**The Pen is Mightier Than the Sword Tour TEKS: Grades 9-12**

**Political Cartoons:**

**§113.41. United States History Studies Since 1877 (One Credit)**, Beginning with School Year 2011-2012

(4)  History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A)  explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;

(B)  evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

(C)  identify the causes of World War I and reasons for U.S. entry;

(D)  understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;

(E)  analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;

(F)  analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and

(7)  History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A)  identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(B)  evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

(C)  analyze the function of the U.S. Office of War Information;

(D)  analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E)  analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(F)  evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and

(G)  explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

(8)  History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(A)  describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

(B)  describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;

(C)  explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

(D)  explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

(E)  analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and

(F)  describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C)  understand how historians interpret the past (historiography) and how their interpretations of history may change over time;

(D)  use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F)  identify bias in written, oral, and visual material;

(G)  identify and support with historical evidence a point of view on a social studies issue or event; and

(H)  use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  create written, oral, and visual presentations of social studies information;

(B)  use correct social studies terminology to explain historical concepts; and

(C)  use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

(31)  Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A)  create thematic maps, graphs, and charts representing various aspects of the United States; and

(B)  pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§113.42. World History Studies (One Credit)**, Beginning with School Year 2011-2012.

(10)  History. The student understands the causes and impact of World War I. The student is expected to:

(A)  identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;

(B)  identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;

(C)  explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and

(D)  identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B)  explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

(C)  explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(D)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E)  identify bias in written, oral, and visual material;

(F)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G)  construct a thesis on a social studies issue or event supported by evidence; and

(H)  use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  interpret and create written, oral, and visual presentations of social studies information; and

(D)  transfer information from one medium to another.

(4)  History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A)  explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;

(B)  evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

(C)  identify the causes of World War I and reasons for U.S. entry;

(D)  understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;

(E)  analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;

(F)  analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and

**§113.44. United States Government (One-Half Credit),** Beginning with School Year 2011-2012.

(b)  Introduction

(2)  To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

(20)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B)  create a product on a contemporary government issue or topic using critical methods of inquiry;

(C)  analyze and defend a point of view on a current political issue;

(D)  analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E)  evaluate government data using charts, tables, graphs, and maps; and

(F)  use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(21)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(22)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**Speeches:**

**§113.41. United States History Studies Since 1877** (One Credit), Beginning with School Year 2011-2012

(c)  Knowledge and skills.

(1)  History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A)  analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

(B)  analyze and evaluate the application of these founding principles to historical events in U.S. history; and

(C)  explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

(2)  History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A)  identify the major characteristics that define an historical era;

(B)  identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(C)  apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;

(7)  History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A)  identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(B)  evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

(C)  analyze the function of the U.S. Office of War Information;

(D)  analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E)  analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(F)  evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and

(G)  explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

(8)  History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(A)  describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

(B)  describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;

(C)  explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

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(E)  analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and

(F)  describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

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(B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C)  understand how historians interpret the past (historiography) and how their interpretations of history may change over time;

(D)  use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F)  identify bias in written, oral, and visual material;

(G)  identify and support with historical evidence a point of view on a social studies issue or event; and

(H)  use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

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(B)  use correct social studies terminology to explain historical concepts; and

(C)  use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

(31)  Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A)  create thematic maps, graphs, and charts representing various aspects of the United States; and

(B)  pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§113.44. United States Government (One-Half Credit),** Beginning with School Year 2011-2012.

(b)  Introduction

(2)  To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

(20)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B)  create a product on a contemporary government issue or topic using critical methods of inquiry;

(C)  analyze and defend a point of view on a current political issue;

(D)  analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E)  evaluate government data using charts, tables, graphs, and maps; and

(F)  use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(21)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(22)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§110.57. Public Speaking I, II, III (One-Half to One Credit).**

(b)  Knowledge and skills.

(1)  Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(A)  recognize the influence of classical rhetoric in shaping Western thought;

(B)  explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C)  analyze how modern public address influences public opinion and policy in a democratic republic;

(D)  analyze the ethical responsibilities that accompany freedom of speech;

(E)  develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches; and

(F)  apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.

