Texas CTE

Government and Public Administration (2010): Grade 9

Adopted 2010

Principles of Government and Public Administration

(1) The student explores 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;

(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism; and

(C) explore aspects of public service and related careers at federal, state, and local levels.

(2) 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understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents.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 United States Constitution;

(B) explain the importance of a written constitution and how the federal government serves the purposes set forth in the Preamble to the United States Constitution;

(C) explore how the Federalist Papers explain the principles of the American constitutional system of government;

(D) evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

(E) analyze the constitutional processes by which the United States Constitution can be amended;

(F) analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;

(G) evaluate the limits on the national and state governments in the United States federal system of government;

(H) categorize government powers as national, state, or shared government;

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(I) analyze historical conflicts over the respective roles of national and state governments in the United States; and

(J) identify significant individuals and their careers in the field of government and politics.

(3) The student compares the similarities and differences that exist among the United States system of government and other political systems. The student is expected to:

(A) compare the United States system of government with other political systems;

(B) contrast advantages and disadvantages of federal, confederate, and unitary systems of government;

(C) analyze advantages and disadvantages of presidential and parliamentary systems of government; and

(D) identify the responsibilities of ambassadors as they relate to the country where they serve.

(4) The student explores rights guaranteed by the United States Constitution. The student is expected to:

(A) identify the rights guaranteed by the Bill of Rights;

(B) evaluate the role of limited government and the rule of law for the protection of individual rights;

(C) recognize issues addressed in selected critical cases that involve Supreme Court interpretations of rights guaranteed by the United States Constitution;

(D) define the role of each branch of government in protecting the rights of individuals;

(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government;

(F) recognize the impact of the Incorporation Doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule; and

(G) describe the role of immigration personnel as they provide services to immigrants.

(5) The student recognizes the difference between personal and civic responsibilities. The student is expected to:

(A) explain the difference between personal and civic responsibilities;

(B) evaluate when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;

(C) evaluate when the rights of individuals are inviolable even against claims for the public good;

(D) analyze the consequences of political decisions and actions on society; and

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(E) investigate the role of municipal management in serving public and personal good.

(6) The student recognizes the importance of voluntary individual participation in the United States democratic society. The student is expected to:

- (A) measure the effectiveness of participation in the political process at local, state, and national levels;
- (B) review historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;
- (C) evaluate different leadership styles and their impact on participation;
- (D) state the factors that influence an individual's political attitudes and actions;
- (E) compare effectiveness of leadership characteristics of state and national leaders; and
- (F) define the importance of volunteer public service as a way to bring about political change and maintain continuity.

(7) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:

- (A) identify a political policy or decision in the United States that was a result of changes in American culture;
- (B) discuss changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration;
- (C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group; and
- (D) explain the influence of individuals and/or groups that have affected change in society.

(8) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:

- (A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East;
- (B) review maps to locate places and regions;
- (C) interpret geographical influences on requirements for international, national, state, and local governments;
- (D) predict how geographical considerations impact regional change over time;
- (E) interpret the importance of cultural symbols in the planning of government activities;
- (F) explore how Geographic Information Systems assist in gathering information; and
- (G) connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region.

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(9) The student will interpret and apply concepts of governance to assess functions of government and public administration in society. The student is expected to:

(A) recall historical debates and recognize the compromises necessary to reach landmark political decisions;

(B) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;

(C) explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;

(D) recognize how the American beliefs and principles reflected in the United States Constitution contribute to our national identity;

(E) evaluate the alignment of institutions of government and public administration with the principles of United States and international law to guide policy development; and

(F) analyze United States foreign policy to determine its affect on other countries.

(10) The student will select an appropriate method of communication to facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:

(A) analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;

(B) analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments;

(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;

(D) analyze the functions of selected independent executive and regulatory agencies;

(E) explain how certain provisions of the United States Constitution provide for checks and balances among the three branches of government;

(F) analyze selected issues raised by judicial activism and judicial restraint;

(G) compare the structure and functions of the Texas state government to the federal system;

(H) analyze the structure and functions of local government;

(I) accurately document, report, and record information to conform to legal requirements;

(J) research safety standards and practices ensuring public safety and environmental protection;

(K) comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee;

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(L) exercise ethical conduct to comply with all laws and regulations affecting governmental agencies; and

(M) apply accepted principles of financial management to administer budgets, programs, and human resources.

(11) The student uses technologies to research common objectives of government and public administration. The student is expected to:

(A) access appropriate information technologies to accomplish tasks;

(B) integrate appropriate information technologies to accomplish tasks;

(C) identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies;

(D) analyze how United States government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations;

(E) analyze the potential impact on society of recent scientific discoveries and technological innovations;

(F) analyze the reaction of government to scientific discoveries and technological innovations; and

(G) understand the concept of intellectual property.