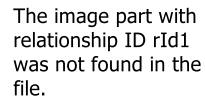


## Government Scope and Sequence 2021-2022

## TEKS Distribution among units

	G O V . 1 9	G O V . 2 0	G O V . 2 1
Unit 1	X	X	X
Unit 2	X	X	X
Unit 3	X	X	X
Unit 4	X	X	X
Unit 5	X	X	X
Unit 6	X	X	X

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**Process Standards:**

**GOV.19** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

**GOV.20** The student communicates in written, oral, and visual forms.

**GOV.21** The student uses problem-solving and decision-making skills, working independently and with others.

<p><b>Unit 1: Principles and Origins of U.S. Government</b></p> <p>Estimated Date Range: August 11 – August 27</p> <p>Estimated Time Frame: 13 Days</p> <p>Note: Includes 1 days for Re-engagement and Assessment</p> <p>Note: Includes 2 days for Opening Procedures</p>
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Concepts within the Unit	TEKS
<p>Concept #1: Systems and Theories</p> <p>Suggested Days: 3 Days</p>	<p><u>Important Standards</u></p> <p><b>GOV.1A</b> 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.</p> <p><b>GOV.1B</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.</p> <p><b>GOV.1C</b> 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.</p> <p><b>GOV.1D</b> 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.</p> <p><b>GOV.1E</b> Analyze debates and compromises that impacted the creation of the founding documents.</p> <p><b>GOV.8A</b> Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p> <p><b>GOV.11A</b> 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.</p> <p><b>GOV.11B</b> Analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>
<p>Concept #2: American Government – Outlining the U.S. Constitution</p> <p>Suggested Days: 4 Days</p>	<p><u>Important Standards</u></p> <p><b>GOV.6A</b> Explain the importance of a written constitution.</p> <p><b>GOV.6B</b> Explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</p> <p><b>GOV.6C</b> Analyze how the Federalist Papers such as Number 10 and Number 51 Explain the principles of the American constitutional system of government.</p> <p><b>GOV.6D</b> Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p><b>GOV.6F</b> Identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today</p> <p><b>GOV.7E</b> Explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</p>



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<p>Concept #3: Federalism Suggested Days: 3 Days</p>	<p><u>Important Standards</u>  <b>GOV.7H</b> Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.  <b>GOV.8B</b> Categorize government powers as national, state, or shared.  <b>GOV.8C</b> Analyze historical and contemporary conflicts over the respective roles of national and state governments.  <b>GOV.8D</b> Explain how the U.S. Constitution limits the power of national and state governments</p>
<p style="text-align: center;"><b>Unit 2: People and the Political Process</b>            Estimated Date Range: August 30 – September 20            Estimated Time Frame: 15 Days            Note: Includes 2 days for Re-engagement and Assessment            Note: Includes 2 days for 2020 – 2021 School Year Orientation</p>	
Concepts within the Unit	TEKS
<p>Concept #1: Personal and Civic Responsibilities Suggested Days: 3 Days</p> <p>*Information included in this Unit about Selective Service</p>	<p><u>Important Standards</u>  <b>GOV.13A</b> Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;  <b>GOV.13B</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.</p>
<p>Concept #2: Individuals, Political Parties, Interest Groups Suggested Days: 4 Days</p>	<p><u>Important Standards</u>  <b>GOV.2A</b> Describe the processes used by individuals, political parties, interest groups or the media to affect public policy.  <b>GOV.2B</b> Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.  <b>GOV.14A</b> Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels</p>



