



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for GOVT.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper

ABOUT THE EXAM

The examination for the first semester of United States Government consists of 115 multiple choice, true/false, matching, and identification questions, 3 short answer questions, and 2 short essays. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). 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.

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.

Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our GOVT course is:

Remy, Richard C. (2003). *United States Government: Democracy in Action* (Texas ed.). Columbus, OH: Glencoe McGraw-Hill. ISBN 0-07-828568-2

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is **not** a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a complete review sheet.

Good luck on your examination!

GOVT Practice Exam

Multiple Choice. In the blank to the left of each question, write the letter of the correct answer.

- _____ 1. The Congress of the Confederation instructed the Convention of 1787 to
- A. write a new constitution.
 - B. admit new states.
 - C. draft a strong foreign policy.
 - D. propose revisions to the Articles of Confederation.
- _____ 2. The Great Compromise solved the Constitutional Convention's problem of
- A. legislative representation.
 - B. slavery.
 - C. power of the chief executive.
 - D. commerce.
- _____ 3. The political party most responsible for the ratification adoption of the Constitution was the
- A. Whig.
 - B. Republican.
 - C. Federalist.
 - D. Democrat.
- _____ 4. The ruler of England when the Declaration of Independence was written was
- A. Charles V.
 - B. Henry VIII.
 - C. George III.
 - D. James II.
- _____ 5. The Federalist Papers were written by
- A. Washington, Adams, and Jefferson.
 - B. Hamilton, Madison, and Jay.
 - C. Jefferson, Adams, and Jay.
 - D. Randolph, Paterson, and Washington.
- _____ 6. The "necessary and proper" clause is sometimes called the
- A. elastic clause.
 - B. Federalist's clause.
 - C. powerful clause.
 - D. enumerated clause.

continued →

- _____ 7. The right of a government to take private property for public use with adequate compensation is
- A. habeas corpus.
 - B. ex post facto.
 - C. eminent domain.
 - D. reprieve.
- _____ 8. He kept careful notes on the Constitutional Convention of 1787.
- A. Washington
 - B. Madison
 - C. Adams
 - D. Franklin
- _____ 9. Two primary meetings held before the actual Constitutional Convention were held at
- A. Boston and New York.
 - B. Boston and Mt. Vernon.
 - C. New York and Philadelphia.
 - D. Annapolis and Mt. Vernon.
- _____ 10. The purpose of these two meetings was to discuss
- A. controlling and regulating interstate commerce.
 - B. controlling and regulating slavery.
 - C. strengthening the Confederation's taxing powers.
 - D. amendments to the Articles of Confederation.
- _____ 11. The number of states necessary to ratify the Constitution of the United States was
- A. one over half.
 - B. seven.
 - C. nine.
 - D. eleven.
- _____ 12. The Constitution was ratified by
- A. direct popular vote of the people.
 - B. the Confederation Congress.
 - C. special state conventions.
 - D. one national convention.
- _____ 13. The number of states necessary to ratify an Amendment to the Constitution is
- A. two-thirds.
 - B. three-fourths.
 - C. three-fifths.
 - D. all.

continued →

- _____ 14. The United States Constitution gets its power from
- A. the states.
 - B. the people.
 - C. the Confederation.
 - D. the states and the people.
- _____ 15. Which of the following is an expressed power of Congress?
- A. to charter a National Bank
 - B. to levy taxes
 - C. to define tax evasion and provide for its punishment
 - D. All of the above.
- _____ 16. Which of the following is an implied power of Congress?
- A. to provide and maintain an air force
 - B. to maintain a navy
 - C. to establish post offices
 - D. All of the above.
- _____ 17. Congress can regulate all of the following *except*
- A. interstate commerce.
 - B. intrastate commerce.
 - C. trade with the Indians.
 - D. trade with foreign nations.
- _____ 18. Congress begins its sessions at noon on
- A. January 1.
 - B. January 3.
 - C. January 20.
 - D. the first Monday in December.
- _____ 19. Which of these is *not* true about congressional committees?
- A. They are on a seniority system.
 - B. Party membership is equal.
 - C. Members are elected by Congress.
 - D. Chairmen are usually quite experienced.
- _____ 20. To find the proceedings of Congress for last year, look in
- A. the Congressional Record.
 - B. the Congressional Register of Debate.
 - C. the Congressional Annals.
 - D. the House and Senate *Register*.

