

Standard:	Suggested Amendment:	Rationale
1A: contrast the role of citizens in different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship, and explain Aristotle's distinction between governments that serve the common good and those that serve private interests in Book III of Politics (H, G/Civ).	contrast the role of citizens in different forms of government, including a republic (representative democracy), direct democracy, oligarchy, monarchy, theocracy, and dictatorship, and explain Aristotle's distinction between governments that serve the common good and those that serve private interests in Book III of Politics (H, G/Civ).	A representative government is a type of democracy, so contrasting the two could be difficult. Listing them as two types of democracies is a better option. Is Aristotle's Book III of Politics, democracy is listed as deviant form (serving private interests). Is the intent?
	American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S).	Add back in to meet TEC 28.002 Removed readings not required by statute
1C describe the role of religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty, and recite and explain John Adam's statement "Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other" (H, G/Civ); and	analyze the relationship between religious belief and civic virtue in early American political thought,	Higher level verb that better matches the content; allows for examination of other founding father's beliefs. If this standard is kept, "John Adam's" should be changed to John Adams'

1D explain Washington's emphasis on civic virtue, national unity, and patriotism using excerpts from Washington's Farewell Address (1796) (H, G/Civ, S);	Analyze Washington's Farewell Address (1796) and explain his warnings against political factionalism and permanent foreign alliances, and his emphasis on national unity	The current SE omits two of the address's most substantively significant themes, the warnings against political factionalism and permanent foreign alliances, and uses "explain" rather than "analyze," which understates the source-analysis skill demand indicated by the S strand code.
3B identify natural rights in the Declaration of Independence, including "the laws of nature and of nature's God" (G/Civ); and	identify unalienable rights named in the Declaration of Independence, including life, liberty, and the pursuit of happiness, and explain the appeal to 'the laws of nature and of nature's God' as the source of authority for asserting them (G/Civ)	The Declaration's text names "unalienable Rights," not "natural rights," and separately invokes "the laws of nature and of nature's God" as the source of authority for asserting them, a distinct concept that is instead listed as an example of a right.
	3A (new) read the full text of the Declaration of Independence as a founding document of the United States (H, G/Civ);	To comply with TEC 28.002
	4A (new) (A) read the full text of the United States Constitution as a founding document of the United States (H, G/Civ);	To comply with TEC 28.002
(4A) explain that the legitimate purpose of government is to secure natural rights and that just government derives its authority from the consent of the governed;	analyze how the Declaration of Independence's assertion that governments derive "their just powers from the consent of the governed" establishes the legitimate purpose of government as securing natural rights (H, G/Civ);	
4D explain the importance of families, religious institutions, voluntary associations, and community organizations in promoting civic virtue, self-government, and the preservation of liberty (G/Civ);	analyze Tocqueville's argument that families, religious institutions, and voluntary associations serve as mediating institutions that cultivate civic virtue and sustain self-government, using excerpts from Democracy in America	Aligns to TEC 28.002
recite the Preamble to the United States Constitution and explain	Explain the purpose and meaning of the Preamble to the United	Redundant with Celebrate Freedom Week

its purposes, including establishing justice, ensuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty (H, G/Civ);	States Constitution including establishing justice, ensuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty (H, G/Civ)	
7C contrast the relationship between economic freedom and political freedom in communism, socialism, and capitalism using Milton Friedman's Bright Promises, Dismal Performance: An Economist's Protest (G/Civ, E).	contrast the relationship between economic freedom and political freedom in communism, socialism, and capitalism, using comparative evidence such as property rights protections, living standards, and political rights records across historical case studies (G/Civ, E)	The proposed SE names a single ideological source whose title announces its own conclusion, which undermines the "contrast" verb by pre-supplying the answer rather than evidence for students to weigh; grounding the comparison in historical case-study evidence instead lets students reach the contrast independently.
(8A) describe the structure of the legislative branch established in Article I, including bicameralism, membership of the House of Representatives and Senate, leadership, committees, and constitutional voting requirements (G/Civ); (8B) describe the constitutional powers of the legislative branch, including enacting laws, declaring war, levying taxes, appropriating funds, oversight of the executive branch, impeachment, and Senate confirmation of treaties and presidential appointments (G/Civ);	(A) describe the structure of the legislative branch established in Article I, including bicameralism, membership of the House of Representatives and Senate, leadership, and committees (G/Civ); (B) describe the constitutional powers and procedures of the legislative branch, including enacting laws, declaring war, levying taxes, appropriating funds, oversight of the executive branch, impeachment, constitutional voting requirements, and Senate confirmation of treaties and presidential appointments (G/Civ);	Constitutional voting requirements" describes how the legislature acts, not how it's organized, so it was moved from the structure SE (8)(A) into the powers and procedures SE (8)(B), alongside the other procedural items already there.
8E describe the structure of the judicial branch established in Article III, including the Supreme Court and lower federal courts and the appointment, confirmation, and lifetime tenure of federal judges and Supreme Court justices (G/Civ);	(E) describe the structure of the judicial branch established in Article III, including the Supreme Court and lower federal courts (G/Civ); (F) describe the constitutional	Appointment, confirmation, and lifetime tenure" describes how judges come to hold office, not the court system's organizational structure, so it was moved from the structure SE (8)(E) into the powers and procedures SE (8)(F), alongside the other procedural items already there.