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	<p><b>GOV.14B</b> Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.</p> <p><b>GOV.14C</b> Describe the factors that influence an individual's political attitudes and actions.</p> <p><b>GOV.15A</b> Analyze 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.</p>
<p>Concept #3: Elections and Appointments Suggested Days: 4 Days</p> <p>*Information included in this Unit about Voter Registration</p>	<p><u>Important Standards</u></p> <p><b>GOV.3A</b> Explain how population shifts affect voting patterns.</p> <p><b>GOV.3B</b> Examine political boundaries to make inferences regarding the distribution of political power.</p> <p><b>GOV.9A</b> Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p> <p><b>GOV.10A</b> Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.</p> <p><b>GOV.10B</b> Explain the two-party system and evaluate the role of third parties in the United States.</p> <p><b>GOV.13C</b> Describe the voter registration process and the criteria for voting in elections.</p> <p><b>GOV.18B</b> Evaluate the impact of the Internet and other electronic information on the political process.</p>
<b>Grading Period 1 and 2</b>	
<p><b>Unit 3: Legislative Process</b></p> <p>Estimated Date Range Grading Period 1: September 21 – October 6 Estimated Date Range Grading Period 2: October 12 – October 15 Estimated Time Frame: 15 Days Note: Includes 3 days for Re-engagement and Assessment</p>	
<b>Concepts within the Unit</b>	<b>TEKS</b>



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Concept #1: Congress Suggested Days: 3 Days	<u>Important Standards</u> <b>GOV.6E</b> 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. <b>GOV.7A</b> 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>GOV.9C</b> Analyze the impact of the passage of the 17 <sup>th</sup> Amendment.
Concept #2: Roles and Policies Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.5B</b> Describe the roles of the <del>executive and</del> legislative branches in setting international trade and fiscal policies. <b>GOV.7G</b> Explain the major responsibilities of the federal government for domestic <del>and foreign</del> policy such as national defense. <b>GOV.16B</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. <b>GOV.17B</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. <b>GOV.18A</b> Describe the potential impact of recent scientific discoveries and technological innovations on government policy.
Concept #3: Government and the Free Enterprise System Suggested Days: 4 Days	<u>Important Standards</u> <b>GOV.4A</b> Explain how government fiscal and regulatory policies influence the economy at the local, state, and national levels. <b>GOV.4B</b> Compare the role of government in the U.S. free enterprise system and other economic systems. <b>GOV.4C</b> Explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise. <b>GOV.17A</b> Explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship.



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### Grading Period 2

#### Unit 4: Executive Branch in Action

Estimated Date Range: October 18 – November 2

Estimated Time Frame: 12 Days

Note: Includes 3 days for Re-engagement and Assessment

Concepts within the Unit	TEKS
Concept #1: The Presidency Suggested Days: 4 Days	<u>Important Standards</u> <b>GOV.1F</b> 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. <b>GOV.7B</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. <b>GOV.7D</b> 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). <b>GOV.9B</b> Explain the process of electing the president of the United States and Analyze the Electoral College.
Concept #2: Roles and Policies Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.5A</b> Analyze how economic and natural resources influence U.S. foreign policy. <b>GOV.5B</b> Describe the roles of the executive and legislative branches in setting international trade and fiscal policies.



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## Department of Teaching & Learning

**GOV.7G** Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.

### Unit 5: Judicial Branch

Estimated Date Range: November 3 – November 19

Estimated Time Frame: 13 Days

Note: Includes 3 days for Re-engagement and Assessment

#### Concepts within the Unit

#### TEKS

Concept #1: National, State, and Local Courts  
Suggested Days: 4 Days

#### Important Standards

**GOV.1F** 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.

**GOV.7C** Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.

**GOV.7F** Analyze selected issues raised by judicial activism and judicial restraint.

Concept #2: Constitutional Law  
Suggested Days: 6 Days

#### Important Standards

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

**GOV.8C** Analyze historical and contemporary conflicts over the respective roles of national and state governments.

**GOV.8D** Explain how the U.S. Constitution limits the power of national and state governments

**GOV.12A** Explain the roles of limited government and the rule of law in the protection of individual rights.

### Unit 6: Civil Liberties and Rights

Estimated Date Range: November 29 – December 13

Estimated Time Frame: 11 Days

Note: Includes 1 days for Re-engagement and Assessment





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Concepts within the Unit	TEKS
Concept #1: Rights, Freedoms, and Liberties Suggested Days: 10 Days	<u>Important Standards</u> <b>GOV.8D</b> Explain how the U.S. Constitution limits the power of national and state governments <b>GOV.12B</b> Identify and define the unalienable rights. <b>GOV.12C</b> Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights. <b>GOV.12D</b> Analyze 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 this to the concept of separation of church and state; <b>GOV.12E</b> 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> . <b>GOV.12F</b> Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government. <b>GOV.12G</b> Recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism. <b>GOV.15B</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. <b>GOV.16A</b> 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> .