(2)  Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:

(A)  identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(B)  identify and analyze logical patterns of organization for specific speech forms;

(C)  identify and analyze the characteristics of a speech to inform;

(D)  identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;

(E)  identify and analyze characteristics of speeches for special occasions; and

(F)  analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3)  Invention. The student plans speeches. The student is expected to:

(A)  identify and analyze the audience and occasion as a basis for choosing speech strategies;

(B)  select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic;

(C)  select and limit purposes for speeches;

(D)  research topics using primary and secondary sources, including electronic technology; and

(E)  analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4)  Organization. The student organizes speeches. The student is expected to:

(A)  apply knowledge of speech form to organize and design speeches;

(B)  organize speeches effectively for specific topics, purposes, audiences, and occasions;

(C)  choose logical patterns of organization for bodies of speech;

(D)  prepare outlines reflecting logical organization; and

(E)  analyze and evaluate the organization of oral or written speech models.

(6)  Style. The student develops skills in using oral language in public speeches. The student is expected to:

(A)  distinguish between oral and written language styles;

(B)  write manuscripts to facilitate language choices and enhance oral style;

(C)  use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;

(D)  use informal, standard, and technical language appropriately;

(E)  employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and

(F)  evaluate a speaker's style in oral or written speech models.

(7)  Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

(A)  employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;

(B)  rehearse and employ a variety of delivery strategies;

(C)  develop verbal, vocal, and physical skills to enhance presentations;

(D)  use notes, manuscripts, rostrum, visual aids, and/or electronic devices; and

(E)  interact with audiences appropriately.

(8)  Evaluation. The student analyzes and evaluates speeches. The student is expected to:

(A)  use critical, deliberative, and appreciative listening skills to evaluate speeches; and

(B)  critique speeches using knowledge of rhetorical principles.

**§110.60. Debate I, II, III (One to Three Credits).**

**(b)  Knowledge and skills.**

(1)  Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:

(A)  identify the historical and contemporary use of debate in social, political, and religious arenas;

(B)  examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and

(C)  recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

(2)  Analysis of issues. The student analyzes controversial issues. The student is expected to:

(A)  use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;

(B)  accurately phrase and define debatable propositions;

(C)  analyze and evaluate propositions and related issues presented in academic and public settings; and

(D)  recognize, analyze, and use various debate formats to support propositions.

(3)  Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:

(A)  explain the concept of a value as it applies to a debate;

(B)  analyze the role of value assumptions in formulating and evaluating argument;

(C)  analyze the works of classical and contemporary philosophers;

(D)  apply various standards for evaluating propositions of value;

(E)  apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;

(F)  develop and use valid approaches to construct affirmative and negative cases;

(G)  use valid proofs appropriately to support claims in propositions of value;

(H)  construct briefs for value propositions; and

(I)  apply voting criteria to value propositions.

(4)  Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to:

(A)  evaluate implications of stock issues in affirmative and negative case construction and refutation;

(B)  use and evaluate a variety of valid strategies to construct affirmative and negative cases;

(C)  construct debate briefs for policy propositions; and

(D)  analyze and adapt approaches to accommodate a variety of judging paradigms.

(5)  Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to:

(A)  analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;

(B)  identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and

(C)  analyze the role of value assumptions in personal, social, and political conflicts.

(6)  Proof. The student utilizes research and proof in debate. The student is expected to:

(A)  locate and use a variety of reliable technological and print sources;

(B)  identify and apply standard tests of evidence for choosing appropriate logical proofs;

(C)  demonstrate skill in recording and organizing information; and

(D)  utilize ethical guidelines for debate research and use of evidence.

(7)  Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:

(A)  identify the roles and responsibilities of the affirmative and negative positions;

(B)  explain and apply the distinctive approaches to prima facie case construction; and

(C)  use a variety of approaches to construct logical affirmative and negative cases.

(8)  Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:

(A)  listen critically to formulate responses;

(B)  take accurate notes during argumentation such as flow a debate;

(C)  analyze and apply a variety of approaches for refuting and defending arguments;

(D)  recognize and use effective cross-examination strategies; and

(E)  extend cross-examination responses into refutation.

