


## U.S. Government Curriculum Bundle #2

Title		Suggested Dates
Constitution and Federalism		Semester 1 – September 14 – October 2, 2009 (14 days) Semester 2 – February 1 – 19, 2010 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>The U.S. Constitution deliberately limits the power of the government but still has the ability to change to meet contemporary needs.</li> <li>Historical conflicts have significantly impacted the development and interpretation of the U.S. Constitution.</li> <li>Protection of individual rights is a fundamental principle of the U.S. Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>How and why does the U.S. Constitution limit the powers of the government?</li> <li>What is the legacy of the historical conflicts over power within the federal government as well as between the federal and state governments?</li> <li>Which rights are guaranteed by the U.S. Constitution? Why?</li> </ul>

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 (Read the note above)
<p><b>Constitution Day is Sept. 17</b>—Legally, grades 3-12 have to study about the U.S. Constitution.</p>		
<p><b>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</b></p> <p>GOV.8A explain the importance of a written constitution;</p>	<ul style="list-style-type: none"> <li>A written constitution holds both people and the government accountable to the laws of the land.</li> </ul>	<p><a href="http://www.constitutionfacts.com/">www.constitutionfacts.com/</a></p>
<p><b>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</b></p> <p>GOV.8D evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</p>	<ul style="list-style-type: none"> <li>Republicanism – The citizens have political authority are bound by social contract to obey laws and their rights are guaranteed by a constitution</li> <li>Individual rights – a citizen is entitled to all rights as long as they don't infringe on others.</li> <li>Popular sovereignty – The people are the only source of power for any and all government actions. Government can only govern with the consent of the governed.</li> </ul>	<p><a href="http://www.civicallyspeaking.org">www.civicallyspeaking.org</a></p>

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	<ul style="list-style-type: none"> <li>• Limited government – no government is all powerful. The acts of the government are those willed by the people</li> <li>• Separation of power – no one branch has too much power.</li> <li>• Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches.</li> <li>• Federalism – division of power among the central government and several regional (state) governments</li> </ul>							
<p><b>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</b></p> <p>GOV.8E analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and</p>	<ul style="list-style-type: none"> <li>• Processes to amend the Constitution</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 15%; text-align: center;">Step 1</td> <td style="width: 30%;">Proposal approved by 2/3 of Congress</td> <td style="width: 55%;">Proposed by 2/3 of state legislatures at national constitutional convention</td> </tr> <tr> <td style="text-align: center;">Step 2</td> <td>Ratified by state legislature with 3/4 approval</td> <td>Ratified by 3/4 of all 50 states constitutional conventions</td> </tr> </table> <p style="margin-top: 10px;">Amendments can be added by any combination of step 1 and 2</p> <p>26 of the 27 amendments were made by a proposal in Congress and approved by the state legislatures.</p>	Step 1	Proposal approved by 2/3 of Congress	Proposed by 2/3 of state legislatures at national constitutional convention	Step 2	Ratified by state legislature with 3/4 approval	Ratified by 3/4 of all 50 states constitutional conventions	
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<p><b>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</b></p> <p>GOV.8F analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.</p>	<ul style="list-style-type: none"> <li>• Americans strive for life, liberty, and the pursuit of happiness by becoming better educated, getting better jobs, and having more income</li> <li>• Having our unalienable rights protected is paramount and that is reflected in the Bill of Rights.</li> <li>• Citizens make the decisions in the U.S. government and they are represented in the Legislative branch. If they disagree with what our government leaders are doing they can vote them out of office, communicate their feelings with them, protest, or influence issues through polling.</li> </ul>							

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<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9E explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p>	<ul style="list-style-type: none"> <li>• Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches.</li> <li>• The president may nominate a Supreme Court justice and the senate must confirm the candidate. Courts can declare executive actions unconstitutional. The President can veto Congressional legislation. Congress can override a presidential veto, etc.</li> </ul>							
<p><b>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.9I analyze the structure and functions of local government.</p>	<p><u><i>City-Maintains city records and makes and maintains city laws</i></u></p> <ul style="list-style-type: none"> <li>• Mayor</li> <li>• City Manager</li> <li>• City Council</li> <li>• City Attorney</li> <li>• Municipal Courts</li> </ul> <p><u><i>County – Maintains city records and makes and maintains county laws</i></u></p> <ul style="list-style-type: none"> <li>• County Judge</li> <li>• County Clerk</li> <li>• Constables</li> <li>• County Attorney</li> <li>• Tax Collector/Assessor</li> </ul>							
<p><b>GOV.10 Government. The student understands the concept of federalism. The student is expected to:</b></p> <p>GOV.10B categorize government powers as national, state, or shared;</p>	<p><u>Federal powers are divided into expressed, implied, inherent, and reserved power:</u></p> <ul style="list-style-type: none"> <li>• Expressed Powers – delegated to the National Government in the Constitution</li> <li>• Implied Powers – powers given to the National Government but not stated in the Constitution</li> <li>• Inherent Powers – belonging to the National Government because it is the government of a sovereign state</li> <li>• Reserved Powers – belonging to the state governments and denied to the federal government; or left to the people under the 10th amendment.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center; padding: 5px;">National Powers</th> <th style="text-align: center; padding: 5px;">Concurrent Powers</th> <th style="text-align: center; padding: 5px;">State Powers</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>▪ Coin money</li> <li>▪ Raise and</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>▪ powers shared by both State</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>▪ regulate trade and business</li> </ul> </td> </tr> </tbody> </table>	National Powers	Concurrent Powers	State Powers	<ul style="list-style-type: none"> <li>▪ Coin money</li> <li>▪ Raise and</li> </ul>	<ul style="list-style-type: none"> <li>▪ powers shared by both State</li> </ul>	<ul style="list-style-type: none"> <li>▪ regulate trade and business</li> </ul>	
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<p><b>GOV.10 Government. The student understands the concept of federalism. The student is expected to:</b></p> <p>GOV.10C analyze historical conflicts over the respective roles of national and state governments; and</p>	<p><b>The 10th amendment grants reserved power for the states.</b></p> <p><b>Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</b></p> <p><b>Federalist vs. Anti-federalist</b>—Federalists favored a strong central government, Anti-federalist favored states’ rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution.</p>				
<p><b>GOV.10 Government. The student understands the concept of federalism. The student is expected to:</b></p> <p>GOV.10D evaluate the limits on the national and state governments in the U.S. federal system of government.</p>	<ul style="list-style-type: none"> <li>• The Constitution enacted a system of federalism in which the power to govern is divided between national and state governments.</li> <li>• Federal powers are divided into expressed, implied, and inherent power.</li> <li>• The 10th amendment grants reserved power for the states.</li> </ul>				

