



## Alignment Document

### State of Texas And Aventa Learning Civics

#### **Civics** 2005-2007 Benchmark Blueprint

| State Standard Number | State Standard Area / Description  | Unit Name                            | Course Topic Description                   |
|-----------------------|--|--------------------------------------|--|
| 113.35                | United States Government   |                                      |  |
| 0                     | History.   |                                      |  |
| 113.35.1              | The student understands major political ideas and forms of government in history.  |                                      |  |
| 113.35.1.A            | explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory;   | Civic Life, Politics, and Government | What is Government?                        |
| 113.35.1.B            | identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism. | Civic Life, Politics, and Government | Limited and Unlimited Government           |
| 113.35.2              | The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents.                                  |                                      |  |
| 113.35.2.A            | analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;        | Foundations of American System       | Ethics of American Government              |
|                       |  | Foundations of American System       | Origins of the Republic                    |
|                       |  | Foundations of American System       | King John and Magna Carta                  |
|                       |  | Foundations of American System       | American Constitutional Government Origins |

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|            |  | Foundations of American System                   | The Declaration of Independence          |
|            |  | Civic Life, Politics, and Government             | The Nature and Purposes of Constitutions |
|            |  | Civic Life, Politics, and Government             | Constitution                             |
|            |  | Civic Life, Politics, and Government             | Constitutional government                |
| 113.35.2.B | analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government; | Civic Life, Politics, and Government             | What is Government?                      |
| 113.35.2.C | analyze debates and compromises necessary to reach political decisions using historical documents;   | The Foundations of the American Political System | Writing the Constitution                 |
| 113.35.2.D | identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.   | Role of Political Parties                        | The Democratic and Republican Parties    |
| 113.35.3   | The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.   |  |  |
| 113.35.3.A | give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;  | Role of Political Parties                        | The Democratic and Republican Parties    |
| 113.35.3.B | analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.  | Role of Political Parties                        | The Democratic and Republican Parties    |
| 0          | Geography.   |  |  |
| 113.35.4   | The student understands why certain places and regions are important to the United States.   |  |  |
| 113.35.4.A | analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan;  |  |  |
| 113.35.4.B | analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East.                                |  |  |



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| 113.35.5   | The student understands how government policies can affect the physical and human characteristics of places and regions.                                      |                                      |   |
| 113.35.5.A | analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region;                                  | State Government                     | A Growing Nation                                  |
| 113.35.5.B | analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.                                     | State Government                     | A Growing Nation                                  |
| 0          | Economics.  |                                      |   |
| 113.35.6   | 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. |                                      |   |
| 113.35.6.A | analyze government policies that influence the economy at the local, state, and national levels;  | Civic Life, Politics, and Government | Limited Government and Political/Economic Freedom |
| 113.35.6.B | identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;  |                                      |   |
| 113.35.6.C | compare the role of government in the U.S. free enterprise system and other economic systems.   | Civic Life, Politics, and Government | Limited Government and Political/Economic Freedom |
| 113.35.7   | The student understands the relationship between U.S. government policies and international trade.  |                                      |   |
| 113.35.7.A | explain the effects of international trade on U.S. economic and political policies;   |                                      |   |
| 113.35.7.B | explain the government's role in setting international trade policies.  |                                      |   |
| 0          | Government.   |                                      |   |
| 113.35.8   | The student understands the American beliefs and principles reflected in the U.S. Constitution.   |                                      |   |
| 113.35.8.A | explain the importance of a written constitution;   | Foundations of American System       | Goals of the Constitution                         |
|            |   | Foundations of American System       | Dynamic/Flexible Constitution                     |
|            |   | Foundations of American System       | The Nature and Purposes of Constitutions          |
|            |   | Civic Life, Politics, and Government | Constitution                                      |
|            |   | Civic Life, Politics, and Government | Constitutional government                         |



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| 113.35.8.B | evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;   | Foundations of American System       | Goals of the Constitution   |
| 113.35.8.C | analyze how the Federalist Papers explain the principles of the American constitutional system of government;   | Civic Life, Politics, and Government | What is government?<br>Why are government and politics necessary? |
| 113.35.8.D | evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; | Civic Life, Politics, and Government | The Nature and Purposes of Constitutions                          |
|            |   | Civic Life, Politics, and Government | Constitution  |
|            |   | Civic Life, Politics, and Government | Constitutional government   |
|            |   | Foundations of American System       | Goals of the Constitution   |
|            |   | Foundations of American System       | Thomas Hobbes   |
|            |   | Foundations of American System       | Consent of the Governed   |
|            |   | Foundations of American System       | Checks and Balances   |
|            |   | Foundations of American System       | John Locke  |
|            |   | State Government                     | State Constitutions   |
| 113.35.8.E | analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness;   | Foundations of American System       | Dynamic/Flexible Constitution                                     |
| 113.35.8.F | analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.   | Foundations of American System       | The Nature and Purposes of Constitutions                          |
|            |   | Foundations of American System       | Change or the Experiment Will Fail                                |
|            |   | State Government                     | State Constitutions   |
|            |   | Civic Life, Politics, and Government | The Nature and Purposes of Constitutions                          |
|            |   | Civic Life, Politics, and Government | Constitution  |
|            |   | Civic Life, Politics, and Government | Constitutional government   |



