



To the Student:

After your registration is complete, you may take the Credit by Examination for GOVT. (If you are taking the print exam, your proctor must be approved.)

ABOUT THE EXAM

The examination for the first semester of United States Government includes 74 multiple choice, 25 true/false and matching questions, 3 short answer, and 2 short essay questions. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The digital textbook used with our GOVT course is:

Richard C. Remy, et al. (2016). *United States Government* (Texas Edition). (16th ed.). Columbus, OH: McGraw Hill. ISBN: 978-0-02-135791-8

Good luck on your examination!

GOVT Key Concepts

Important people:

- William Blackstone
- John Locke
- Charles de Montesquieu
- John Adams
- Alexander Hamilton
- Thomas Jefferson
- James Madison
- John Jay
- George Mason
- Roger Sherman
- James Wilson
- George Washington
- Thomas Jefferson
- John Marshall
- Andrew Jackson
- Abraham Lincoln
- Theodore Roosevelt
- Franklin D. Roosevelt
- Ronald Reagan
- Thomas Hobbes
- Harry S. Truman
- Bill Clinton
- Richard Nixon
- Barack Obama

Supreme Court Cases:

- *Baker v. Carr*
- *Engel v. Vitale*
- *Schenck v. United States*
- *Texas v. Johnson*
- *Miranda v. Arizona*
- *Gideon v. Wainwright*
- *Mapp v. Ohio*
- *Roe v. Wade*
- *Hernandez v. Texas*
- *Grutter v. Bollinger*
- *Brown v. Board of Education*

Principles of Government:

- unalienable rights
- divine right of kings
- social contract theory
- rights of resistance to illegitimate government
- Enlightenment
- republicanism
- compromise
- political parties
- interest groups
- written constitution
- limited government
- checks and balances
- federalism
- separation of powers
- popular sovereignty
- individual rights
- amendment process
- freedom of religion
- bicameral legislature
- committees
- judicial review
- judicial activism vs. judicial restraint
- foreign policy
- monarchy
- classical republic
- authoritarianism
- socialism
- direct democracy
- theocracy
- autocracy
- oligarchy
- tribal governments
- federal governments
- confederate governments
- unitary governments
- parliamentary system
- due process

Do you know...?

- ...the structure and function of the three branches of the U.S. Government?
- ...the major political ideas that influenced the formation of the U.S. Government?
- ...how geography can influence U.S. political divisions and policies?
- ...the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system?
- ...how ideas expressed in the Constitution influence American beliefs and principles?
- ...the purpose of selected independent executive agencies, including NASA, the EPA, OSHA, the FDA, and the FCC?
- ... the impact of the 17th Amendment?
- ...how the Electoral College works?
- ...the role of political parties in the U.S. system of government, including the two-party system, the impact of a third party, and how citizens can participate in political party activities?
- ...the rights and freedoms guaranteed by each amendment in the Bill of Rights?
- ...the difference between civic and person responsibilities?
- ...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?
- ...how to register to vote and then vote?
- ...the importance of the expression of different points of view in a constitutional republic such as the views of political parties or interest groups?
- ...how the U.S. Constitution protects competition and entrepreneurship, and how the government assists in research that has resulted in improved consumer products?
- ...how science and technology have influenced the political process?

Texas Essential Knowledge and Skills GOVT – United States Government

| TTU: GOVT CBE, v.5.3 | |
|---|--------------|
| TEKS: §113.44. United States Government (One-Half Credit) | |
| TEKS Requirement (Secondary) | TEKS Covered |
| §113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012 | |
| (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. | |
| (b) Introduction. | |
| (1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue. | |
| (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged. | |
| (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. | |
| (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. | |
| (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h). | |
| (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. | |
| (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. | |
| (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. | |

