various research and writing assignments. For example: Unit 5: Executive: Section 4: Executive Departments: Writing Assignment: Departments Presentation	
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	Apply	Apply	Observed  Where: Throughout the course in the various discussion and writing assignments. For example: Unit 3: Principles: Section 2: Principles of the Constitution: Discussion Assignment: PDiscussion 2: Problem with Differing Ideas	
	(B) use a decision-making process	Apply	Apply		

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	to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.			Observed  Where: Throughout the course in a variety of discussion topics. For example: Unit 4: Legislative: Section 2: Powers of Congress: Discussion Assignment: L2Discussion on Expressed Powers	
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<b>Course Strengths of TEKS alignment</b>
Course is fully aligned to the TEKS.

<b>Required Changes for TEKS alignment</b> (List the missing and partially covered TEKS ~AND~ summarize required TEKS modification, big or small, you believe must be completed prior to course approval)
Missing or Partially covered TEKS:  TEKS Summary:

<b>Additional Opportunities for Improvement-Optional</b> (Non-required additions or changes that would improve this course)