

**Grade 12 U.S. Government  
Vertical Alignment Document**

**Knowledge and Skills Statements**

**Student Expectations**

**District Specifications**

**History**

(1) History. The student understands major political ideas and forms of government in history. The student is expected to:

(A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and

- Precursors that led to the following theories such as the laws of Hammurabi and other codified governments
- Natural law – a body of law or a specific principle of law that is held to be derived from nature and binding upon human society in the absence of or in addition to positive law based on a notion of timeless order, was an important influence on the enumeration of natural rights by Thomas Jefferson and others- includes standards of justice which transcend laws made by humans. Students should analyze or discuss what life would be like in a state of nature.
- 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 such as the five freedoms of the first amendment, due process in the Fifth Amendment, and cruel and unusual punishment in the eighth amendment.
- Divine right of kings – Belief that monarchs were chosen by God. Gave the monarch unlimited authority. Students may analyze how divine right and “might makes right” led to the ideas of separation of church and state, and separation of powers i.e. federalism.
- 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 *Leviathan*, expanded by John Locke in *Second Treatise on Government* and Jean Jacques Rousseau in *Social Contract*. 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.
- Rights of Man – a treatise in defense of the principles of freedom in response to Edmund Burke’s attack on the French Revolution.

(1) History. The student understands major political ideas and forms of government in history. The student is expected to:

(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.

- Absolute monarchy – ruler controls all aspect 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 purpose. Example: United States
- 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.

(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

(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;

- 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.
- Mayflower Compact – 1620. Separatists fleeing religious persecution in Europe used the compact to establish the first basis in the new world for written laws.
- 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. Also analyze or discuss the flaws of the articles that led to the U.S. Constitution.

- Shay's Rebellion - the post-Revolutionary clash between New England farmers and merchants that tested the precarious institutions of the new republic, threatened to plunge the "disunited states" into a civil war. The rebellion arose in Massachusetts in 1786, spread to other states, and culminated in an abortive attack on a federal arsenal. It wound down in 1787 with the election of a more popular governor, an economic upswing, and the creation of the Constitution of the United States in Philadelphia.

(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

(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;

- Founding Father – individuals who played a major role in declaring US independence, fighting the Revolutionary War, or writing and adopting the US Constitution.
- John Adams – 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 2<sup>nd</sup> 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.
- Alexander Hamilton – Considered intelligent and decisive. Was a delegate to Continental Congresses and the Constitutional Convention as well. 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.
- Thomas Jefferson – 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.
- James Madison – "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 Federalist Papers. 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.

(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

(C) analyze debates and compromises necessary to reach political decisions using historical documents; and

- The Great Compromise (Connecticut Compromise) – took ideas of Virginia Plan and New Jersey Plan providing representation. (Large state vs. small state)
- Three-Fifths Compromise – North vs. South. Southern states wanted to count slaves in population, north did not. Compromised on 3/5.

- Federalist v. Anti-Federalist – Federalist led by Madison, Hamilton, and Jay favored a strong central government. Anti-federalists led by Patrick Henry, George Clinton and others favored states rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.

(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

(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.

- 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.

(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:

(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

- Individuals: voting and voting rights acts, campaigning and campaign finance legislation, contribute to campaign, boycotts, sit-ins, labor strikers
- 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 and opinion polls. Watchdog of the government. Types include: Television, Radio, Newspaper, internet, and internet blogs among others.

(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:

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or

the media, past and present.

- Third Parties such as the Bull Moose, Progressive, Communist, Socialist, Labor, Libertarian, and Green party.
- Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader
- Civil Rights Movement: MLK, Jr., Rosa Parks, Malcolm X, NAACP, media coverage, Voting Rights Acts, and Americans with Disabilities Act (ADA)
- Political Parties: Assist the electoral process, organize the running of government, and nominate candidates.
- Interest groups such as AARP, NRA, NOW and other PAC's: 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 and develop public opinion polls (screen what is publicized)

## Geography

(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 Cuba and Taiwan; and

- 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.
- China and Russia – strategic in the U.N. and U.N. Security Council
- Middle East – significant because of US foreign policy with regards to Iraq, Iran, Syria, Egypt, Israel, and others.
- North Korea – nuclear proliferation (includes Iran).
- Venezuela – Strategic South American country and major oil provider to the U.S.
- Nigeria and other African nations as developing countries for trade and oil.