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| 113.35.9   | The student understands the structure and functions of the government created by the U.S. Constitution.   |                                |                                   |
| 113.35.9.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;                                  | State Government               | Unicameral House                  |
|            |   | State Government               | Passing State Laws                |
|            |   | Foundations of American System | Three Branches: Legislative       |
| 113.35.9.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; | Foundations of American System | Three Branches: Executive         |
| 113.35.9.C | analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;   | Foundations of American System | Three Branches: Judicial          |
| 113.35.9.D | analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;                          | City Government                | How Governments Work Together     |
| 113.35.9.E | explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;   | Foundations of American System | Checks and Balances               |
| 113.35.9.F | analyze selected issues raised by judicial activism and judicial restraint;   |                                |                                   |
| 113.35.9.G | explain the major responsibilities of the federal government for domestic and foreign policy;   | State Government               | Division of Powers                |
| 113.35.9.H | compare the structure and functions of the Texas state government to the federal system;  |                                |                                   |
| 113.35.9.I | analyze the structure and functions of local government.  | City Government                | Weak-Mayor Plan                   |
|            |   | City Government                | Strong-Mayor Plan                 |
|            |   | City Government                | Commission Government             |
|            |   | City Government                | Three Forms of City Government    |
|            |   | City Government                | City Governments Working Together |
|            |   | City Government                | Council-Manager Government        |

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|             |  | City Government                      | Cooperation in Education  |
|             |  | City Government                      | Mayor-Council Government  |
|             |  | State Government                     | Local Government  |
| 113.35.10   | The student understands the concept of federalism.   |                                      |   |
| 113.35.10   | The student understands the concept of federalism.   |                                      |   |
| 113.35.10.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; | Civic Life, Politics, and Government | The Essential Characteristics of Limited and Unlimited Government |
| 113.35.10.B | categorize government powers as national, state, or shared;  | Foundations of American System       | Federal Government Powers   |
|             |  | Foundations of American System       | State Government Powers   |
|             |  | Foundations of American System       | Shared Powers   |
| 113.35.10.C | analyze historical conflicts over the respective roles of national and state governments;  | State Government                     | State Legislatures - Organization                                 |
| 113.35.10.D | evaluate the limits on the national and state governments in the U.S. federal system of government.  | Foundations of American System       | A Federal System  |
|             |  | State Government                     | Division of Powers/Reserved State                                 |
| 113.35.11   | The student understands the processes for filling public offices in the U.S. system of government.   |                                      |   |
| 113.35.11.A | compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels;              | Role of Political Parties            | Local Party Organization  |
| 113.35.11.B | analyze and evaluate the process of electing the President of the United States.   | Role of Political Parties            | Political Party Organization                                      |
| 113.35.12   | The student understands the role of political parties in the U.S. system of government.  |                                      |   |
| 113.35.12.A | identify the functions of political parties;   | Role of Political Parties            | Party Committees  |
|             |  | Role of Political Parties            | The Democratic and Republican Parties                             |
|             |  | Role of Political Parties            | One-Party Governments   |