(9)  Delivery. The student uses effective communication skills in debating. The student is expected to:

(A)  use precise language and effective verbal skills in argumentation and debate;

(B)  use effective nonverbal communication in argumentation and debate;

(C)  use effective critical-listening strategies in argumentation and debate;

(D)  demonstrate ethical behavior and courtesy during debate; and

(E)  develop extemporaneous speaking skills.

(10)  Evaluation. The student evaluates and critiques debates. The student is expected to:

(A)  use a knowledge of debate principles to develop and apply evaluation standards for various debate formats; and

(B)  provide valid and constructive written and/or oral critiques of debates.

**§110.62. Journalism (One-Half to One Credit).**

(b)  Knowledge and skills.

(1)  The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:

(A)  identify the history and development of American journalism through people and events;

(B)  identify the foundations of press law, including copyright law, the fair use exemption, and the ownership of intellectual property;

(C)  identify the foundations of journalistic ethics;

(D)  distinguish between responsible and irresponsible media action; and

(2)  The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:

(B)  distinguish the similarities and differences of news, feature, and opinion writing.

(3)  The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

(A)  demonstrate an understanding of the elements of news;

(B)  select the most appropriate journalistic format to present content;

(D)  plan and write relevant questions for an interview or in-depth research;

(F)  evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;

(G)  write copy synthesizing direct and indirect quotes and other research;

(H)  use journalistic style to write copy;

(I)  revise and edit copy using appropriate copy editing symbols;

(J)  rewrite copy;

(K)  create different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;

(L)  write captions; and

(M)  demonstrate an understanding of the function of headlines through the writing of headlines.

(4)  The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to:

(A)  identify the appropriate form of journalistic publication to present content such as newspapers, newsmagazines, online media, broadcasts, and newsletters;

(B)  design elements into an acceptable presentation;

(C)  use illustrations or photographs that have been cropped to communicate and emphasize a topic;

(D)  use graphic devices such as lines, screens, and art to communicate and emphasize a topic; and

(E)  prepare a layout for publication.

**Headlines:**

**§113.41. United States History Studies Since 1877** (One Credit), Beginning with School Year 2011-2012

(c)  Knowledge and skills.

(1)  History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A)  analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

(B)  analyze and evaluate the application of these founding principles to historical events in U.S. history; and

(C)  explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

(2)  History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A)  identify the major characteristics that define an historical era;

(B)  identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(C)  apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;

(4)  History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A)  explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;

(B)  evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

(C)  identify the causes of World War I and reasons for U.S. entry;

(D)  understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;

(E)  analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;

(F)  analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and

(7)  History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A)  identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(B)  evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

(C)  analyze the function of the U.S. Office of War Information;

(D)  analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E)  analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(F)  evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and

(G)  explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

(8)  History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(A)  describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

(B)  describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;

(C)  explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

(D)  explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

(E)  analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and

(F)  describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C)  understand how historians interpret the past (historiography) and how their interpretations of history may change over time;

(D)  use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F)  identify bias in written, oral, and visual material;

(G)  identify and support with historical evidence a point of view on a social studies issue or event; and

(H)  use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  create written, oral, and visual presentations of social studies information;

(B)  use correct social studies terminology to explain historical concepts; and

(C)  use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

(31)  Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A)  create thematic maps, graphs, and charts representing various aspects of the United States; and

(B)  pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§113.42. World History Studies** (One Credit), Beginning with School Year 2011-2012.

(10)  History. The student understands the causes and impact of World War I. The student is expected to:

(A)  identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;

(B)  identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;

(C)  explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and

(D)  identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.

(12)  History. The student understands the causes and impact of World War II. The student is expected to:

(A)  describe the emergence and characteristics of totalitarianism;

(B)  explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II**; and**

(C)  explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.

