



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

ACTIVELY SUPPORTING TOMORROW'S LEADERS

YMCA TEXAS YOUTH & GOVERNMENT



**Texas College and Career Readiness Standards
(TCCRS) HIGH SCHOOL**



Civic Engagement

Cross Disciplinary

I. A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

II. A. Multicultural societies

2. Evaluate the experiences and contributions of diverse groups to multicultural societies

Social Studies

I. C. Change and continuity of political ideologies, constitutions, and political behavior

1. Evaluate different governmental systems and functions

3. Explain and analyze the importance of civic engagement

I. F. Problem-solving and decision-making skills

1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.

2. Analyze ethical issues in historical, cultural, and social contexts.

IV. A. Critical examination of texts, images, and other sources of information

4. Understand the differences between a primary and secondary

source and use each appropriately to conduct research and construct arguments

5. Read narrative texts critically

IV. B. Research and methods

1. Use established research methodologies

2. Explain how historians and other social scientists develop new and competing views of past phenomena

3. Gather, organize, and display the results of data and research

4. Identify and collect source

Legislative

Cross Disciplinary

I. A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

Social Studies

I. C. Change and continuity of political ideologies, constitutions, and political behavior

1. Evaluate different governmental systems and functions.

IV. Analysis, Synthesis, and Evaluation of Information

B. Research and methods

1. Use established research methodologies

3. Gather, organize, and display the results of data and research

4. Identify and collect sources

D. Reaching conclusions

1. Construct a thesis that is supported by evidence.

2. Recognize and evaluate counter-arguments.

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.

III. Speaking

A. Understand the elements of communication both in informal group

discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in

different contexts and influences the listener's understanding.

2. Adjust presentation (delivery, vocabulary, length) to particular

audiences and purposes.

English/Language Arts

- I. A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

- A. B. Develop effective speaking styles for both group and one-on-one situations.

3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning



State Affairs Forum

Cross Disciplinary

I. A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

English/Language Arts

I. A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.

4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.

III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.

2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

B. Develop effective speaking styles for both group and one-on-one situations.

3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

V. A. Formulate topic and questions.

1. Formulate research questions.

2. Explore a research topic.

3. Refine research topic and devise a timeline for completing work.

V. B. Select information from a variety of sources.

1. Gather relevant sources.

2. Evaluate the validity and reliability of sources.

3. Synthesize and organize information effectively

Social Studies

IV. Analysis, Synthesis, and Evaluation of Information

D. Reaching conclusions

1. Construct a thesis that is supported by evidence.
2. Recognize and evaluate counter-arguments, ideas and information, organize material generated, and formulate a thesis.

Media

Cross Disciplinary

I. A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

I. F. Academic integrity

1. Attribute ideas and information to source materials and people.

2. Evaluate sources for quality of content, validity, credibility, and relevance.

3. Include the ideas of others and the complexities of the debate, issue, or problem.

4. Understand and adhere to ethical codes of conduct.

English/Language Arts

I.A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

3. Identify explicit and implicit textual information including main ideas and author's purpose.

4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.

5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.



III. A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.
2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

B. Develop effective speaking styles for both group and one-on-one situations.

1. Participate actively and effectively in one-on-one oral communication situations.
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2. Participate actively and effectively in group discussions.

3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

Social Studies

IV. A. Critical examination of texts, images, and other sources of information

1. Identify and analyze the main idea(s) and point(s) of view in sources

Judicial

Cross Disciplinary

I. A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

II. A. Reading across the curriculum

4. Identify the key information and supporting details
5. Analyze textual information critically
6. Annotate, summarize, paraphrase, and outline texts when appropriate

Social Studies

IV. Analysis, Synthesis, and Evaluation of Information

D. Reaching conclusions

1. Construct a thesis that is supported by evidence.
2. Recognize and evaluate counter-arguments.

English/Language Arts

III. Speaking

- B. Develop effective speaking styles for both group and one-on-one situations.
3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

V. Research

- B. Select information from a variety of sources.
2. Evaluate the validity and reliability of sources.
3. Synthesize and organize information effectively.



Youth and Government Curriculum Standards (HS)

United States Government

113.44.C.(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:

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

113.44.C.(8) 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;
- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;

113.44.C.(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
- (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

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

- (A) use social studies terminology correctly;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;
- (D) create written, oral, and visual presentations of social studies information.

English Language Arts and Reading, English IV

110.39.C.(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;
- (B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
- (C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;



(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

110.39.C.(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to analyze key ideas;
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

110.39.C.(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (G) discuss and write about the explicit and implicit meanings of text;

110.39.C.(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using strategic organizational structures appropriate to purpose, audience, topic, and context
- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

110.39.C.(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) develop questions for formal and informal inquiry;
- (B) critique the research process at each step to implement changes as needs occur and are identified;
- (C) develop and revise a plan;
- (D) modify the major research question as necessary to refocus the research plan;
- (E) locate relevant sources;
- (F) synthesize information from a variety of sources;
- (G) examine sources for:
 - (i) credibility, bias, and accuracy; and



(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism

Journalism

110.62.B.(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;
- (C) locate information sources such as persons, databases, reports, and past interviews; gather background information; and research to prepare for an interview or investigate a topic;
- (D) plan and write relevant questions for an interview or in-depth research;
- (E) gather information through interviews (in person or telephone);
- (F) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;
- (I) revise and edit copy using appropriate copy editing symbols;
- (L) write captions;
- (M) demonstrate an understanding of the function of headlines through the writing of headlines.

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

- (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;

Advanced Broadcast Journalism I, II, III

110.64.B.(2) The student understands how broadcast productions are created and disseminated. The student is expected to:

- (A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;

110.64.B.(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:

- (C) apply pre-production skills such as storyboarding, scriptwriting, and scheduling;
- (J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques.

Photojournalism

110.65.B.(1) The student interprets/critiques visual representations