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| 113.35.12.B | analyze the two-party system and evaluate the role of third parties in the United States;   | Role of Political Parties            | The Democratic and Republican Parties                     |
|             |   | Role of Political Parties            | Third Parties   |
| 113.35.12.C | analyze the role of political parties in the electoral process at local, state, and national levels;  | Role of Political Parties            | Political Party Organization                              |
| 113.35.12.D | identify opportunities for citizens to participate in political party activities at local, state, and national levels.  | Role of Political Parties            | Local Party Organization                                  |
| 113.35.13   | The student understands the similarities and differences that exist among the U.S. system of government and other political systems.  |                                      |   |
| 113.35.13.A | compare the U.S. system of government with other political systems;   | Role of Political Parties            | One-Party Governments                                     |
| 113.35.13.B | analyze advantages and disadvantages of federal, confederate, and unitary systems of government;  | Civic Life, Politics, and Government | Alternative Ways of Organizing Constitutional Governments |
| 113.35.13.C | analyze advantages and disadvantages of presidential and parliamentary systems of government.   | Civic Life, Politics, and Government | Alternative Ways of Organizing Constitutional Governments |
| 0           | Citizenship.  |                                      |   |
| 113.35.14   | The student understands rights guaranteed by the U.S. Constitution.   |                                      |   |
| 113.35.14.A | understand the roles of limited government and the rule of law to the protection of individual rights;  | Civic Life, Politics, and Government | Limited and Unlimited Government                          |
|             |   | Civic Life, Politics, and Government | The Civil Society   |
| 113.35.14.B | analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;  | Foundations of American System       | Bill of Rights: The First Amendment                       |
|             |   | Foundations of American System       | The Second and Third Amendments                           |
| 113.35.14.C | analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution; |                                      |   |
| 113.35.14.D | analyze the role of each branch of government in protecting the rights of individuals;  | Foundations of American System       | Checks and Balances                                       |



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| 113.35.14.E | explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government;                 | Civic Life, Politics, and Government | Limited and Unlimited Government         |
|             |  | Civic Life, Politics, and Government | The Civil Society                        |
| 113.35.14.F | analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. |                                      |  |
| 113.35.15   | The student understands the difference between personal and civic responsibilities.  |                                      |  |
| 113.35.15.A | explain the difference between personal and civic responsibilities;  | Civic Life, Politics, and Government | The Double Lives of the American Citizen |
| 113.35.15.B | evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;        | State Government                     | Citizen Action                           |
|             |  | Civic Life, Politics, and Government | The Double Lives of the American Citizen |
| 113.35.15.C | evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good;                                     |                                      |  |
| 113.35.15.D | analyze the consequences of political decisions and actions on society.  |                                      |  |
| 113.35.16   | The student understands the importance of voluntary individual participation in the U.S. democratic society.                                       |                                      |  |
| 113.35.16.A | analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;                       | Role of Political Parties            | Local Party Organization                 |
| 113.35.16.B | analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;                       |                                      |  |
| 113.35.16.C | analyze the factors that influence an individual's political attitudes and actions;  | State Government                     | Citizen Action                           |
| 113.35.16.D | compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.                                    |                                      |  |



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| 113.35.17   | The student understands the importance of the expression of different points of view in a democratic society.   |                                |                                     |
| 113.35.17.A | analyze different points of view of political parties and interest groups on important contemporary issues;   | Role of Political Parties      | Party Committees                    |
| 113.35.17.B | analyze the importance of free speech and press in a democratic society;  | Foundations of American System | Bill of Rights: The First Amendment |
| 113.35.17.C | express and defend a point of view on an issue of contemporary interest in the United States.   | Foundations of American System | Debating the 2nd Amendment          |
| 0           | Culture.  |                                |                                     |
| 113.35.18   | The student understands the relationship between government policies and the culture of the United States.  |                                |                                     |
| 113.35.18.A | evaluate a political policy or decision in the United States that was a result of changes in American culture;  |                                |                                     |
| 113.35.18.B | analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration;  |                                |                                     |
| 113.35.18.C | describe an example of a government policy that has affected a particular racial, ethnic, or religious group.   |                                |                                     |
| 0           | Science, technology, and society.   |                                |                                     |
| 113.35.19   | The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations.             |                                |                                     |
| 113.35.19.A | 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; |                                |                                     |
| 113.35.19.B | analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.                                    |                                |                                     |
| 113.35.20   | The student understands the impact of advances in science and technology on government and society.   |                                |                                     |
| 113.35.20.A | analyze the potential impact on society of recent scientific discoveries and technological innovations;   |                                |                                     |

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| 113.35.20.B | analyze the reaction of government to scientific discoveries and technological innovations.  |                                      |                             |
| 0           | Social studies skills.   |                                      |                             |
| 113.35.21   | The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.   |                                      |                             |
| 113.35.21.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; | Civic Life, Politics, and Government | James Madison and You       |
| 113.35.21.B | create a product on a contemporary government issue or topic using critical methods of inquiry;  |                                      |                             |
| 113.35.21.C | explain a point of view on a government issue;   | Foundations of American System       | Debating the 2nd Amendment  |
| 113.35.21.D | analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;   |                                      |                             |
| 113.35.21.E | evaluate government data using charts, tables, graphs, and maps;   |                                      |                             |
| 113.35.21.F | use appropriate mathematical skills to interpret social studies information such as maps and graphs.   |                                      |                             |
| 113.35.22   | The student communicates in written, oral, and visual forms.   |                                      |                             |
| 113.35.22.A | use social studies terminology correctly;  |                                      | Unit 1-6 assessments        |
| 113.35.22.B | use standard grammar, spelling, sentence structure, and punctuation;   |                                      | Unit 1-6 discussion boards  |
| 113.35.22.C | transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;   |                                      | Unit 1-6 discussion boards  |
| 113.35.22.D | create written, oral, and visual presentations of social studies information.  |                                      | Unit 1-6 special activities |
| 113.35.23   | The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  |                                      |                             |
| 113.35.23.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;              |                                      | Unit 1-6 special activities |