(13)  History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

(A)  summarize how the outcome of World War II contributed to the development of the Cold War**;**

(B)  summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;

(C)  identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;

(D)  explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;

14)  History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:

(A)  summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and

(B)  explain the U.S. response to terrorism from September 11, 2001, to the present.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B)  explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

(C)  explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(D)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E)  identify bias in written, oral, and visual material;

(F)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G)  construct a thesis on a social studies issue or event supported by evidence; and

(H)  use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  interpret and create written, oral, and visual presentations of social studies information; and

(D)  transfer information from one medium to another.

(31)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§113.44. United States Government (One-Half Credit),** Beginning with School Year 2011-2012.

(b)  Introduction

(2)  To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

(20)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B)  create a product on a contemporary government issue or topic using critical methods of inquiry;

(C)  analyze and defend a point of view on a current political issue;

(D)  analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E)  evaluate government data using charts, tables, graphs, and maps; and

(F)  use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(21)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(22)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§110.62. Journalism (One-Half to One Credit).**

(b)  Knowledge and skills.

(1)  The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:

(A)  identify the history and development of American journalism through people and events;

(B)  identify the foundations of press law, including copyright law, the fair use exemption, and the ownership of intellectual property;

(C)  identify the foundations of journalistic ethics;

(D)  distinguish between responsible and irresponsible media action; and

(2)  The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:

(B)  distinguish the similarities and differences of news, feature, and opinion writing.

(3)  The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

(A)  demonstrate an understanding of the elements of news;

(B)  select the most appropriate journalistic format to present content;

(D)  plan and write relevant questions for an interview or in-depth research;

(F)  evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;

(G)  write copy synthesizing direct and indirect quotes and other research;

(H)  use journalistic style to write copy;

(I)  revise and edit copy using appropriate copy editing symbols;

(J)  rewrite copy;

(K)  create different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;

(L)  write captions; and

(M)  demonstrate an understanding of the function of headlines through the writing of headlines.

(4)  The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to:

(A)  identify the appropriate form of journalistic publication to present content such as newspapers, newsmagazines, online media, broadcasts, and newsletters;

(B)  design elements into an acceptable presentation;

(C)  use illustrations or photographs that have been cropped to communicate and emphasize a topic;

(D)  use graphic devices such as lines, screens, and art to communicate and emphasize a topic; and

(E)  prepare a layout for publication

**Declaration of Independence:**

**§113.41. United States History Studies Since 1877** (One Credit), Beginning with School Year 2011-2012

(c)  Knowledge and skills.

(1)  History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A)  analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

(B)  analyze and evaluate the application of these founding principles to historical events in U.S. history; and

(C)  explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

(2)  History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A)  identify the major characteristics that define an historical era;

(B)  identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(C)  apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

**§113.42. World History Studies (One Credit)**, Beginning with School Year 2011-2012.

(20)  Government. The student understands **how** contemporary political systems **have developed from earlier systems of government.** The student is expected to:

(A)  explain the development of democratic-republican government from its beginnings in **the** Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;

(B)  identify the impact of political and legal ideas contained **in the following** documents: Hammurabi's Code, **the Jewish Ten Commandments,** Justinian's Code of Laws, Magna Carta, the **English Bill of Rights,** the Declaration of Independence, **the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;**

(C)  explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and

22)  Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(F)  assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  interpret and create written, oral, and visual presentations of social studies information; and

(D)  transfer information from one medium to another.

(31)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C)  understand how historians interpret the past (historiography) and how their interpretations of history may change over time;

(D)  use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F)  identify bias in written, oral, and visual material;

(G)  identify and support with historical evidence a point of view on a social studies issue or event; and

(H)  use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  create written, oral, and visual presentations of social studies information;

(B)  use correct social studies terminology to explain historical concepts; and

(C)  use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

(31)  Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A)  create thematic maps, graphs, and charts representing various aspects of the United States; and

(B)  pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**§113.44. United States Government (One-Half Credit),** Beginning with School Year 2011-2012.

(b)  Introduction

(2)  To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.

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(A)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(B)  create a product on a contemporary government issue or topic using critical methods of inquiry;

(C)  analyze and defend a point of view on a current political issue;

(D)  analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E)  evaluate government data using charts, tables, graphs, and maps; and

(F)  use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(21)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(22)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.