(4) Geography. The student understands why certain places and regions are important to the United States. The student is expected to:

(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 and Venezuela (and other OPEC nations) – 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 as trade partners required trade policy.

(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
- The Threat of Terrorism – its affects both foreign and domestic (i.e. Patriot Act, DHS, and DIA) as well as physical and cultural practice changes at airports and other transportation depots, as well as large public venues such as concerts and athletic events.
- 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

## **Economics**

(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;

- Grants
- Unfunded mandates
- Federal taxes on businesses and personal income
- Tax exemptions for businesses
- Governmental Fines, Fees, and Services

- The effects of Federal Budgeting on State and Local Budgeting

(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

(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and

- 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 (with its own budget) must approve the budget. The two branches must work together to achieve compromise. Also influence of the OMB and CEA on the process.

(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

(C) compare the role of government in the U.S. free enterprise system and other economic systems.

- Socialism – government controls some means of production (major industries)
- Communism – government controls all means of production
- Free enterprise – people own the means of production

*The United States government regulates the decisions made by businesses and consumers but consumers decide what will be produced*

(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; an

- Trade deficits
- Trade restrictions
- Interdependence
- NAFTA – Citizens feel like American jobs are being taken away from them and moved to foreign countries. This agreement has been an economic boon to the State of Texas in particular in the billions of dollars
- CHINA – the political relationship with Taiwan and China has been strained because of the economic relationship with China

(7) Economics. The student understands the relationship between U.S. government policies and international

trade. The student is expected to:

(B) explain the government's role in setting international trade policies.

The United States legislative branch passes tariffs and they can also place embargos for example with Cuba. We have an economic relationship with Saudi Arabia because they have oil and we have natural resources like crops, timber and etc. that they need.

## Government

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(A) explain the importance of a written constitution;

*A written constitution holds both people and the government accountable to the laws of the land.*

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;

*Form a more perfect union – in union there is strength*

*Establish justice – the law in both its content and its administration must be reasonable and impartial. People and government both live under the rule of law.*

*Insure domestic tranquility – keep the peace at home*

*Provide for the common defense – defend the nation against foreign enemies*

*Promote the general welfare – the government is a servant of its citizens and in general the services it provides will benefit all or most people*

*Secure the blessings of liberty – each generation must learn, understand, and be willing to stand up for liberty when necessary.*

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;

*Federalist Papers 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.*

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks

and balances, federalism, separation of powers, popular sovereignty, and individual rights;

- Republicanism – The citizens have political authority 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

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and

#### Processes to amend the Constitution

Step 1	Proposal approved by 2/3 of Congress	Proposed by 2/3 of state legislatures at national constitutional convention
Step 2	Ratified by state legislature with 3/4 approval	Ratified by 3/4 of all 50 states constitutional conventions

Amendments can be added by any combination of step 1 and 2

26 of the 27 amendments were made by a proposal in Congress and approved by the state legislatures.

(8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:

(F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.

- Americans strive for life, liberty, and the pursuit of happiness by becoming better educated, getting better jobs, and having more income
- Having our unalienable rights protected is paramount 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. If they disagree with what our government leaders are doing they can vote them out of office, communicate

their feelings with them, protest, or influence issues through polling.

(9) 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;

### ***Bicameral Structure of Congress***

- Bicameral legislature – 2 house legislature, Congress is divided into House of Representatives and Senate

### ***Role of Committees***

- Committees – subgroup of Congress. Units are devised to reduce the number 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. Types of committees may include sub committees, conference committees, and differences in the scope, influence and power of different committees in each of the two houses.

### ***Procedure for Enacting Laws***

- How a bill becomes a law – a law is proposed by a member of Congress in one of the houses, goes through committees and is voted on. If approved, it goes to the other house and goes through the same process. From there it goes to the President to be signed or vetoed. If it is signed it becomes a law, if not, it can go back to the Legislative Branch to get approved to become a law by  $\frac{3}{4}$  vote of the Legislative Branch. Presidential choice includes pocket veto and signing statements.

(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;

### ***Constitutional Powers of the Presidents:***

- Commander in Chief, Chief Legislator, Chief of State, Foreign Policy Leader, Chief of Party, Chief Agenda Setter, Chief Citizen, Chief Executive, and Chief Diplomat.

### ***The Growth of Presidential Power:***

- 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.

