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| **Texas Standards- American Government** |  **Dream of a Nation Chapter(s)** |
|  | ***1. A People Centered and Accountable Government*** | ***2. Citizen Stewardship*** | ***3. Creating a Stable and Equitable Economy*** | ***4. A New Media That Informs and Empowers*** | ***5. Aiming for the Best in Education*** | ***6. Re-Powering America*** | ***7. Improving Health and Avoiding Alarming Trends*** | ***8. Ending Poverty and Building Common Wealth*** | ***9. Re-Imaging Business*** | ***10. Strengthening Communities*** | ***11. Waging Peace*** | ***12. A Nation That Shines*** |
| (3)(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to: (A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present. |  |  |  |  |  |  |  |  |  |  |  |  |
| (6)(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 (capitalist, free market) system. The student is expected to: (A) explain how analyze government fiscal, monetary, and regulatory policies that influence the economy at the local, state, and national levels; (B) identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy; and (C) compare the role of government in the U.S. free enterprise (capitalist, free market) system and other economic systems |  |  |  |  |  |  |  |  |  |  |  |  |
| (7)(6) Economics. The student understands the relationship between U.S. government policies and the economy international trade. The student is expected to: (A) examine how the U.S. government uses economic resources in foreign policy explain the effects of international trade on U.S. economic and political policies; and (B) understand the roles of the executive and legislative branches explain the government's role in setting international trade and fiscal policies. |  |  |  |  |  |  |  |  |  |  |  |  |
| (12)(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to: (A) analyze identify the functions of political parties and their role in the electoral process at local, state, and national levels; (B) explain analyze the two-party system and evaluate the role of third parties in the United States; and (C) identify opportunities for citizens to participate in political party activities at local, state, and national levels. |  |  |  |  |  |  |  |  |  |  |  |  |
| (14)(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 to in the protection of individual rights; |  |  |  |  |  |  |  |  |  |  |  |  |
| 15)(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to: (A) explain the difference between personal and civic responsibilities; (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; and (C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and (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 |  |  |  |  |  |  |  |  |  |  |  |  |
| (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional democratic republic society. The student is expected to: (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels; (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; |  |  |  |  |  |  |  |  |  |  |  |  |
| (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 analyze the potential impact on society of recent scientific discoveries and technological innovations; and (B) analyze the reaction of government to scientific discoveries and technological innovations, and (B) evaluate the impact of the Internet and other electronic information on the political process. |  |  |  |  |  |  |  |  |  |  |  |  |