

8th Grade U.S. History Curriculum Bundle #5

Title	Suggested Dates
U.S. Government	November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • The U.S. Constitution gives the government enough power to be effective and a structure which keeps any part of the government from becoming too powerful. • A democracy depends on its citizens understanding and respecting their individual rights and responsibilities. 	<ul style="list-style-type: none"> • How does the U.S. government balance its powers and responsibilities? • What does the U.S. Constitution, including the Bill of Rights, guarantee its citizens? • How are individual rights essential to a democracy? • What is the purpose of government?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p> <p>8.16D 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.</p>	<ul style="list-style-type: none"> • Limited government - Everyone, including all authority figures, must obey the laws. Constitutions, statements of rights, or other laws define the limits of those in power so they cannot take advantage of their elected, appointed, or inherited positions. • Republicanism is a philosophy of limited government with elected representatives serving at the will of the people. • Checks & Balances: The President can veto legislation passed by Congress, but Congress can override the veto. The Senate confirms major appointments made by the President, and the courts may declare acts passed by Congress as unconstitutional. • Federalism is the distribution of power between a federal government and the states within a union. • Separation of Powers: The branches include the legislative branch know as Congress, consisting of 	<p>“Constitution: Truth or Myth” lesson plan (Sept. 2007) from Texas Law-Related Education will help teach 8.16D.</p> <p>“Rafting through the Constitution” (Sept. 2007) from Texas Law-Related Education (Helps teach TEKS 8.16D)</p> <p>“Principle Pillars” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 8.16D, 8.30BC, 8.31ACD)</p> <p>“Looping Through the Constitution” (Sept. 2005) from Texas Law-Related Education (Helps teach TEKS 8.16) END OF CIVICS UNIT OR TAKS REVIEW</p> <p>“Puzzled by the Constitutional Era Quilt” (April 2008) from Texas Law-Related Education (Helps to teach TEKS 8.16D)</p> <p>“Basic Principles of the U.S. Constitution” and “Constitution: Enhancement for Additional Development of PreAP Skills” (Last two lessons in PDF) PreAP lessons from TEA’s Lighthouse Initiative (Helps teach</p>

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	<p>the House of Representatives and the Senate, the Executive Branch, headed by the President, and the Judicial Branch, headed by the Supreme Court. The Legislative Branch is charged with the creation of laws. The powers of the Legislative Branch are outlined in Article I of the U.S. Constitution. The Executive Branch carries out the laws and ensures their just application. These powers are outlined in Article II of the U.S. Constitution. The judicial branch, consisting of all courts of the United States including the highest court, the Supreme Court, interprets and applies the laws. Its powers are outlined in Article III.</p> <ul style="list-style-type: none"> • <u>Popular sovereignty</u> is the concept that political power rests with the people who can create, alter, and abolish government. People express themselves through voting and free participation in government. • <u>Individual rights</u> – Our constitution guarantees all citizens their unalienable rights found in the Bill of Rights. 	<p>TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson(s).</p> <p>p. 228-230 p. 240 p.236</p>
<p>8.17 Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</p> <p>8.17C identify the origin of judicial review and analyze examples of congressional and presidential responses.</p>	<ul style="list-style-type: none"> • Constitution provides the judicial branch with power to interpret laws 	<p>“Basic Principles of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p>8.17 Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</p> <p>8.17A summarize the purposes for and processes of changing the U.S. Constitution;</p>	<ul style="list-style-type: none"> • The Constitution can be changed or amended when it is deemed necessary by the people. Congress or state conventions can propose an amendment. It then goes to the states to be approved. An amendment must have a 2/3 vote of Congress or state conventions and a ¾ vote of the states to be approved. • To change an amendment, another amendment must be ratified 	<p>“Basic Principles of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson. p. 247</p>

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<p>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>8.20B summarize rights guaranteed in the Bill of Rights;</p>	<ul style="list-style-type: none"> • First Amendment – Establishment Clause, Free Exercise Clause; freedom of speech, of the press, Freedom of Religion, and of assembly; right to petition • Second Amendment – Right to keep and bear arms • Third Amendment – Protection from quartering of troops • Fourth Amendment – Protection from unreasonable search and seizure • Fifth Amendment – due process, double jeopardy, self-incrimination, eminent domain • Sixth Amendment – Trial by jury and rights of the accused; Confrontation Clause, speedy trial, public trial, right to counsel • Seventh Amendment – Civil trial by jury • Eighth Amendment – Prohibition of excessive bail and cruel and unusual punishment • Ninth Amendment – Protection of rights not specifically enumerated in the Bill of Rights • Tenth Amendment – Powers of States and people 	<p>Lesson Idea: Give examples from real life and have the students determine which Bill of Rights amendment applies.</p> <p>Discuss how the Bill of Rights apply to students at school.</p> <p>Students pick the 5 rights they would keep and explain why.</p> <p>“Stirring Up the Bill of Rights” (Dec. 2006) from Texas Law-Related Education (Helps teach TEKS 8.20B)</p> <p>“Let’s All Just Get Along” (Oct. 2007) from Texas Law-Related Education (Helps teach TEKS 8.20BCD, 8.30DE) p. 250</p>
<p>8.26 Culture. The student understands the impact of religion on the American way of life. The student is expected to:</p> <p>8.26C analyze the impact of the first amendment guarantees of religious freedom on the American way of life.</p>	<ul style="list-style-type: none"> • Argument over the issue of Separation of Church and State 	
<p>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<ul style="list-style-type: none"> • Following rules • Civic duties • Providing financial and emotional support 	<p>“Let’s All Just Get Along” (Oct. 2007) from Texas Law-Related Education (Helps teach TEKS 8.20BCD, 8.30DE)</p>