### ***The Role of the Cabinet and Executive Departments***

- Administrative heads of departments. As a group, they are the advisors to the President. The size has grown. Other advisory entities have expanded from Andrew Jackson’s kitchen cabinet to include the Executive Staff, EOP, CEA, OMB, NSC, and DHS

***The Special Uses of Presidential Power***

- Emergency Powers, War Powers, Patriot Act, and Department of Homeland Security Abuses of Executive Power
- Censure and Impeachment, “High Crimes and Misdemeanors” Censure of Andrew Jackson, and Impeachment but non-removal of Andrew Johnson, and Bill Clinton.

(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 violated, and determining the punishment for the offender. It includes all of the courts of the U.S. including the Supreme Court.
- Federal Court system –There are 9 districts on the federal level and the one for the District of Columbia. These include district courts, circuit courts of appeal, and the Supreme Court.
- The federal courts have several types of jurisdiction depending upon whether or not they share the power with the state courts or have original jurisdiction. Types include exclusive, concurrent, original, and appellate.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(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;

- NASA – independent agency (non-cabinet) whose purpose is to run the nation’s space program.
- FCC – independent regulatory commission (has the power to establish and enforce regulations beyond presidential control) which regulates interstate and foreign communications by radio, television, wire, satellite, and cable.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

- Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches.
- 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. Congress can override a presidential veto, etc.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(F) analyze selected issues raised by judicial activism and judicial restraint;

- Judicial activism – beliefs that a judge should use his or her position to promote desirable social ends based on the climate and culture of a particular time.
- *Gitlow v New York* (1925)– the first amendment’s guarantees are covered by the due process of the 14<sup>th</sup> amendment
- *Engle v. Vitale* (1962) – the court outlawed the use, even on a voluntary basis, of a prayer written by the New York State Board of Regents
- 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.

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(G) explain the major responsibilities of the federal government for domestic and foreign policy;

- 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.

(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

State Government – 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

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

Federal Government – coin money, raise and maintain armed forces, power to regulate immigration, regulate foreign trade, acquire territory, treaty making powers, and declare war

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

Concurrent Powers – Levy and collect taxes, borrow money, establish courts, define crimes and set punishments, claim private property for public use

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:

(I) analyze the structure and functions of local government.

*City-Maintains city records and makes and maintains city laws*

Mayor

City Manager

City Council

City Attorney

Municipal Courts

*County – Maintains city records and makes and maintains county laws*

County Judge

County Clerk

Constables

County Attorney

Tax Collector/Assessor

(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. There are continuing disputes over the divisions of power.

(10) Government. The student understands the concept of federalism. The student is expected to:

(B) categorize government powers as national, state, or shared;

Federal powers are divided into expressed, implied, inherent, and reserved power:

- Expressed Powers – delegated to the National Government in the Constitution
- Implied Powers – powers given to the National Government but not stated in the Constitution
- Inherent Powers – belonging to the National Government because it is the government of a sovereign state
- Reserved Powers – belonging to the state governments and denied to the federal government; or left to the people under the 10th amendment.

National Powers	Concurrent Powers	State Powers
<ul style="list-style-type: none"> <li>▪ Coin money</li> <li>▪ Raise and maintain armed forces</li> <li>▪ Regulate immigration</li> <li>▪ Regulate foreign trade</li> <li>▪ Acquire territory</li> <li>▪ Treaty making powers</li> <li>▪ Declare war</li> </ul>	<ul style="list-style-type: none"> <li>▪ powers shared by both State and National governments</li> <li>▪ levy and collect taxes</li> <li>▪ borrow money</li> <li>▪ establish courts</li> <li>▪ define crimes and set punishments</li> <li>▪ claim private property for public use</li> </ul>	<ul style="list-style-type: none"> <li>▪ regulate trade and business within the state</li> <li>▪ pass license requirements for professionals</li> <li>▪ regulate alcoholic beverages</li> <li>▪ conduct elections</li> <li>▪ establish public school system</li> <li>▪ enact uniform marriage and divorce laws</li> <li>▪ set up unites of local government within the state</li> </ul>

**The 10th amendment grants reserved power for the states.**

**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.**

(10) Government. The student understands the concept of federalism. The student is expected to:

(C) analyze historical conflicts over the respective roles of national and state governments; and

- **Federalist vs. Anti-federalist**—Federalists favored a strong central government, Anti-federalist favored states’ rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.
- **Nullification Crisis** – 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.

(10) Government. The student understands the concept of federalism. The student is expected to:

(D) evaluate the limits on the national and state governments in the U.S. federal system of government.

