



We the People...
The Citizen and the Constitution
LEVEL I – FOR 5TH GRADE

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CORE CORRELATION

for

Texas Essential Knowledge and Skills
Social Studies Course Description

**We the People Correlation of TAAS and TEKS
for 5th Grade**

We the People. . . Unit Number and Lesson Number (page number where appropriate)	Texas Assessment of Academic Skills (TAAS)	Texas Essential Knowledge and Skills for Social Studies (TEKS)
Unit 1, Lesson 1 -- p. 6	4, 5	5.1 History (A)--Explain when, where, and why groups of people colonized and settled in the United States.
Unit 1 -- pp. 37, 55, 114, 147 and pp 13, 53-55 92, 93, 114, 176	5	5.2 History (A) -- Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington.
Unit 1, Lesson 5	5	5.2 History (B) -- Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.
Unit 1, Lesson 6	5	5.2 History (C) -- Summarize the results of the American Revolution, including the establishment of the United States and the origins of the U.S. military institutions.
Unit 1, Lesson 7	5	5.3 History (A) -- Identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution.
Unit 1, Lesson 6	5	5.3 History (B) -- Summarize the events that led to the creation of the U.S. Constitution.

We the People. . . Unit Number and Lesson Number (page number where appropriate)	Texas Assesment of Academic Skills (TAAS)	Texas Essential Knowledge and Skills for Social Studies (TEKS)
Unit 1, Lesson 1 -- p.8	4	5.9 Geography (A) -- Describe ways people have adapted to and modified their environment in the United States, past and present.
Unit 1, Lesson 1 -- p.9	2	5.10 Economics (B) -- Explain the economic patterns of early European colonists.
Unit 1, Lesson 1	2, 5	5.11 Economics (A) -- Identify the economic motivations for European exploration and settlement in the United States.
Unit 1, Lesson 1	2	5.11 Economics (B) -- Identify major industries of colonial America.
Unit 1, Lessons 3 & 4	3, 5	5.15 Government (A) -- Compare the systems of government of early European colonists.
Unit 1, Lessons 3 & 4	3, 5	5.15 Government (B) -- Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
Unit 1, Lesson 5	5	5.16 Government (A) -- Identify the purposes and explain the importance of the Declaration of Independence.

<p>We the People. . . Unit Number and Lesson Number (page number where appropriate)</p>	<p>Texas Assesment of Academic Skills (TAAS)</p>	<p>Texas Essential Knowledge and Skills for Social Studies (TEKS)</p>
<p>Unit 2, Lesson 10</p>	<p>3, 5</p>	<p>5.16 Government (B) -- Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.</p>
<p>Unit 3, Lessons 11,12,13 & 14</p>	<p>3</p>	<p>5.17 Government (A) -- Identify and explain the basic functions of the three branches of government.</p>
<p>Unit 3, Lesson 11</p>	<p>3</p>	<p>5.17 Government (B) -- Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.</p>
<p>Unit 3, Lesson 15</p>	<p>3</p>	<p>5.17 Government (A) -- Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>
<p>Unit 5, Lesson 21</p>	<p>1, 3</p>	<p>5.19 Citizenship (A) -- Explain how individuals can participate in civic affairs and political parties at the national level.</p>
<p>Unit 4, Lesson 20 Unit 5, Lesson 21</p>	<p>1, 3</p>	<p>5.19 Citizenship (B) -- Analyze the role of the individual in national elections.</p>
<p>P. 173</p>	<p>5</p>	<p>5.19 Citizenship (C) -- Identify significant individuals such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process.</p>

We the People. . . Unit Number and Lesson Number (page number where appropriate)	Texas Assessment of Academic Skills (TAAS)	Texas Essential Knowledge and Skills for Social Studies (TEKS)
Unit 4, Lessons 16-20	1, 3, 5	5.21 Citizenship (A) -- Summarize the reasons for the creation of the Bill of Rights.
Unit 4, Lessons 16-20	1, 3, 5	5.21 Citizenship (B) -- Describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government.
Unit 4, Lessons 16-20	1, 3	5.21 Citizenship (C) -- Describe important due process rights including trial by jury and the right to an attorney.
Unit 4, Lessons 16-20	3	5.21 Citizenship (D) -- Summarize selected amendments to the U.S. Constitution, such as those that extend voting rights of U.S. citizens.