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**Process Standards:**

**GOV.19** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

**GOV.20** The student communicates in written, oral, and visual forms.

**GOV.21** The student uses problem-solving and decision-making skills, working independently and with others.

**Grading Period 3**

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

Estimated Date Range: January 5 – January 25

Estimated Time Frame: 14 Days

Note: Includes 1 days for Re-engagement and Assessment

Note: Includes 2 days for Opening Procedures

Concepts within the Unit	TEKS
Concept #1: Systems and Theories Suggested Days: 4 Days	<p><u>Important Standards</u></p> <p><b>GOV.1A</b> 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.</p> <p><b>GOV.1B</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.</p> <p><b>GOV.1C</b> 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.</p> <p><b>GOV.1D</b> 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.</p> <p><b>GOV.1E</b> Analyze debates and compromises that impacted the creation of the founding documents.</p> <p><b>GOV.8A</b> Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p> <p><b>GOV.11A</b> 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.</p> <p><b>GOV.11B</b> Analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>



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Concept #2: American Government – Outlining the U.S. Constitution Suggested Days: 4 Days	<u>Important Standards</u> <b>GOV.6A</b> Explain the importance of a written constitution. <b>GOV.6B</b> Explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution. <b>GOV.6C</b> Analyze how the Federalist Papers such as Number 10 and Number 51 Explain the principles of the American constitutional system of government. <b>GOV.6D</b> Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. <b>GOV.6F</b> Identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today <b>GOV.7E</b> Explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government.
Concept #3: Federalism Suggested Days: 3 Days	<u>Important Standards</u> <b>GOV.7H</b> Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system. <b>GOV.8B</b> Categorize government powers as national, state, or shared. <b>GOV.8C</b> Analyze historical and contemporary conflicts over the respective roles of national and state governments. <b>GOV.8D</b> Explain how the U.S. Constitution limits the power of national and state governments
<b>Unit 2: People and the Political Process</b> Estimated Date Range: January 26 – February 15 Estimated Time Frame: 15 Days Note: Includes 3 days for Re-engagement and Assessment	
<b>Concepts within the Unit</b>	<b>TEKS</b>



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<p>Concept #1: Personal and Civic Responsibilities</p> <p>Suggested Days: 4 Days</p> <p>*Information included in this Unit about Selective Service</p>	<p><u>Important Standards</u></p> <p><b>GOV.13A</b> Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;</p> <p><b>GOV.13B</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.</p>
<p>Concept #2: Individuals, Political Parties, Interest Groups</p> <p>Suggested Days: 4 Days</p>	<p><u>Important Standards</u></p> <p><b>GOV.2A</b> Describe the processes used by individuals, political parties, interest groups or the media to affect public policy.</p> <p><b>GOV.2B</b> Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p><b>GOV.14A</b> Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels</p> <p><b>GOV.14B</b> Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.</p> <p><b>GOV.14C</b> Describe the factors that influence an individual's political attitudes and actions.</p> <p><b>GOV.15A</b> Analyze 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.</p>
<p>Concept #3: Elections and the Role of Political Parties</p> <p>Suggested Days: 4 Days</p> <p>*Information included in this Unit about Voter Registration</p>	<p><u>Important Standards</u></p> <p><b>GOV.3A</b> Explain how population shifts affect voting patterns.</p> <p><b>GOV.3B</b> Examine political boundaries to make inferences regarding the distribution of political power.</p> <p><b>GOV.9A</b> Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p> <p><b>GOV.10A</b> Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.</p>



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## Department of Teaching & Learning

**GOV.10B** Explain the two-party system and evaluate the role of third parties in the United States.  
**GOV.13C** Describe the voter registration process and the criteria for voting in elections.  
**GOV.18B** Evaluate the impact of the Internet and other electronic information on the political process.