(8F) describe the constitutional powers of the judicial branch, including resolving cases and controversies, interpreting the Constitution and federal law, and exercising the power of judicial review as established in Marbury v. Madison (H, G/Civ);	powers and procedures of the judicial branch, including resolving cases and controversies, interpreting the Constitution and federal law, exercising the power of judicial review as established in Marbury v. Madison, and the appointment, confirmation, and lifetime tenure of federal judges and Supreme Court justices (H, G/Civ);	
9H explain the purpose of the 17th amendment in establishing direct election of United States Senators and explain how direct election expanded the role of citizens in selecting members of the United States Senate (H, G/Civ);	analyze how the 17th Amendment's establishment of direct election expanded citizens' role in selecting United States Senators (H, G/Civ)	Streamlining
9I explain how New Deal interpretations of the Commerce Clause expanded federal authority over economic activities and transformed the balance of power between the national and state governments (H, G/Civ);	analyze how New Deal interpretations of the Commerce Clause expanded federal authority over economic activities and reshaped federalism (H, G/Civ, E);	Higher level verb
(15) Public Meetings. The student understands decorum expectations and procedures used to conduct meetings of governing bodies. The student is expected to: (A) explain that Robert's Rules Newly Revised is a code of ethics designed to facilitate democratic process and is considered the parliamentary standard for most organizations and governing bodies (G/Civ); (B) explain guiding principles of parliamentary procedure	(15) Public Meetings. The student understands decorum expectations and procedures used to conduct meetings of governing bodies. The student is expected to: (A) explain that Robert's Rules Newly Revised is a code of ethics designed to facilitate democratic process and is considered the parliamentary	Streamline to only include what is required of TEC 28.002

including: the definition of a deliberative assembly, the majority has the right to decide, but the minority has the right to be heard; while the minority disagrees, it must abide by the decision of the majority; debate must be fair to all concerned (G/Civ); (C) explain quorum rules, the steps of a motion, and different voting methods and thresholds in a meeting (G/Civ); (D) explain rules of debate, including both sides must be heard, participants are entitled to only two speeches on a question unless the rules of debate have been modified, the content of a speech must be germane and courteous, and bodies may pass motions to limit or end debate; (E) explain that the Texas Open Meetings Act and similar laws are designed to ensure meetings of governmental bodies happen with transparency, accountability, and fairness (G/Civ); and (F) identify the meeting schedule, recent agenda topics, and meeting minutes of local governmental bodies, including, where appropriate, the county commissioners court, the city, and the school board (G/Civ).	standard for most organizations and governing bodies (G/Civ); (B) explain guiding principles of parliamentary procedure including: the definition of a deliberative assembly, the majority has the right to decide, but the minority has the right to be heard; while the minority disagrees, it must abide by the decision of the majority; debate must be fair to all concerned (G/Civ); (C) explain quorum rules, the steps of a motion, and different voting methods and thresholds in a meeting (G/Civ); (D) explain rules of debate, including both sides must be heard, participants are entitled to only two speeches on a question unless the rules of debate have been modified, the content of a speech must be germane and courteous, and bodies may pass motions to limit or end debate; (E) explain that the Texas Open Meetings Act and similar laws are designed to ensure meetings of governmental bodies happen with transparency, accountability, and fairness (G/Civ); and (F) identify the meeting schedule, recent agenda topics, and	
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	meeting minutes of local governmental bodies, including, where appropriate, the county commissioners court, the city, and the school board (G/Civ).	
	(16 NEW) Modern Campaigns, Elections, Media, Political Parties and Participation. The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to: (A) explain the roles and responsibilities of citizens in United States elections (G/Civ); (B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S); (C) explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and (D) analyze the voting process and election laws in Texas using simulations of democratic processes, including voting, due process, and caucuses (H, G/Civ, S). (E) analyze the role of campaign finance in modern elections, including individual contributions, political action committees, and disclosure requirements, and the constitutional protections	Aligns to TEC 28.002 and will help students be informed voters

	established in Citizens United v. FEC (G/Civ, E); (F) analyze how mass media, including newspapers, broadcast television, and digital and social media, has shaped how candidates communicate with voters and how citizens access political information (H, G/Civ, S); (G) evaluate the role and limitations of public opinion polling in campaigns and elections (G/Civ, S);	
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