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LEVEL II – FOR 8TH GRADE

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CORE CORRELATION

for

Texas Essential Knowledge and Skills
Social Studies Course Description

We the People Correlation of TAAS and TEKS for 8th Grade

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 and describe their defining characteristics; **TAAS 5; UNIT 2 AND UNIT 3**
 - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and **TAAS 5; UNIT 2 AND UNIT 3**
 - (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865. **TAAS 5; UNIT 2 AND UNIT 3**

- (2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to:
 - (A) identify reasons for European exploration and colonization of North America; and
 - (B) compare political, economic, and social reasons for establishment of the 13 colonies.

- (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; **TAAS 1, 3; UNIT 2**
 - (B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and **TAAS 1, 3; UNIT 2**
 - (C) describe how religion contributed to the growth of representative government in the American colonies. **TAAS 1, 3; UNIT 5**

- (4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to:
 - (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War; **TAAS 1, 3, 5; UNIT 2**

- (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; TAAS 1, 3, 5; UNIT 2
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and TAAS 1, 3, 5; UNIT 2
 - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification. TAAS 1, 3, 5; UNIT 3
- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government; TAAS 3, 5; UNIT 4
 - (B) summarize arguments regarding protective tariffs, taxation, and the banking system; TAAS 3, 5; UNIT 3 AND UNIT 4
 - (C) explain the origin and development of American political parties; TAAS 3, 5; UNIT 4
 - (D) explain the causes of and issues surrounding important events of the War of 1812;
 - (E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; TAAS 3, 5; UNIT 4
 - (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
 - (G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.
- (6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; TAAS 3, 5; UNIT 2

- (B) explain the political, economic, and social roots of Manifest Destiny;
 - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;
 - (D) explain the major issues and events of the Mexican War and their impact on the United States; and
 - (E) identify areas that were acquired to form the United States. **TAAS 4, 5; UNIT 2**
- (7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War; **TAAS 5; UNIT 3**
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks; **TAAS 3, 5; UNIT 3**
 - (C) analyze the impact of slavery on different sections of the United States; and **TAAS 5; UNIT 3**
 - (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- (8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
 - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and
 - (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
 - (B) describe the economic difficulties faced by the United States during Reconstruction; and
 - (C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.
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- (13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:
- (A) identify economic differences among different regions of the United States;
TAAS 4, UNIT 3
 - (B) explain reasons for the development of the plantation system, the growth of the slave trade; and the spread of slavery; and
 - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history. **TAAS 2, 4; UNIT 3**
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- (16) **Government.** The student understands the American beliefs and principles reflected in 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, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government; **TAAS 3, 5; UNIT 1 AND UNIT 2**
 - (B) summarize the strengths and weaknesses of the Articles of Confederation; **TAAS 5; UNIT 2 AND UNIT 3**
 - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and **TAAS 5; UNIT 2, UNIT 3, AND UNIT 5**

- (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. **TAAS 1, 3, 5; UNIT 4**
- (17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for and processes of changing the U.S. Constitution; **TAAS 3, 5; UNIT 5**
 - (B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and **TAAS 1, 3, 5; UNIT 5**
 - (C) identify the origin of judicial review and analyze examples of congressional and presidential responses. **TAAS 1, 3, 5; UNIT 4**
- (18) **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-Federalist, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and **TAAS 1, 3, 5; UNIT 4**
 - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (19) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases and including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and **TAAS 1, 3, 5; UNIT 4**
 - (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.
- (20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights; **TAAS 1, 3, 5; UNIT 1, UNIT 2, UNIT 3, UNIT 4, AND UNIT 5**
 - (B) summarize rights guaranteed in the Bill of Rights; **TAAS 1, 3, 5; UNIT 5**