### Unit 3: Legislative Process

Estimated Date Range: February 16 – March 11

Estimated Time Frame: 16 Days

Note: Includes 3 days for Re-engagement and Assessment

#### Concepts within the Unit

#### TEKS

Concept #1: Congress  
Suggested Days: 3 Days

#### Important Standards

**GOV.6E** 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.  
**GOV.7A** 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.  
**GOV.9C** Analyze the impact of the passage of the 17<sup>th</sup> Amendment.

Concept #2: Roles and Policies  
Suggested Days: 5 Days

#### Important Standards

**GOV.5B** Describe the roles of the executive and legislative branches in setting international trade and fiscal policies.  
**GOV.7G** Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.  
**GOV.16B** 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.  
**GOV.17B** 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.  
**GOV.18A** Describe the potential impact of recent scientific discoveries and technological innovations on government policy.



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Concept #3: Government and the Free Enterprise System Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.4A</b> Explain how government fiscal and regulatory policies influence the economy at the local, state, and national levels. <b>GOV.4B</b> Compare the role of government in the U.S. free enterprise system and other economic systems. <b>GOV.4C</b> Explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise. <b>GOV.17A</b> Explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship.
<b>Grading Period 4</b>	
<b>Unit 4: Executive Branch in Action</b> Estimated Date Range: March 21 – April 5 Estimated Time Frame: 12 Days Note: Includes 3 days for Re-engagement and Assessment	
<b>Concepts within the Unit</b>	<b>TEKS</b>
Concept #1: The Presidency Suggested Days: 4 Days	<u>Important Standards</u> <b>GOV.1F</b> 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. <b>GOV.7B</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. <b>GOV.7D</b> 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),



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	Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC). <b>GOV.9B</b> Explain the process of electing the president of the United States and Analyze the Electoral College.
Concept #2: Roles and Policies Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.5A</b> Analyze how economic and natural resources influence U.S. foreign policy. <b>GOV.5B</b> Describe the roles of the executive and legislative branches in setting international trade and fiscal policies. <b>GOV.7G</b> Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.

### Unit 5: Judicial Branch

Estimated Date Range: April 6 – April 26

Estimated Time Frame: 13 Days

Note: Includes 3 days for Re-engagement and Assessment

Concepts within the Unit	TEKS
Concept #1: National, State, and Local Courts Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.1F</b> 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. <b>GOV.7C</b> Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review. <b>GOV.7F</b> Analyze selected issues raised by judicial activism and judicial restraint.
Concept #2: Constitutional Law Suggested Days: 5 Days	<u>Important Standards</u> <b>GOV.3C</b> Explain how political districts are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i> . <b>GOV.8C</b> Analyze historical and contemporary conflicts over the respective roles of national and state governments.



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**GOV.8D** Explain how the U.S. Constitution limits the power of national and state governments

**GOV.12A** Explain the roles of limited government and the rule of law in the protection of individual rights.

### Unit 6: Civil Liberties and Rights

Estimated Date Range: April 27 – May 20

Estimated Time Frame: 18 Days

Note: Includes 5 days for Re-engagement and Assessment

#### Concepts within the Unit

#### TEKS

Concept #1: Rights and Freedoms  
Suggested Days: 13 Days

#### Important Standards

**GOV.8D** Explain how the U.S. Constitution limits the power of national and state governments

**GOV.12B** Identify and define the unalienable rights.

**GOV.12C** Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights.

**GOV.12D** Analyze 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 this to the concept of separation of church and state;

**GOV.12E** 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*.

**GOV.12F** Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government.

**GOV.12G** Recall the conditions that produced the 14th Amendment and Describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.

**GOV.15B** Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

**GOV.16A** 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 *Hernandez v. Texas* and *Grutter v. Bollinger*.





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