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<p>8.20C explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;</p>					
<p>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>8.20D identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries;</p>	<ul style="list-style-type: none"> • Obeying rules and laws • Voting • Serving on juries • Volunteering for organizations 	<p>“Let’s All Just Get Along” (Oct. 2007) from Texas Law-Related Education (Helps teach TEKS 8.20BCD, 8.30DE)</p>			
<p>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>8.20E summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and</p>	<ul style="list-style-type: none"> • Today’s Process 				
<p>8.20 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>8.20F explain how the rights and responsibilities of U.S. citizens reflect our national identity.</p>	<ul style="list-style-type: none"> • Rights and Responsibilities as U.S. Citizens that reflect our national identity • Voting • Following laws • Participating in our society • Accepting diversity • The U.S. national identity is reflected by the characteristics of responsibility, individualism, and participation 				
<p>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>8.22B describe the importance of free speech and press in a democratic society; and</p>	<ul style="list-style-type: none"> • Freedom of Speech includes freedom to have own thoughts and opinions 	<p>“Protest Advice” (Sept. 2006) from Texas Law-Related Education (Helps teach TEKS 8.4A, 8.22B, 8.30ABD)</p> <p>“Help Run the Country” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p>			
<p>8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<ul style="list-style-type: none"> • Examples from the Declaration of Independence and Solutions: <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 2px;">Grievance</td> <td style="padding: 2px;">Constitution</td> <td style="padding: 2px;">Bill of Rights</td> </tr> </table>	Grievance	Constitution	Bill of Rights	<p>Note: Vocabulary – grievance</p> <p>For other examples see the Constitution and the Bill of Rights</p>
Grievance	Constitution	Bill of Rights			

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<p>8.16C identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and</p>	No taxation without representation	Addressed in Article I		<p>“Predicting the Meaning of the Declaration of Independence” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 8.16AC, 8.20A)</p> <p>“Looping Through the Constitution” (Sept. 2005) from Texas Law-Related Education (Helps teach TEKS 8.16) END OF CIVICS UNIT OR TAKS REVIEW</p> <p>“Colonial Grievances in the Constitution” (Sept. 2004) from Texas Law-Related Education (Helps teach TEKS 8.16C)</p> <p>“License to Declare Independence” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 8.16AC)</p> <p>“Basic Principles of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
	Forced quartering of soldiers		Addressed in Amendment 3	
	No due process		Addressed in Amendments 5 and 6	
	Abuses of elected officials	Addressed through separation of powers and checks and balances		
	Writ of Assistance		Amendment 4	
	King forbids gov’t to pass laws	Legislature can override president’s veto		
	King dissolves representative legislatures	creation of Congress		

Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth

<p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>8.31A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Popular sovereignty • Civic virtue <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>Writers! You can find lists of Webquests in the share > PISD Curr Docs > Social Studies > Resources. Please feel free to hyperlink specific WebQuests into bundles.</p>
<p>8.32 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Decision-Making:</p>	<p>Writers! You can find lists of Webquests in the share > PISD Curr Docs > Social Studies > Resources. Please feel free to hyperlink specific WebQuests into bundles.</p>

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<p>The student is expected to:</p> <p>8.32A 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</p> <p>8.32 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:</p> <p>8.32B 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.</p>	<ul style="list-style-type: none"> • Identify a situation that requires a decision • Gather information • Identify options • Predict consequences • Take action to implement a decision <p>Problem-Solving:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution <p>TEACHER NOTE: We recommend that you teach 8.32A and B together by using a WebQuest. You may do a Webquest with the entire class or break the students into smaller groups. WebQuests thoroughly teach 8.32A and B.</p> <p>Other possibilities for teaching include scenario projects for students: If you lived in (____ time period) and (____ event) was occurring, what would change for you if you were a (____ job / person) how would your life be different, what choices or actions would you take in this situation. Given a set scenario, students can research and identify what actions they would take, change or do.</p>	
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