



I COUNT: TEXAS AND THE CENSUS

TEKS INSTRUCTED

Social Studies, Grade 1, Knowledge and Skills

(11) Government. The student understands the purpose of rules and laws. The student is expected to:

- (A) explain the purpose for rules and laws in the home, school, and community; and
- (B) identify rules and laws that establish order, provide security, and manage conflict.

(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:

- (B) identify and describe the roles of public officials in the community, state, and nation; and
- (C) identify and describe the role of a good citizen in maintaining a constitutional republic.

Social Studies, Grade 2, Knowledge and Skills

(11) Government. The student understands the purpose of governments. The student is expected to:

- (A) identify functions of governments such as establishing order, providing security, and managing conflict;
- (C) describe how governments tax citizens to pay for services.

(12) Government. The student understands the role of public officials. The student is expected to:

- (C) identify ways that public officials are selected, including election and appointment to office; and
- (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.

Social Studies, Grade 3, Knowledge and Skills

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

- (A) describe how individuals, events, and ideas have changed communities, past and present;

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and

(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(A) describe the basic structure of government in the local community, state, and nation;

(B) identify local, state, and national government officials and explain how they are chosen;

(C) identify services commonly provided by local, state, and national governments; and

(D) explain how local, state, and national government services are financed.

(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and

(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

Social Studies, Grade 4, Knowledge and Skills

(15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).

(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;

Social Studies, Grade 5, Knowledge and Skills

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and

(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

(14) Government. The student understands the organization of governments in colonial America. The student is expected to:

(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and

(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) explain the contributions of the Founding Fathers to the development of the national government;

(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

Social Studies, Grade 6, Knowledge and Skills

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and

(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) Identify and describe the historical influence of individuals or groups on various contemporary societies

(B) Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present

(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:

(A) Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)

(B) Identify reasons for limiting the power of government

(10) Government. The student understands various ways in which people organize governments. The student is expected to:

(A) Identify and give examples of governments with rule by one, few, or many

(C) Identify historical origins of democratic forms of government such as Ancient Greece.

(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and

(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments; and

(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

Social Studies, Grade 7, Knowledge and Skills

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

- (A) describe the structure and functions of government at municipal, county, and state levels; and
- (B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

- (A) explain rights of Texas citizens; and
- (B) explain civic responsibilities of Texas citizens and the importance of civic participation.

Social Studies, Grade 8, Knowledge and Skills

(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

- (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.

(3) History. The student understands the foundations of representative government in the United States. The student is expected to:

- (A) explain the reasons for the growth of representative government and institutions during the colonial period;

(4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:

- (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.

(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;

(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;

(B) summarize the strengths and weaknesses of the Articles of Confederation;

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and

(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

(C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.

(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) identify different points of view of political parties and interest groups on important historical issues;

Social Studies, United States History Studies Since 1877, Knowledge and Skills

(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;

(B) analyze and evaluate the application of these founding principles to historical events in U.S. history;

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to:

(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and

(22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:

- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
- (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
- (C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility;

Social Studies, United States Government, 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) analyze 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) describe 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.

(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. The student is expected to:

(A) explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;

(C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.

(6) 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) explain 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 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;

(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.

(7) 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;

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

(8) 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) explain how the U.S. Constitution limits the power of national and state governments.

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

(A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;

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

(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;

(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; and

(14) 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;