- (C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family; **TAAS 1 ,3, 5; UNIT 6**
 - (D) identifying examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries; **TAAS 1 ,3, 5; UNIT 6**
 - (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and
 - (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity. **TAAS 1, 3, 5; UNIT 6**
- (21) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- (A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America; **TAAS 1, 3, 5; UNIT 1 AND UNIT 2**
 - (B) evaluate the contributions of the Founding Fathers as models of civic virtue; and **TAAS 1, 3, 5; UNIT 2**
 - (C) identify reasons for and impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.
- (22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical and contemporary issues: **TAAS 1, 3, 5; UNIT 3 AND UNIT 4**
 - (B) describe the importance of free speech and press in a democratic society; and **TAAS 1, 3, 5; UNIT 5**
 - (C) summarize a historical event in which compromise resulted in a peaceful resolution. **TAAS 1, 3, 5; UNIT 3**
- (23) **Citizenship.** The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and **TAAS 5; UNIT 2 AND UNIT 4**

- (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.
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- (26) **Culture.** The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States.
TAAS 5; UNIT 5
 - (B) describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and
 - (C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life. **TAAS 5; UNIT 5**



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LEVEL III – HIGH SCHOOL GOVERNMENT COURSE

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CORE CORRELATION

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Texas Essential Knowledge and Skills
Social Studies Course Description

We the People Correlation To TAAS and TEKS for High School Government Course

The TAAS and We the People Unit Number Correlation is listed after each TEKS

Texas Essential Knowledge and Skills

Knowledge and skills.

- (1) **History.** The student understands major political ideas and forms of government in history. The student is expected to:
 - (A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and **TAAS 3, 5; UNIT 1**
 - (B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism. **TAAS 3, 5; UNIT 1**

- (2) **History.** The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:
 - (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; **TAAS 3, 5; UNIT 1**
 - (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; **TAAS 3, 5; UNIT 1 AND UNIT 2**
 - (C) analyze debates and compromises necessary to reach political decisions using historical documents; and **TAAS 3, 5; UNIT 2**
 - (D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders. **TAAS 3, 5; UNIT 2, UNIT 4 AND UNIT 6**

- (3) **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 **TAAS 3, 5; UNIT 2, UNIT 3, UNIT 4, UNIT 5, UNIT 6**
 - (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and **present. TAAS 3, 5; UNIT 3 AND UNIT 4**
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- (8) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:
- (A) explain the importance of a written **constitution; TAAS 1, 3, 5; UNIT 1, UNIT 2, AND UNIT 3**
 - (B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution; **TAAS 3, 5; INTRODUCTION, UNIT 2**
 - (C) analyze how the Federalist Papers explain the principles of the American constitutional system of government; **TAAS 1, 3, 5; UNIT 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; **TAAS 1, 3, 5; UNIT 2, UNIT 3, UNIT 4, AND UNIT 5**
 - (E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and **TAAS 1, 3, 5; UNIT 4**
 - (F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity. **TAAS 1, 3, 5; UNIT 6**

- (9) **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; **TAAS 3, 5; UNIT 2 AND UNIT 3**
 - (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; **TAAS 3, 5; UNIT 2 AND UNIT 3**
 - (C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction; **TAAS 3, 5; UNIT 2 AND UNIT 3**
 - (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; **TAAS 3, 5; UNIT 3**
 - (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government; **TAAS 3, 5; UNIT 2 AND UNIT 3**
 - (F) analyze selected issues raised by judicial activism and judicial restraint; **TAAS 3, 5; UNIT 3 AND UNIT 6**
 - (G) explain the major responsibilities of the federal government for domestic and foreign policy; **TAAS 3, 5; UNIT 3, UNIT 4, AND UNIT 6**
 - (H) compare the structure and functions of the Texas state government to the federal system; and **TAAS 3, 5; UNIT 3**
 - (I) analyze the structure and functions of local government. **TAAS 3, 5; UNIT 3**