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	<ul style="list-style-type: none"> <li>• Concurrent or shared powers are those shared by state and federal government such as the power to tax and establish courts.</li> <li>• Powers denied to the federal government are specified in Article I, Section 9 and powers denied to the states are specified in Article I, Section 10.</li> </ul>	
<p><b>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.14A understand the roles of limited government and the rule of law to the protection of individual rights;</p>	<ul style="list-style-type: none"> <li>• Limited Government - no government is all powerful. The acts of the government are those willed by the people</li> <li>• The rule of law implies that government authority may only be exercised in accordance with written laws.</li> <li>• Limited government and the rule of law are applied in the Bill of Rights and other amendments.</li> <li>• <b>Fifth Amendment</b> – Can not be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</li> <li>• <b>Tenth Amendment</b> – There are powers given to the federal government and the state government separately concerning individual rights</li> <li>• <b>Fourteenth Amendment</b> – All citizens born or naturalized in the United States are citizens</li> </ul>	
<p><b>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.14B analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;</p>	<ul style="list-style-type: none"> <li>• Amendment One - Freedom of Religion, Press, Expression, Assembly, Speech</li> <li>• Amendment Two - Right to bear arms and organize a well regulated militia</li> <li>• Amendment Three – No quartering of soldiers</li> <li>• Amendment Four – No unlawful search and seizure of property</li> <li>• Amendment Five – One cannot be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</li> <li>• Amendment Six - Right to speedy trial, confrontation of witness</li> <li>• Amendment Seven - Trial by jury in civil cases</li> <li>• Amendment Eight – No excessive bail or fines nor cruel and unusual punishment.</li> <li>• Amendment Nine - Construction of Constitution shall not be construed to deny or disparage others</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Amendment Ten - Powers of the federal government and the state government will be separate</li> </ul>	
<p><b>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.14E explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and</p>	<p><i>Amendment Five</i> Due Process – The government must act fairly and in accord with established rules in all that it does</p> <p><i>Amendment Fourteenth</i> Part of the Fourteenth Amendment guarantees that no state deny basic rights to its people</p>	
<p><b>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</b></p> <p>GOV.14F analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.</p>	<p>Today, the Bill of Rights not only apply to the federal government but to state government by way of the judicially created “incorporation doctrine.” They base it on the due process clause of the fourteenth amendment. Include a discussion of selective incorporation via supreme court rulings.</p>	
<p><b>GOV.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>GOV.17B analyze the importance of free speech and press in a democratic society; and</p>	<ul style="list-style-type: none"> <li>• The freedom of speech and press serves many functions it allows discussion and consideration of a representative range of views.</li> <li>• A government which does not know what the people feel and think is in a dangerous position. The government that muzzles free speech runs a risk of destroying the creative instincts of its people.</li> <li>• It is a check on the government for citizens</li> </ul>	
<p><b>Social Studies Skills TEKS</b>—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>		
<p><b>GOV.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>GOV.21A analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations</p>	<p>Access Inspiration template from campus share drive. (Campus share/Social Studies)</p> <p>Have students use Excel to categorize information.</p> <p>Use Graphic Organizers on the PISD Social Studies Resources webpage.</p>	<p>Go to PISD website, click Staff tab for the following resources. See your librarian for login information.</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library <a href="http://Maps101.com">http://Maps101.com</a> UnitedStreaming.com Search for various video topics.</p>

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<p>and predictions, and drawing inferences and conclusions;</p>		<p>www.teach-nology.com</p>
<p><b>GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>GOV.22A use social studies terminology correctly;</p>	<ul style="list-style-type: none"> <li>• when labeling graphs</li> <li>• also, see assurance words</li> </ul>	
<p><b>GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>GOV.22B use standard grammar, spelling, sentence structure, and punctuation;</p>		
<p><b>GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>GOV.22C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p>	<p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• use computer lab to investigate current events</li> <li>• and to research political parties and candidates</li> </ul>	