

<b>Content Area</b>	<b>Beaumont ISD</b>	<b>Government</b>	6/28/16
<b>1<sup>st</sup> Nine Weeks</b> <b>August 24 – October 14</b> <b>37 school days</b> <b>29 instructional days</b> <b>Pre-test Aug. 24 – Sept</b> <b>Mid 9wks test Sept. 12-1</b> <b>9 wks Exam October 10-14</b>	<b>3<sup>rd</sup> Nine Weeks</b> <b>January 3- March 10</b> <b>47 school days</b> <b>37 instructional days</b> <b>Pre-test January 3-4</b> <b>Mid 9wks test Jan. 30 Feb. 3</b> <b>9wks Exam March 6 -10</b>	<b>2<sup>nd</sup> Nine Weeks</b> <b>October 17 - December 16</b> <b>40 school days</b> <b>32 instructional days</b> <b>Mid 9wks test November 7-11</b> <b>Final Exam December 12-16</b>	<b>4<sup>th</sup> Nine Weeks</b> <b>March 20 – June 1</b> <b>52 school days</b> <b>42 instructional days</b> <b>Mid 9wks test April 10-13</b> <b>Final Exam May 22-26</b>
		<b>STAAR</b> <b>March 28-31; May 1-5 and May 8-12</b>	

**Refer to instructional timelines when planning units of instruction.**  
**See list of Ongoing Process TEKS that should be embedded in all Units of Instruction.**  
**ALL Process TEKS are eligible for incorporating into the assessment of at least 40% of Content TEKS.**

**STAAR Standard Key:**   = STAAR Readiness Standard  
  = STAAR Supporting Standard  
**Bold** = **Highest Stakes TEKS** (greatest need)  
*Italics* = *High Stakes TEKS*

**Unit 1: Origins of U.S. Government**

(1<sup>st</sup> semester 13 days/2<sup>nd</sup> semester 17 days)

1. Topic: Foundation of Government
2. Topic: Beginning of American Government
3. Topic: The Constitution

**Unit 2: The Branches of Government**

(1<sup>st</sup> semester 16 days/2<sup>nd</sup> semester 20 days)

1. Topic: The Legislative Branch
2. Topic: The Executive Branch
3. Topic: The Judicial Branch

**TEKS/SEs**

**Unit 1: Origins of U.S. Government**

**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

**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

**Unit 3: Responsibilities of the Government and the Governed**

(1<sup>st</sup> semester 18 days/2<sup>nd</sup> semester 22days)

1. Topic: Protecting Civil Liberties
2. Topic: Citizenship and Civil Rights
3. Topic: Government by the People
4. Topic: Elections

**Unit 4: The Economy/ The Types of Government**

(1<sup>st</sup> semester 14 days/2<sup>nd</sup> semester 20 days)

1. Topic: Government and the Economy
2. Topic: Texas State and Local Government
3. Topic: Comparative Political Systems

**TEKS/SEs**

**Unit 3: Responsibilities of the Government and the Governed**

**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

**1.F** identify significant individuals in the field of government and politics, including George Washington,

issues of liberty, rights, and responsibilities of individuals

**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;

**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;

**1.E** examine debates and compromises that impacted the creation of the founding documents

**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.

**3.B** examine political boundaries to make inferences regarding the distribution of political power; and

**3.C** explain how political divisions are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*

**5.D** understand how government taxation and regulation can serve as restrictions to private enterprise

**7.A** explain the importance of a written constitution

**7.B** evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution

**7.C** analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government

**7.D** evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights

**7.E** describe the constitutionally prescribed procedures

Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan

**2.A** give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy

**2.B** analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present

**3.A** understand how population shifts affect voting patterns

**3.B** examine political boundaries to make inferences regarding the distribution of political power

**7.C** analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government

**7.D** evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights

**7.G** examine 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 and contrast this to the phrase, "separation of church and state."

