

U.S. Government Curriculum Bundle #3

Title	Suggested Dates
Political Behavior / Legislative Branch	Semester 1 – October 5 – 23, 2009 (14 days) Semester 2 – February 22 – March 12, 2010 (15 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • The U.S. government functions today largely as the result of actions by and interactions among individuals, political parties, interest groups, and the media. • Article 1 of the U.S. Constitution defines the structure and function of the legislative branch, while actual practice and interaction of groups and individuals has developed procedures over time. 	<ul style="list-style-type: none"> • What are the roles and responsibilities of and relationships among individuals, political parties, interest groups, and the media in the U.S. political system? • What historical trends and results have occurred as a result of those roles and relationships? • What is the structure and role of the legislative branch?

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)
Political Behavior		
<p>GOV.3 History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:</p> <p>GOV.3A give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and</p>	<ul style="list-style-type: none"> • Individuals: voting and voting rights acts, campaigning and campaign finance legislation, contribute to campaign, boycotts, sit-ins, labor striker • Political Parties: nominate candidates, inform and activate supporters, give a seal of approval, watchdog of government: party out of power criticizes the policies and behavior of party in power. • Interest Groups: lobbying, providing information, providing political participation, and organizing people. • Media: Mainstay in the formation the creation of opinion and opinion polls. Watchdog of the government. Types include: Television, Radio, Newspaper, internet, and internet blogs among others. 	<p>www.politicalcompass.org www.theadvocates.org</p> <p>VOTEXAS</p> <p>Student Mock Election</p>

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<p>GOV.3 History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:</p> <p>GOV.3B analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p>	<ul style="list-style-type: none"> • Third Parties such as the Bull Moose, Progressive, Communist, Socialist, Labor, Libertarian, and Green party. • Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader • Civil Rights Movement: MLK, Jr., Rosa Parks, Malcolm X, NAACP, media coverage, Voting Rights Acts, and Americans with Disabilities Act (ADA) • Political Parties: Assist the electoral process, organize the running of government, and nominate candidates. • Interest groups such as AARP, NRA, NOW and other PAC's: Organize people, provide a means of participation, provide information to both public and policy makers. • Media: Inform the public, serve as watchdog, act as gatekeeper and develop public opinion polls (screen what is publicized) 	
<p>GOV.11 Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p> <p>GOV.11A compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and</p>	<p>Local Offices</p> <ul style="list-style-type: none"> • Elected – File at City Hall and pay fee • Appointed – If vacated during a term by a higher position <p>State Offices</p> <ul style="list-style-type: none"> • Elected – Join a political party, file to run for office • Appointed – Position appointed by Governor if become vacated during a term <p>National Offices</p> <ul style="list-style-type: none"> • Elected-Join a political party, file to run for office • Appointed-Cabinet appointed by President and Federal Judge Positions when term is vacated 	
<p>GOV.11 Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p> <p>GOV.11B analyze and evaluate the process of electing</p>	<ul style="list-style-type: none"> • Decision to run for a political office representing a political party • Primaries and Caucuses within one's political party • Nomination by one's political party at their National 	<p>1965 Alabama Literacy Test 1965 Literacy TEXT only</p> <p>1965 Literacy INTERACTIVE version</p>

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<p>the President of the United States.</p>	<p style="color: red;">Convention</p> <ul style="list-style-type: none"> • Campaigning across the country • Election • Popular vote election • Electoral College decides who will be the president of the United States 	
<p>GOV.12 Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>GOV.12A identify the functions of political parties;</p>	<ul style="list-style-type: none"> • Political Parties: Assist the electoral process, organize the running of government, nominate candidates • Political Parties: nominate candidates, inform and activate supporters, give a seal of approval, watchdog of government: party out of power criticizes the policies and behavior of party in power 	
<p>GOV.12 Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>GOV.12B analyze the two-party system and evaluate the role of third parties in the United States;</p>	<ul style="list-style-type: none"> • Two-Party System - Historical, force of tradition, electoral system promotes a two party system • Third Party Candidates: Bring about change by getting issues known, i.e., Ross Perot, Ralph Nader. May impact the results of an election. 	
<p>GOV.12 Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>GOV.12C analyze the role of political parties in the electoral process at local, state, and national levels; and</p>	<ul style="list-style-type: none"> • Local – Interest in being a member of the Electoral delegation is found on the local level. • State –The voters of that state vote for who will be a member of their Electoral delegation. • National-Each State is allocated a number of electors equal to the number of US Senators plus the number of its US Representatives. They determine who will be the president of the U.S. by their vote. Usually their votes coincides with the popular vote of the state for president 	
<p>GOV.12 Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>GOV.12D identify opportunities for citizens to</p>	<ul style="list-style-type: none"> • Voting • Working on campaign, • Joining interest group • Financial contribution • Contacting politicians 	