continued →

- _____ 21. Which of the following is the judge of a Senator's qualifications?
- A. the President
 - B. the Supreme Court
 - C. the people
 - D. the Senate
- _____ 22. Which of the following states presented the large state plan of representation at the Constitutional Convention?
- A. Virginia
 - B. New York
 - C. Pennsylvania
 - D. New Jersey
- _____ 23. A quorum in the House and Senate is
- A. two-thirds.
 - B. three-fourths.
 - C. half.
 - D. a majority.
- _____ 24. Congressional investigations are chiefly for the purpose of
- A. helping the FBI.
 - B. punishing violations of existing laws.
 - C. limiting the power of the federal courts.
 - D. obtaining information to aid in enacting laws.
- _____ 25. A special power of the United States Senate is to
- A. initiate revenue bills.
 - B. approve presidential appointments.
 - C. elect the president if no candidate has a majority in the electoral college.
 - D. fill vacancies in the House of Representatives.
- _____ 26. The hopper is a
- A. place for proposed bills.
 - B. way of avoiding committees.
 - C. practice of getting a bill out of Congress with a vote.
 - D. symbol of the House's authority.
- _____ 27. When Congress makes laws "...necessary and proper for carrying into execution the foregoing powers..." it is using
- A. enumerated powers.
 - B. implied powers.
 - C. concurrent powers.
 - D. delegated powers.

- _____ 28. Congress can pass a bill over the President's veto by a
- A. majority vote.
 - B. three-fourths vote.
 - C. two-thirds vote.
 - D. unanimous vote.
- _____ 29. Gerrymandering is most likely to be practiced by
- A. elected local officials who appoint loyal party members to government jobs.
 - B. the United States Congress in the apportionment of seats in the House of Representatives.
 - C. the President in his appointment of cabinet members.
 - D. a majority party in a state legislature.
- _____ 30. Which of the following is true about the President of the Senate?
- A. He or she is the Vice President of the U.S.
 - B. He or she may vote any time.
 - C. He or she is generally elected by the majority party in the Senate.
 - D. He or she can always participate in debate.
- _____ 31. A filibuster in the Senate
- A. cannot be stopped.
 - B. can be stopped only by a vote of the House.
 - C. can be stopped by a Senate cloture rule.
 - D. can be stopped by presidential order.
- _____ 32. Which of the following may constitutionally call a special session of Congress?
- A. the President of the U.S.
 - B. the President of the Senate
 - C. the Speaker of the House
 - D. the President *pro tem* of the Senate
- _____ 33. The total membership of Congress is
- A. 400 members.
 - B. 435 members.
 - C. 500 members.
 - D. 535 members.
- _____ 34. The census is taken every
- A. two years.
 - B. five years.
 - C. ten years.
 - D. eight years.

continued →

- _____ 35. Which of the following is *not* true about a lobbyist?
- A. often performs valuable services
 - B. is well-informed in his or her field
 - C. has biased information
 - D. has evil intention
- _____ 36. All of the following are roles of the President *except*
- A. party chief.
 - B. commander-in-chief.
 - C. chief of the Supreme Court.
 - D. chief of state.
- _____ 37. Failure of the President to sign a bill within the ten-day limit after adjournment of Congress is called a(n)
- A. pocket veto.
 - B. advisory veto.
 - C. default veto.
 - D. item veto.
- _____ 38. The minimum number of electoral votes needed to win the presidential election is
- A. 50.
 - B. 150.
 - C. 170.
 - D. 270.
- _____ 39. To serve as President of the U.S., a person must have attained the age of
- A. 25.
 - B. 30.
 - C. 35.
 - D. 40.
- _____ 40. Which of the following is *not* a function of political parties?
- A. to select candidates and determine issues
 - B. to make and define laws
 - C. to arouse interest in elections
 - D. to take responsibility for governing
- _____ 41. The President has authority from the Constitution to do each of these *except*
- A. pardon criminals.
 - B. declare war.
 - C. call a special session of Congress.
 - D. veto bills passed by Congress.