**10.A** compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels

**10.B** explain the process of electing the president of the United States and analyze the Electoral College

**11.A** analyze the functions of political parties and their role in the electoral process at local, state, and national levels

**11.B** explain the two-party system and evaluate the role of third parties in the United States

**11.C** identify opportunities for citizens to participate in political party activities at local, state, and national levels

**13.A** understand the roles of limited government and the rule of law in the protection of individual rights

**13.B** identify and define the unalienable rights

by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government

**7.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

**8.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

**8.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

**8.C** analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review

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

**8.G** explain the major responsibilities of the federal government for domestic and foreign policy such as national defense

**8.H** compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system

**9.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

**9.B** categorize government powers as national, state, or shared

**9.C** analyze historical and contemporary conflicts over the respective roles of national and state governments

**9.D** understand the limits on the national and state governments in the U.S. federal system of government

**12.A** compare the U.S. constitutional republic to historical and contemporary forms of government such

**13.C** identify the freedoms and rights guaranteed by each amendment in the Bill of Rights

**13.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*

**13.E** explain the importance of due process rights to the protection of individual rights and in limiting the powers of government

**13.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

**14.B** evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good

**14.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

**14.D** understand the voter registration process and the criteria for voting in elections

**15.B** analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity

**15.C** understand the factors that influence an individual's political attitudes and actions

**16.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

**16.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

**17.A** evaluate a U.S. government policy or court decision

as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics

**12.B** analyze advantages and disadvantages of federal, confederate, and unitary systems of government

**12.C** analyze advantages and disadvantages of presidential and parliamentary systems of government

**13.A** understand the roles of limited government and the rule of law in the protection of individual rights

**13.B** identify and define the unalienable rights

**13.C** identify the freedoms and rights guaranteed by each amendment in the Bill of Rights

**13.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

**14.A** explain the difference between personal and civic responsibilities

**14.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

**15.A** analyze the effectiveness of various methods of participation in the political process at local, state, and national levels

### **Process Standards**

**20.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

**20.B** create a product on a contemporary government issue or topic using critical methods of inquiry

**20.D** analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view,

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*

**17.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

**18.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

**19.A** understand the potential impact on society of recent scientific discoveries and technological innovations

**19.B** evaluate the impact of the Internet and other electronic information on the political process

### **Process Standards**

**20.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

**20.B** create a product on a contemporary government issue or topic using critical methods of inquiry

**20.C** analyze and defend a point of view on a current political issue

**20.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

**20.E** evaluate government data using charts, tables, graphs, and maps

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

**21.A** use social studies terminology correctly

**21.B** use standard grammar, spelling, sentence structure, and punctuation

and frame of reference

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

### **Unit 2: The Branches of Government**

**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

**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

**2.B** analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present

**3.C** explain how political divisions are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*

**4.A** identify the significance to the United States of the location and key natural resources of selected global places or regions

**4.B** analyze how U.S. foreign policy affects selected places and regions

**5.A** explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels

**5.D** understand how government taxation and regulation can serve as restrictions to private enterprise

**6.A** examine how the U.S. government uses economic resources in foreign policy

**6.B** understand the roles of the executive and legislative branches in setting international trade and fiscal policies

**7.C** analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government

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

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

22.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

### **Unit 4: The Economy/ The Types of Government**

**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

**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

**3.C** explain how political divisions are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*

**4.A** identify the significance to the United States of the location and key natural resources of selected global places or regions

**4.B** analyze how U.S. foreign policy affects selected places and regions

**5.A** explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels

**5.B** identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy

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

**5.D** understand how government taxation and regulation can serve as restrictions to private enterprise

**7.D** evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights

**7.E** describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process

**8.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

**8.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

**8.C** analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review

**8.D** 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)

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

**8.G** explain the major responsibilities of the federal government for domestic and foreign policy such as national defense

**10.A** compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels

**10.C** analyze the impact of the passage of the 17th Amendment

**12.A** compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian,

**6.A** examine how the U.S. government uses economic resources in foreign policy

**6.B** understand the roles of the executive and legislative branches in setting international trade and fiscal policies

**7.A** explain the importance of a written constitution

**7.B** evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution

**7.D** evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights

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**10.A** compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels

**12.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

**12.C** analyze advantages and disadvantages of presidential and parliamentary systems of government

**13.A** understand the roles of limited government and the rule of law in the protection of individual rights

**14.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,

socialist, direct democracy, theocracy, tribal, and other republics

**13.A** understand the roles of limited government and the rule of law in the protection of individual rights

**14.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

**17.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

**18.A** understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship

**18.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

**19.A** understand the potential impact on society of recent scientific discoveries and technological innovations

### **Process Standards**

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### Unit 1: Origins of U.S. Government

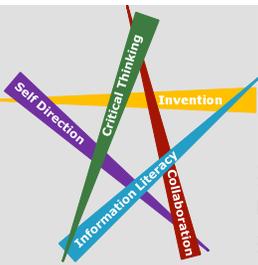
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### TEKS/SEs

#### Unit 3: Responsibilities of the Government and the Governed

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