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<p>participate in political party activities at local, state, and national levels.</p>		
<p>GOV.15 Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:</p> <p>GOV.15A explain the difference between personal and civic responsibilities;</p>	<ul style="list-style-type: none"> • <i>Personal responsibilities</i> are to you and your family providing them with food, clothing and a home. • <i>Civic responsibilities</i> are to your community and government by way of voting in elections, paying taxes, and serving on juries. 	
<p>GOV.16 Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:</p> <p>GOV.16A analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p>	<ul style="list-style-type: none"> • Voting • Congressional contact • Participating in interest groups • Involved in political parties 	
<p>GOV.16 Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:</p> <p>GOV.16C analyze the factors that influence an individual's political attitudes and actions; and</p>	<ul style="list-style-type: none"> • Education • Religion • Family • Media • Socio-economic index • Race and ethnicity 	<p>Presidential Campaign Commercials (1952 – 2004); also has elections results by state. Select a Candidate Survey/Poll</p>
<p>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:</p> <p>GOV.17A analyze different points of view of political parties and interest groups on important contemporary issues;</p>	<ul style="list-style-type: none"> • Abortion • Gun regulation • Gay rights • Stem cell research • Privacy • Immigration • Civil Rights • Voting Rights • Sexual Harassment • Discrimination and Prejudice 	
<p>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:</p>	<ul style="list-style-type: none"> • Use the newspaper or internet as a source. 	

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<p>GOV.17C express and defend a point of view on an issue of contemporary interest in the United States.</p>		
<p>GOV.18 Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p> <p>GOV.18A evaluate a political policy or decision in the United States that was a result of changes in American culture; and</p>	<ul style="list-style-type: none"> • Roe vs. Wade – Due to the women’s movement, the Courts said that women had a right to choose to have an abortion up to the third trimester • Voting rights – Due to the pressure of the civil rights movement, the poll tax and other discriminatory laws were found to be unconstitutional • Brown vs. Board of Education – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional • Amendment 18 - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol • Amendment 21 – Repealed prohibition to help the economy as the US was entering the Depression • Amendment 26 – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War 	
<p>GOV.20 Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:</p> <p>GOV.20A analyze the potential impact on society of recent scientific discoveries and technological innovations; and</p>	<ul style="list-style-type: none"> • Faster and more efficient communication globally - cell phones, Internet, global positioning • More efficient evidence - DNA, Internet • Cure to neurological diseases - stem cell research • Cure to diseases - cloning • Lower number of childhood deaths - pre-natal testing • Problem facing of these issues – Right to Privacy 	
<p>GOV.20 Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:</p> <p>GOV.20B analyze the reaction of government to</p>	<ul style="list-style-type: none"> • Cloning – Cloning is allowed for research purposes • DNA – Used to solve crimes • Stem Cell Research – Government limits it use because of the issue of abortion 	

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scientific discoveries and technological innovations.		
Legislative Branch		
<p>GOV.9 Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p> <p>GOV.9A 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;</p>	<p><i>Bicameral Structure of Congress</i></p> <ul style="list-style-type: none"> • Bicameral legislature – 2 house legislature, Congress is divided into House of Representatives and Senate <p><i>Role of Committees</i></p> <ul style="list-style-type: none"> • Committees – subgroup of Congress. Units are devised to reduce the number bills and allow representatives to develop expertise and make recommendations in their given areas before a bill is submitted to a general session of Congress. The purpose is to streamline the passage of a bill into law. Types of committees may include sub committees, conference committees, and differences in the scope, influence and power of different committees in each of the two houses. <p><i>Procedure for Enacting Laws</i></p> <ul style="list-style-type: none"> • How a bill becomes a law –a law is proposed by a member of Congress in one of the houses, goes through committees and is voted on. If approved, it goes to the other house and goes through the same process. From there it goes to the President to be signed or vetoed. If it is signed it becomes a law, if not, it can go back to the Legislative Branch to get approved to become a law by $\frac{3}{4}$ vote of the Legislative Branch. Presidential choice includes pocket veto and signing statements. 	<p>www.senate.gov www.house.gov www.thomas.loc.gov</p>
<p>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>		
<p>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:</p>	<p>Some suggestions:</p> <ul style="list-style-type: none"> • Abortion • Gun regulation • Gay rights 	<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</p>

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<p>GOV.21C explain a point of view on a government issue;</p>	<ul style="list-style-type: none"> • Stem cell research 	<p>Free Music Library http://Maps101.com UnitedStreaming.com Search for various video topics. www.teach-nology.com</p>
<p>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:</p> <p>GOV.21D analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>	<p>Students will use the Student Research Center to access information. Use at least once per week to research information on current content TEKS. TO ACCESS: Click on “staff” or “student” tab from the PISD home page. Select “EBSCO Databases.” Enter campus, user id and password. (See your librarian.) Click on “Student Research Center.”</p> <p>Keyword computer searches:</p> <p>Students will learn how to choose search terms correctly. Use standards list (for example, don’t use plurals in a search) found in Share/Curriculum/ Technology</p> <p>Use primary district search engine, Nettekker</p> <p>Use library information resources (Web Path Express and One Search)</p> <p>Use the Student Research Center and Encyclopedia Britannica (EBSCO database)</p> <p>Use Nettekker District portfolio to access online resources (lessons, centers, quizzes, tutorials, etc.)</p> <p>Some suggestions:</p> <p>Use print and television advertisements in class, political adds, Interest groups, newspaper editorials</p>	
<p>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:</p> <p>GOV.21E evaluate government data using charts, tables, graphs, and maps; and</p>	<p>Some suggestions:</p> <p>Polling data</p>	

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