- The Constitution enacted a system of federalism in which the power to govern is divided between national and state governments.
- Federal powers are divided into expressed, implied, and inherent power.
- The 10th amendment grants reserved power for the states.
- Concurrent or shared powers are those shared by state and federal government such as the power to tax and establish courts.
- 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.

(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

#### **Local Offices**

- Elected – File at City Hall and pay fee
- Appointed – If vacated during a term by a higher position

#### **State Offices**

- Elected – Join a political party, file to run for office
- Appointed – Position appointed by Governor if become vacated 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

(11) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(B) analyze and evaluate the process of electing the President of the United States.

- 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

(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(A) identify the functions of political parties;

- Political Parties: Assist the electoral process, organize the running of government, nominate candidates
- 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

(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(B) analyze the two-party system and evaluate the role of third parties in the United States;

- 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. May impact the results of an election.

(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(C) analyze the role of political parties in the electoral process at local, state, and national levels; and

- 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 votes coincides with the popular vote of the state for president

(12) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.

- Voting
- Working on campaign,
- Joining interest group

- Financial contribution
- Contacting politicians.

(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:

(A) compare the U.S. system of government with other political systems;

- Federal System divides the power of government between national and state governments.
- Confederate System involves two or more independent states which unite to achieve a common goal
- Unitary System all authority rests with a central government. State and local governments have only those given to them by the central government.
- Parliamentary system – A form of government in which the executive branch is made up of a prime minister or premier and that official’s cabinet

(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:

(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and

System	Advantage	Disadvantage
Unitary	Central government holds all power	No local power
Federal	Power shared by nation, state, and local government	Each level has to create its own laws, elect officials, create agencies
Confederate	Each state represented	Weak central government

(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:

(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.

- A presidential system is a system of government of a republic where the executive branch is elected separately from the legislative.
- A parliamentary system is distinguished by the executive branch of government being dependent on the direct or indirect support of the parliament, often expressed through a vote of confidence.

Systems of Government	Presidential	Parliamentary
Advantages	<p>Elected by the people which makes the president’s power more legitimate</p> <p>President is supervised by others</p> <p>Speed an decisiveness of actions</p> <p>Fixed term provides more stability</p>	<p>Flexibility an dresponsiveness to the public</p> <p>More accountable since power is not divided</p> <p>Easier to pass legislation</p>

		Popular among multicultural countries
		Easy transition to democracy
<b>Disadvantages</b>	Is not constitutionally stable and has a tendency towards authoritarianism	Sometimes leads to unstable governments
	Allows government to shift blame between branches hard to remove an unsuitable president until his term is completed	Lacks checks and balances
		Head of government cannot be voted on
		Lack of election calendar

## Citizenship

(14) 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 to the protection of individual rights;

- 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 laws.

Limited government and the rule of law are applied in the Bill of Rights and other amendments.

**Fifth Amendment** – Can not be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self

**Tenth Amendment** – There are powers given to the federal government and the state government separately concerning individual rights

**Fourteenth Amendment** – All citizens born or naturalized in the United States are citizens

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;

- Amendment One - Freedom of Religion, Press, Expression, Assembly, Speech
- Amendment Two - Right to bear arms and organize a well regulated militia
- Amendment Three – No quartering of soldiers
- Amendment Four – No unlawful search and seizure of property
- 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
- Amendment Six - Right to speedy trial, confrontation of witness

- Amendment Seven - Trial by jury in civil cases
- Amendment Eight – No excessive bail or fines nor cruel and unusual punishment.
- Amendment Nine - Construction of Constitution shall not be construed to deny or disparage others
- Amendment Ten - Powers of the federal government and the state government will be separate

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(C) analyze issues addressed in selected cases such as *Engel v. Vitale*, *Miranda v. Arizona*, and *Schenck v. U.S.* that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;

- ***Engel v. Vitale*** (Freedom of Religion and Freedom of Speech) – Nondenominational prayer in school banned
- ***Miranda v. Arizona*** (Due Process) – Police must inform suspects of their rights during the arrest process
- ***Schenck v. U.S*** (Freedom of Speech) – First amendment guarantees were not absolute

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(D) analyze the role of each branch of government in protecting the rights of individuals;

- **Executive Branch** – Enforcement of Supreme Court decision (Little Rock Five)
- **Legislative Branch** – passed the Civil Rights Act of 1964 (ended discrimination of service on grounds of race, color, religion, or national origin)
- **Judicial Branch** – Found segregation unconstitutional in *Brown vs. Board of Education*

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and

#### ***Amendment Five***

Due Process – The government must act fairly and in accord with established rules in all that it does

#### ***Amendment Fourteenth***

Part of the Fourteenth Amendment guarantees that no state deny basic rights to its people

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:

(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.