- (10) **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; **TAAS 1, 3, 5; UNIT 1, UNIT 2, AND UNIT 3**
 - (B) categorize government powers as national, state, or shared; **TAAS 1, 3, 5; UNIT 2, AND UNIT 3**
 - (C) analyze historical conflicts over the respective roles of national and state governments; and **TAAS 3, 5; UNIT 2, AND UNIT 3**
 - (D) evaluate the limits on the national and state governments in the U.S. federal system of **government.** **TAAS 1, 3, 5; UNIT 2, AND UNIT 3**
- (11) **Government.** The student understands the processes for filling public offices in the U.S. system of government. The student is expected to: government.
- (A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; **TAAS 3, 5; UNIT 6**
 - (B) analyze and evaluate the process of electing the President of the United States. **TAAS 3, 5; UNIT 2**
- (12) **Government.** The student understands the role of political parties in the U.S. system of government. The student is expected to:
- (A) identify the functions of political parties; **TAAS 3, 5; UNIT 3**
 - (B) analyze the two-party system and evaluate the role of third parties in the United States; **TAAS 3, 5; UNIT 2 AND UNIT 3**
 - (C) analyze the role of political parties in the electoral process at local, state, and national levels; and **TAAS 3, 5; UNIT 2 AND UNIT 3**

- (D) identify opportunities for citizens to participate in political party activities at local, state, and national levels. **TAAS 3, 5; UNIT 6**
- (13) **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. system of government with other political systems; **TAAS 3, 5; UNIT 1 AND UNIT 6**
- (B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and **TAAS 3, 5; UNIT 1 AND UNIT 3**
- (C) analyze advantages and disadvantages of presidential and parliamentary systems of government. **TAAS 3, 5; UNIT 1 AND UNIT 6**
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- (14) **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 the protection of individual rights; **TAAS 1, 3, 5; UNIT 3, UNIT 4 AND UNIT 5**
- (B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms. **TAAS 1, 3, 5; UNIT 4 AND UNIT 5**
- (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; **TAAS 3, 5; UNIT 5**
- (D) analyze the role of each branch of government in protecting the rights of individuals; **TAAS 1, 3, 5; UNIT 2, UNIT 3, UNIT 4, AND UNIT 5**
- (E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and **TAAS 1, 3, 5; UNIT 4 AND UNIT 5**

- (F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. **TAAS 1, 3, 5; UNIT 3, UNIT 4, AND UNIT 5**
- (15) **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; **TAAS 1, 3, 5; UNIT 6**
 - (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; **TAAS 1, 3, 5; UNIT 1, AND UNIT 6**
 - (C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and **TAAS 1, 3, 5; UNIT 4, UNIT 5, AND UNIT 6**
 - (D) analyze the consequences of political decisions and actions on society. **TAAS 1, 3, 5; UNIT 3, UNIT 4, UNIT 5, AND UNIT 6**
- (16) **Citizenship.** The student understands the importance of voluntary individual participation in the U.S. democratic 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; **TAAS 1, 3, 5; UNIT 6,**
 - (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; **TAAS 1, 3, 5; UNIT 1, UNIT 4, UNIT 5, AND UNIT 6**
 - (C) analyze the factors that influence an individual's political attitudes and actions; and **TAAS 1, 3, 5; UNIT 3, UNIT 4, AND UNIT 6**
 - (D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.
- (17) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) analyze different points of view of political parties and interest groups on important contemporary issues;

- (B) analyze the importance of free speech and press in a democratic society; and
TAAS 3, 5; UNIT 5

- (C) express and defend a point of view on an issue of contemporary interest in the United States. **TAAS 1, 3, 5; UNIT 4, UNIT 5, AND UNIT 6**