continued →

- _____ 42. A party platform
- A. is a place from which a speaker addresses a convention.
 - B. usually takes extreme, specific positions on issues.
 - C. states in general terms the party's position on issues.
 - D. always mentions every issue covered by the platform of opponents.
- _____ 43. The President must have been a resident within the United States for
- A. 7 years.
 - B. 9 years.
 - C. 14 years.
 - D. 19 years.
- _____ 44. One of the provisions of the Twenty-fifth Amendment provides that
- A. competent medical authority may rule that the President can "no longer discharge his duties."
 - B. the Senate and House must agree with all medical judgments.
 - C. the Vice President, after conferring with the Surgeon General, may assume the President's duties.
 - D. when the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, declare the President unable to discharge his duties, the Vice President shall assume the office of the President.
- _____ 45. The smallest number of electoral votes a state may have is
- A. one.
 - B. two.
 - C. three.
 - D. four.
- _____ 46. The only crime defined by the Constitution is
- A. murder.
 - B. treason.
 - C. high crimes and misdemeanors.
 - D. mutiny.
- _____ 47. Which president had a plan for increasing the number of judges on the Supreme Court?
- A. Grover Cleveland
 - B. Warren G. Harding
 - C. Franklin D. Roosevelt
 - D. Harry Truman
- _____ 48. The number of judges on the Supreme Court is
- A. stated in the Constitution.
 - B. set by the President.
 - C. determined by the Court itself.
 - D. set by Congress.

- _____ 49. Most federal judges hold office for a term of
- A. four years.
 - B. ten years.
 - C. twenty years.
 - D. life or good behavior.
- _____ 50. If the Supreme Court voted 9-0 on a case, there would not be a
- A. majority opinion.
 - B. dissenting opinion.
 - C. concurring opinion.
 - D. written opinion.
- _____ 51. Which Amendment to the Constitution has allowed many of the provisions of the national Bill of Rights to be extended to cover the states?
- A. Twelfth
 - B. Thirteenth
 - C. Fourteenth
 - D. Fifteenth
- _____ 52. The Supreme Court case that ruled that before a suspect is questioned, he or she must be informed of his or her Constitutional rights was
- A. *Miranda v. Arizona.*
 - B. *Schenck v. United States.*
 - C. *McCulloch v. Maryland.*
 - D. *Baker v. Carr.*
- _____ 53. Cases that are appealed from the highest state court go to
- A. the federal District Court.
 - B. the federal Court of Appeals.
 - C. the U.S. Supreme Court.
 - D. the U.S. Court of Claims.
- _____ 54. A legislative act that punishes a person without a trial is a bill of
- A. indictment.
 - B. discrimination.
 - C. arraignment.
 - D. attainder.
- _____ 55. "Due process" is both
- A. substantive and procedural.
 - B. expressed and implied.
 - C. declaratory and undeclared.
 - D. exclusive and concurrent.

Essays. Answer both of the following questions in short, well-organized essays.

1. Describe the structure of the American system of government.
2. Trace the history of the development of the two-party system in the United States.

GOVT Practice Exam Answer Key

Multiple Choice

- | | | | |
|-------|-------|-------|-------|
| 1. D | 15. B | 29. D | 43. C |
| 2. A | 16. A | 30. A | 44. D |
| 3. C | 17. B | 31. C | 45. C |
| 4. C | 18. B | 32. A | 46. B |
| 5. B | 19. B | 33. D | 47. C |
| 6. A | 20. A | 34. C | 48. D |
| 7. C | 21. D | 35. D | 49. D |
| 8. B | 22. A | 36. C | 50. B |
| 9. D | 23. D | 37. A | 51. C |
| 10. A | 24. D | 38. D | 52. A |
| 11. C | 25. B | 39. C | 53. C |
| 12. C | 26. A | 40. B | 54. D |
| 13. B | 27. B | 41. B | 55. A |
| 14. B | 28. C | 42. C | |

Essay Question #1

Describe the structure of the American system of government.

The structure of American government is outlined in the United States Constitution, which provides for a federal government with separation of powers and checks and balances. The Constitution also provides for a representative government that is limited in its powers.

A federal government has powers divided between a strong national government and the fifty state governments. The national government has such delegated powers as declaring war, maintaining the armed forces, and regulating interstate commerce. State governments can exercise powers not given to the United States and not denied to the states by the Constitution. The power to establish local governments, an educational system, and traffic and safety laws are examples of powers reserved to the states.

On both levels of government, the powers are separated into three branches, the legislative branch that makes the law, the executive branch that enforces and carries out the law, and the judicial branch that interprets and applies the law to specific cases.