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. Include a discussion of selective incorporation via supreme court rulings.

(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;

**Personal responsibilities** are to you and your family providing them with food, clothing and a home.

**Civic responsibilities** are to your community and government by way of voting in elections, paying taxes, and serving on juries.

(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**

(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and

- 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

(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.

- 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;

- Voting
- Congressional contact
- Participating in interest groups
- Involved in political parties

(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(B) analyze historical and contemporary examples of citizen movements to bring about political change or

to maintain continuity;

- Civil Rights Movement – ended segregation in business and education and recently on affirmative action issues
- Women’s Rights – gave women the right to vote and currently working on other women’s issues like child care, equal pay, and abortion
- Anti-war – put pressure to leave Vietnam and currently putting pressure to leave Iraq
- Gay Rights – currently fighting for gay unions so they are recognized as a couple and can receive the benefits as heterosexual unions and the debate over same sex marriage bans or amendments
- Privacy Rights – free expression, exercise of religion, hate speech, abortion, euthanasia

(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(C) analyze the factors that influence an individual's political attitudes and actions; and

- Education
- Religion
- Family
- Media
- Socio-economic index
- Race and ethnicity

(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:

(D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.

- George Washington – set precedent as a two term president
- Abraham Lincoln – Emancipation Proclamation and the Civil War
- Franklin Roosevelt – The Depression and World War II
- 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 “Reagonomics”
- George Bush – Tearing down of the Berlin Wall and Persian Gulf War
- Bill Clinton – Improved economy and the “Lewinski Scandal”

• George W. Bush – The 2000 Election and the invasion of Iraq

(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;

- Abortion
- Gun regulation
- Gay rights
- Stem cell research
- Privacy
- Immigration
- Civil Rights
- Voting Rights
- Sexual Harassment
- Discrimination and Prejudice

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

- 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.
- It is a check on the government for citizens

17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(C) express and defend a point of view on an issue of contemporary interest in the United States.

- Use the newspaper or internet as a source.

## Culture

(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

- **Roe vs. Wade** – 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
- **Brown vs. Board of Education** – 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

(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and

- **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

(18) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:

(C) describe an example of a government policy that has affected a particular racial, ethnic, or religious

- **Religious** – Outlaw bigamy
- **Racial/Ethnic** - Civil Rights Act of 1964

### **Science, Technology, and Society**

(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:

(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

- **NASA**

- Internet
- Texas Medical Center and the cure for cancer

(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:

(B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.

- Congress issues patents, trademarks, and copyrights

(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

- 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
- Problem facing of these issues – Right to Privacy

(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:

(B) analyze the reaction of government to scientific discoveries and technological innovations.

- Cloning – Cloning is allowed for research purposes
- DNA – Used to solve crimes
- Stem Cell Research – Government limits it use because of the issue of abortion

### **Social Studies Skills**

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of 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 conclusions;

(21) Social studies skills. The student applies critical-thinking skills to organize and use information

acquired from a variety of sources including electronic technology. The student is expected to:

(B) create a product on a contemporary government issue or topic using critical methods of inquiry;

For example:

- Write a bill
- Use internet sources, research interest groups

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(C) explain a point of view on a government issue;

Some suggestions:

- Abortion
- Gun regulation
- Gay rights
- Stem cell research

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

Some suggestions:

- Use print and television advertisements in class, political adds, Interest groups, newspaper editorials

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(E) evaluate government data using charts, tables, graphs, and maps; and

Some suggestions:

- Polling data, voter behavior and electoral college maps

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

- when labeling graphs
- also, see assurance words

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use standard grammar, spelling, sentence structure, and punctuation;

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

Some suggestions:

- use computer lab to investigate current events
- and to research political parties and candidates

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(D) create written, oral, and visual presentations of social studies information.

Some suggestions (2 to 4 times a semester):

- projects including writing a bill, other projects, essays, power point presentations

(23) 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

- consider a bill, determine a party affiliation

(23) 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:

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

- consider a bill, determine a party affiliation