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| TEKS Requirement (Secondary) | TEKS Covered |
| (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed." | |
| (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents. | |
| (c) Knowledge and skills. | |
| (1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to: | |
| (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government; | ✓ |
| (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; | ✓ |
| (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; | ✓ |
| (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; | ✓ |
| (E) examine debates and compromises that impacted the creation of the founding documents; and | ✓ |
| (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) 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 | ✓ |
| (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present. | ✓ |
| (3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to: | |
| (A) understand how population shifts affect voting patterns; | ✓ |
| (B) examine political boundaries to make inferences regarding the distribution of political power; and | ✓ |
| (C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i> . | ✓ |
| (4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to: | |
| (A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and | ✓ |
| (B) analyze how U.S. foreign policy affects selected places and regions. | ✓ |
| (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to: | |
| (A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels; | ✓ |
| (B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; | ✓ |
| (C) compare the role of government in the U.S. free enterprise system and other economic systems; and | ✓ |
| (D) understand how government taxation and regulation can serve as restrictions to private enterprise. | ✓ |

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| (6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to: | |
| (A) examine how the U.S. government uses economic resources in foreign policy; and | ✓ |
| (B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies. | ✓ |
| (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to: | |
| (A) explain the importance of a written constitution; | ✓ |
| (B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution; | ✓ |
| (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; | ✓ |
| (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; | ✓ |
| (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; | ✓ |
| (F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and | ✓ |
| (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." | ✓ |
| (8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to: | |
| (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws; | ✓ |
| (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; | ✓ |
| (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review; | ✓ |
| (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); | ✓ |
| (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government; | ✓ |
| (F) analyze selected issues raised by judicial activism and judicial restraint; | ✓ |
| (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and | ✓ |
| (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system. | ✓ |
| (9) Government. The student understands the concept of federalism. The student is expected to: | |
| (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system; | ✓ |
| (B) categorize government powers as national, state, or shared; | ✓ |
| (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and | ✓ |
| (D) understand the limits on the national and state governments in the U.S. federal system of government. | ✓ |
| (10) 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; | ✓ |

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| (B) explain the process of electing the president of the United States and analyze the Electoral College; and | ✓ |
| (C) analyze the impact of the passage of the 17th Amendment. | ✓ |
| (11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to: | |
| (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; | ✓ |
| (B) explain the two-party system and evaluate the role of third parties in the United States; and | ✓ |
| (C) identify opportunities for citizens to participate in political party activities at local, state, and national levels. | ✓ |
| (12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to: | |
| (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; | ✓ |
| (B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and | ✓ |
| (C) analyze advantages and disadvantages of presidential and parliamentary systems of government. | ✓ |
| (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to: | |
| (A) understand the roles of limited government and the rule of law in the protection of individual rights; | ✓ |
| (B) identify and define the unalienable rights; | ✓ |
| (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; | ✓ |
| (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; | ✓ |
| (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and | ✓ |
| (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) 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; | ✓ |
| (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; | ✓ |
| (C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and | ✓ |
| (D) understand the voter registration process and the criteria for voting in elections. | ✓ |
| (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to: | |
| (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels; | ✓ |
| (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and | ✓ |
| (C) understand the factors that influence an individual's political attitudes and actions. | ✓ |
| (16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: | |

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| (A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and | ✓ |
| (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) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to: | |
| (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of <i>Hernandez v. Texas</i> and <i>Grutter v. Bollinger</i> ; and | ✓ |
| (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) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to: | |
| (A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and | ✓ |
| (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) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to: | |
| (A) understand the potential impact on society of recent scientific discoveries and technological innovations; and | ✓ |
| (B) evaluate the impact of the Internet and other electronic information on the political process. | ✓ |
| (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | |
| (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | |
| (B) create a product on a contemporary government issue or topic using critical methods of inquiry; | |
| (C) analyze and defend a point of view on a current political issue; | |
| (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; | ✓ |
| (E) evaluate government data using charts, tables, graphs, and maps; and | |
| (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs. | |
| (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | |
| (A) use social studies terminology correctly; | |
| (B) use standard grammar, spelling, sentence structure, and punctuation; | |
| (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and | |
| (D) create written, oral, and visual presentations of social studies information. | |
| (22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | |
| (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | |
| (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. | |
| <i>Source: The provisions of this §113.44 adopted to be effective August 23, 2010, 35 TexReg 7232.</i> | |