

Process Standards (Social Studies Skills and Processes)

- USG.19 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
- USG.20 Social Studies skills.** The student communicates in written, oral, and visual forms.

| STAAR | Tools to Know | |
|---|------------------------|---|
| highlighted Process Standards support U.S. History STAAR EOC | USG.19(D) | analyze and evaluate a variety of historical and contemporary sources for validity of information, arguments, counterarguments, credibility, accuracy, bias, propaganda, point of view, and frame of reference |
| | USG.19(E) | evaluate government data using charts, tables, graphs, and maps |
| | USG.20(A) | use social studies terminology correctly |
| | USG.20(C) USG.21(A) | apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models |

History

- USG.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of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents.
- USG.2 History.** The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.

| Readiness Standards | | Supporting Standards | |
|---------------------|--|----------------------|---|
| USG.1(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 | USG.1(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 |
| USG.1(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 | USG.1(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 |
| USG.2(A) | describe the processes used by individuals, political parties, interest groups, or the media to affect public policy | USG.1(E) | analyze debates and compromises that impacted the creation of the founding documents |
| USG.2(B) | analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present | USG.1(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 |

Geography and Culture

- USG.3 Geography.** The student understands how geography can influence U.S. political districts and policies.
- USG.16 Culture.** The student understands the relationship between government policies and the culture of the United States.

| Readiness Standards | | Supporting Standards | |
|---------------------|---|----------------------|--|
| USG.3(A) | explain how population shifts affect voting patterns | USG.3(C) | explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr |
| USG.3(B) | examine political boundaries to make inferences regarding the distribution of political power | USG.16(A) | evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group, including the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger |
| | | USG.16(B) | explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration |

| Government | | | |
|---------------------|--|--|---|
| USG.6 | Government. | The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. | |
| USG.7 | Government. | The student understands the structure and functions of the government created by the U.S. Constitution. | |
| USG.8 | Government. | The student understands the concept of federalism. | |
| USG.9 | Government. | The student understands the processes for filling public offices in the U.S. system of government. | |
| USG.10 | Government. | The student understands the role of political parties in the U.S. system of government. | |
| USG.11 | Government. | The student understands the similarities and differences that exist among the U.S. system of government and other political systems. | |
| Readiness Standards | | Supporting Standards | |
| USG.6(A) | explain the importance of a written constitution | USG.6(B) | explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution |
| USG.6(D) | evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights | USG.6(C) | analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government |
| USG.7(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 | USG.6(F) | identify how the Declaration of Independence and the U.S. Constitution |
| USG.7(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 | USG.6(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 |
| USG.7(C) | analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review | USG.7(D) | continue to shape American beliefs and principles in the United States today |
| USG.7(E) | explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government | USG.7(F) | identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC) |
| USG.7(H) | compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system | USG.7(G) | analyze selected issues raised by judicial activism and judicial restraint |
| USG.8(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 | USG.8(C) | explain the major responsibilities of the federal government for domestic and foreign policy such as national defense |
| USG.8(B) | categorize government powers as national, state, or shared | USG.9(A) | analyze historical and contemporary conflicts over the respective roles of national and state governments |
| USG.8(D) | explain how the U.S. Constitution limits the power of national and state governments | USG.9(B) | identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels |
| USG.10(A) | analyze the functions of political parties and their role in the electoral process at local, state, and national levels | USG.9(C) | explain the process of electing the president of the United States and analyze the Electoral College |
| USG.10(B) | explain the two-party system and evaluate the role of third parties in the United States | USG.11(B) | analyze the impact of the passage of the 17th Amendment |
| USG.11(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 advantages and disadvantages of presidential and parliamentary systems of government |

Citizenship

- USG.12** **Citizenship.** The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights.
- USG.13** **Citizenship.** The student understands the difference between personal and civic responsibilities.
- USG.14** **Citizenship.** The student understands the importance of voluntary individual participation in the U.S. constitutional republic.
- USG.15** **Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic.

| Readiness Standards | | Supporting Standards | |
|---------------------|---|----------------------|---|
| USG.12(A) | explain the roles of limited government and the rule of law in the protection of individual rights | USG.12(D) | analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state |
| USG.12(B) | identify and define the unalienable rights | USG.12(E) | 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 |
| USG.12(C) | identify the freedoms and rights protected and secured by each amendment in the Bill of Rights | USG.12(G) | recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism |
| USG.12(F) | explain the importance of due process rights to the protection of individual rights and in limiting the powers of government | USG.13(A) | describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good |
| USG.13(B) | explain 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 | USG.14(B) | analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity |
| USG.13(C) | describe the voter registration process and the criteria for voting in elections | USG.14(C) | describe the factors that influence an individual's political attitudes and actions |
| USG.14(A) | analyze the effectiveness of various methods of participation in the political process at local, state, and national levels | USG.15(A) | analyze 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 |
| | | USG.15(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 |

Economics and Science, Technology, and Society

- USG.4** **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.
- USG.5** **Economics.** The student understands the relationship between U.S. government policies and the economy.
- USG.17** **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.
- USG.18** **Science, technology, and society.** The student understands the impact of advances in science and technology on government.

| Readiness Standards | | Supporting Standards | |
|---------------------|---|----------------------|--|
| USG.4(A) | explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels | USG.4(C) | explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise |
| USG.4(B) | compare the role of government in the U.S. free enterprise system and other economic systems | USG.5(A) | analyze how economic and natural resources influence U.S. foreign policy |
| USG.5(B) | describe the roles of the executive and legislative branches in setting international trade and fiscal policies | USG.17(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 |
| USG.17(A) | explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship | USG.18(A) | describe the potential impact of recent scientific discoveries and technological innovations on government policy |
| | | USG.18(B) | evaluate the impact of the Internet and other electronic information on the political process |

| Process Standards (Social Studies Skills and Processes) | | |
|---|-------------------------------|--|
| USG.19 | Social Studies skills. | The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. |
| USG.20 | Social Studies skills. | The student communicates in written, oral, and visual forms. |
| USG.21 | Social Studies skills. | The student uses problem-solving and decision-making skills, working independently and with others. |
| STAAR | Tools to Know | |
| highlighted Process Standards support U.S. History STAAR EOC | USG.19(A) | analyze economic 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 |
| | USG.19(F) | formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose |
| | USG.19(B) | create a product on a contemporary government issue or topic using critical methods of inquiry |
| | USG.19(C) | analyze and defend a point of view on a current political issue |
| | USG.20(B) | create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism |
| | USG.21(B) | use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution |

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.