Although the branches are separate and distinct, each of the branches can exercise a series of restraints on the other branches. For instance, the President can veto an act passed by Congress and the Congress can override a veto by a two-thirds vote.

The Constitution provides for a government that is representative through the election of members of Congress, the lawmaking branch. All branches are limited in powers by restrictions placed on them in various parts of the Constitution. The Supreme Court, through its power of judicial review, can determine when any of the parts of government act contrary to the Constitution.

Essay Question #2

Trace the history of the development of the two-party system in the United States.

Our two-party system began in the early days of our country. It began with the controversy over the ratification of the Constitution. The Federalists favored ratification, and the Anti-Federalists opposed it. After the Constitution was ratified, the Anti-Federalists changed their name to Jeffersonian Republicans, and then to Democratic-Republicans, and finally to Democrats.

During this time, the Federalists were led by Alexander Hamilton who believed that the government should help business, while the Anti-Federalists were led by Thomas Jefferson who believed the government would take a less active role in society. Jefferson believed in the “common man.”

As it happened, the Federalist party was broken up in 1800, and by 1816 had died, leaving only the Democratic-Republicans for several years. This time was called the Era of Good Feeling. By Andrew Jackson’s time, however, opposition had grown to the Democrats, and a new party, the National Republican Party, known as the Whigs, had sprung up.

Therefore, the Whigs and the Democrats were the two major parties until the issue of slavery divided the nation in the 1850s, and both parties were split by that controversy.

During the 1850s, the Republican Party grew up as a third party, and it elected its first president, Abraham Lincoln, in 1860. The Republican Party became the only minor party to become a major party. Since that time, there have been the two major parties, Republicans and Democrats.

Texas Essential Knowledge and Skills GOVT – United States Government

TTU: United States Government TEKS Coverage Per Exam	
TEKS: §113.44. United States Government (One-Half Credit)	
TEKS Requirement (Secondary)	Question Numbers
§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.	

(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;	83, 96, 100
(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;	90
(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;	71, 72
(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;	72, 74, 75, 76, 84
(E) examine debates and compromises that impacted the creation of the founding documents; and	87, H
(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.	53, 54, 74, 76, 78, 79, 80, 81, 88
(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	I(5)
(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	59
(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;	9
(B) examine political boundaries to make inferences regarding the distribution of political power; and	7
(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.	1
(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	7
(B) analyze how U.S. foreign policy affects selected places and regions.	35, 23
(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;	8
(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;	8
(C) compare the role of government in the U.S. free enterprise system and other economic systems; and	56, 57
(D) understand how government taxation and regulation can serve as restrictions to private enterprise.	69
(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	23, 33
(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	F, G, H

(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;	50
(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	20
(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;	2
(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	5, 13, 90, 97, 98, 99
(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;	18, 29
(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	H
(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."	19
(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;	17, 24
(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;	5
(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;	21, I(16)
(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);	6, 44
(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	98
(F) analyze selected issues raised by judicial activism and judicial restraint;	93, 94
(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	G, H
(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	G, I(4)
(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;	10, 92
(B) categorize government powers as national, state, or shared;	G
(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	81, G
(D) understand the limits on the national and state governments in the U.S. federal system of government.	5
(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;	I(4), E(105, 109)
(B) explain the process of electing the president of the United States and analyze the Electoral College; and	32
(C) analyze the impact of the passage of the 17th Amendment.	45
(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;	61, 62
(B) explain the two-party system and evaluate the role of third parties in the United States; and	64, 65
(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.	66

(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;	1, 15, 90
(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and	14, 92, 95
(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.	E, F, H(1)
(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;	5
(B) identify and define the unalienable rights;	19, 89
(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;	19
(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i> ;	40, 41, 42, 43
(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	3, 89, 91
(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.	49
(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;	63
(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	63
(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	22
(D) understand the voter registration process and the criteria for voting in elections.	39, 66
(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;	66
(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	H(2)
(C) understand the factors that influence an individual's political attitudes and actions.	60
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	
(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	36, 37, 47, 48
(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.	38, 58
(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	H
(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.	9, 24, 67
(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	51, 52, 68
(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.	6

(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	6
(B) evaluate the impact of the Internet and other electronic information on the political process.	30
(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;	70
(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>	