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| 113.35.23.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 1-6 discussion boards                    |
| 113.39      | Social Studies Research Methods  |  |   |
| 0           | Social studies skills.   |  |   |
| 113.39.1    | The student understands the basic philosophical foundation for qualitative and quantitative methods of inquiry.  |  |   |
| 113.39.1.A  | develop and use criteria for the evaluation of qualitative and quantitative information;   |  | Unit 1-6 special activities                   |
| 113.39.1.B  | generate logical and consistent conclusions from given qualitative and quantitative information;   |  | Unit 1-6 special activities                   |
| 113.39.1.C  | design a research project with a rationale for a given research method.  |  | Unit 1-6 special activities                   |
| 113.39.2    | The student understands the need for an organizing framework to identify a problem or area of interest and collect information.  |  |   |
| 113.39.2.A  | select an issue, problem, or area of interest; write a rationale and preliminary ideas for research methods; and develop a bibliography;   |  |   |
| 113.39.2.B  | apply a process approach to a research problem.  |  | Unit 1-6 special activities                   |
| 113.39.3    | The student understands the fundamental principles and requirements of validity and reliability (both social science and historical fields of inquiry).                              |  |   |
| 113.39.3.A  | define and differentiate reliability and validity;   |  |   |
| 113.39.3.B  | identify methods of checking for reliability;  |  |   |
| 113.39.3.C  | evaluate various sources for reliability and validity and justify the conclusions.   |  |   |
| 113.39.4    | The student understands how data can be collected from a variety of sources using a variety of methods.  |  |   |
| 113.39.4.A  | collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research;                     |  | Unit 1-6 discussion board, special activities |

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| 113.39.4.B | use various technology such as CD-ROM, library topic catalogues, networks, and on-line information systems to collect information about a selected topic.   |  | Unit 1-6 discussion board, special activities |
| 113.39.5   | The student understands the use of theory and research for descriptive and predictive purposes.   |  |   |
| 113.39.5.A | describe the results of a research process;   |  | Unit 1-6 discussion board, special activities |
| 113.39.5.B | make predictions as to future actions and/or outcomes based on conclusions of research.   |  | Unit 1-6 discussion board, special activities |
| 113.39.6   | The student understands the principles and requirements of the scientific method.   |  |   |
| 113.39.6.A | apply the scientific method in a research project;  |  |   |
| 113.39.6.B | create a matrix relating various research methodologies such as survey research, ethnography, primary documents, and statistical analysis to given subject areas;   |  |   |
| 113.39.6.C | determine the most efficient research approach from a variety of alternatives using a cost-benefit analysis.  |  |   |
| 113.39.7   | The student understands basic statistical approaches to the analysis of aggregate information.  |  |   |
| 113.39.7.A | define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis; |  |   |
| 113.39.7.B | analyze information using a spreadsheet or statistical analysis information software.   |  |   |
| 113.39.8   | The student understands the requirements of graphic displays of data.   |  |   |
| 113.39.8.A | construct visuals such as charts, graphs, tables, time lines, and maps to convey appropriate data;  |  |   |
| 113.39.8.B | create a presentation on a selected topic using word-processing, graphics, and multimedia software.   |  |   |



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| 113.39.9    | The student understands the basic principles of historic analysis.   |  |  |
| 113.39.9.A  | differentiate between primary and secondary sources and describe the best uses for each;   |  |  |
| 113.39.9.B  | construct and test cause-and-effect hypotheses and compare them with correlational analyses;   |  |  |
| 113.39.9.C  | select the appropriate use of chronological relationships in historiography.   |  |  |
| 113.39.10   | The student understands the ethical aspects of collecting, storing, and using data.  |  |  |
| 113.39.10.A | describe breaches of ethical standards for handling human experimental or survey information in a given scenario;                        |  |  |
| 113.39.10.B | evaluate the relationship among copyright laws, proper citation requirements, and ethical ways of collecting and presenting information. |  |  |