



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) MIDDLE SCHOOL**



## Civic Engagement

### 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

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
2. Recognize and evaluate counter-arguments.
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.

### 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.

#### 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.



## 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.



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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.

2. Participate actively and effectively in group discussions.

## **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



## Youth and Government Curriculum Standards (MS)

### **Social Studies, Grade 8**

113.20.B.(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

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

(B) 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  
(E) support a point of view on a social studies issue or event

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

(E) support a point of view on a social studies issue or event

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

(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.

### **Social Studies, Grade 7**

113.19.B.(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels

### **English Language Arts and Reading, Grade 8**

110.24.B.(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) listen actively to interpret a message by summarizing, asking questions, and making comments  
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;



- (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively
- (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

110.24.B.(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 uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

110.24.B.(10) 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 first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
  - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety

110.24.B.(12) 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) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
  - (i) reliability, credibility, and bias, including omission
- (I) display academic citations and use source materials ethically