



## U.S. Government Curriculum Bundle #5

Title		Suggested Dates
Executive Branch and Judicial Branch	 	Semester 1 – Nov. 15 – Dec. 3 (12 days) Semester 2 – April 18 – May 6 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• The U.S. has developed policies to guide its interaction with other regions and countries.</li> <li>• The U.S. Constitution details the structure and function of the executive branch, but individual presidents have interpreted their role differently over time.</li> <li>• The judicial branch serves an important role in determining the constitutionality of laws and guaranteeing justice uniformly.</li> </ul>	<ul style="list-style-type: none"> <li>• How do geographic, political and economic factors influence the U.S. relationship with other countries and regions?</li> <li>• What are the powers of the President and how have those powers been interpreted differently over time?</li> <li>• How is the work of the judicial branch essential to a working democracy?</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)
<b>Executive Branch</b>		
<p><b>GOV.4 Geography. The student understands why certain places and regions are important to the United States. The student is expected to:</b></p> <p>GOV.4A analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan; and</p>	<ul style="list-style-type: none"> <li>• Cuba – communist country located 90 miles from US. Strategically important for foreign policy because we oppose its communist interests and human rights violations.</li> <li>• Taiwan – strategic in US relations with China. US recognized its opposition to communism so supports Taiwan militarily.</li> <li>• China – strategic in the U.N. and U.N. Security Council</li> <li>• Middle East – significant because of US foreign policy with regards to Iraq, Iran, and Israel.</li> <li>• North Korea – nuclear proliferation (includes Iran).</li> </ul>	<p><a href="#">CIA World Factbook</a> – Current, thorough information on countries around the world</p>

## U.S. Government Curriculum Bundle #5

<p><b>GOV.4 Geography. The student understands why certain places and regions are important to the United States. The student is expected to:</b></p> <p>GOV.4B analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East.</p>	<ul style="list-style-type: none"> <li>• Oil fields in the Middle East and Venezuela (and other OPEC nations) – The Middle East has one fourth of the oil in the world but because of their small area with a desert climate they need the US to export consumer goods to them as trade partners required trade policy.</li> </ul>	
<p><b>GOV.6 Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to</b></p> <p>GOV.6B identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy; and</p>	<ul style="list-style-type: none"> <li>• Taxation – Takes money from personal income and citizens don't have money to buy consumer goods</li> <li>• Taxation comes from taxpayers to pay for defense, education, entitlements (welfare, social security, Medicare, Medicaid)</li> <li>• Executive branch creates the budget; legislative branch (with its own budget) must approve the budget. The two branches must work together to achieve compromise. Also influence of the OMB and CEA on the process.</li> </ul>	
<p><b>GOV.7 Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:</b></p> <p>GOV.7A explain the effects of international trade on U.S. economic and political policies; an</p>	<ul style="list-style-type: none"> <li>• Trade deficits</li> <li>• Trade restrictions</li> <li>• Interdependence</li> <li>• NAFTA – Citizens feel like American jobs are being taken away from them and moved to foreign countries. This agreement has been an economic boon to the State of Texas in particular in the billions of dollars</li> <li>• CHINA – the political relationship with Taiwan and China has been strained because of the economic relationship with China</li> </ul>	<p><a href="http://trade.gov/index.asp">http://trade.gov/index.asp</a></p>
<p><b>GOV.7 Economics. The student understands the relationship between U.S. government policies and international trade. The student is expected to:</b></p> <p>GOV.7B explain the government's role in setting international trade policies.</p>	<ul style="list-style-type: none"> <li>• The President appoints trade representatives that negotiate trade agreements with foreign nations.</li> <li>• The United States legislative branch passes tariffs and they can also place embargos for example with Cuba. We have an economic relationship with Saudi Arabia because they have oil and we have natural resources</li> </ul>	

## U.S. Government Curriculum Bundle #5

	<p>like crops, timber and etc. that they need.</p>	
<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.15B analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;</p>	<p><b><i>Constitutional Powers of the Presidents:</i></b></p> <ul style="list-style-type: none"> <li>• Commander in Chief, Chief Legislator, Chief of State, Foreign Policy Leader, Chief of Party, Chief Agenda Setter, Chief Citizen, Chief Executive, and Chief Diplomat.</li> </ul> <p><b><i>The Growth of Presidential Power:</i></b></p> <ul style="list-style-type: none"> <li>• Executive orders, executive privilege, executive decision</li> <li>• Power has grown because the president is the single commanding head of a branch of government. Increasingly complex social and economic life has demanded that the president play a larger role. Need for extraordinary and decisive action requires the president to act when necessary.</li> </ul> <p><b><i>The Role of the Cabinet and Executive Departments</i></b></p> <ul style="list-style-type: none"> <li>• Administrative heads of departments. As a group, they are the advisors to the President. The size has grown. Other advisory entities have expanded from Andrew Jackson’s kitchen cabinet to include the Executive Staff, EOP, CEA, OMB, NSC, and DHS</li> </ul> <p><b><i>The Special Uses of Presidential Power</i></b></p> <ul style="list-style-type: none"> <li>• Emergency Powers, War Powers, Patriot Act, and Department of Homeland Security Abuses of Executive Power</li> <li>• Censure and Impeachment, “High Crimes and Misdemeanors” Censure of Andrew Jackson, and Impeachment but non-removal of Andrew Johnson, and Bill Clinton.</li> </ul>	<p>Information from the White House</p> <p><a href="http://www.whitehouse.gov/our_government/executive_branch/">http://www.whitehouse.gov/our_government/executive_branch/</a></p> <p><b>Presidential Campaign Commercials</b> (1952 – 2004); also has elections results by state. <b><a href="http://livingroomcandidate.org/index.php">http://livingroomcandidate.org/index.php</a></b></p> <p><b><a href="#">Select a Candidate</a> Survey/Poll</b></p>

## U.S. Government Curriculum Bundle #5

<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.9D analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;</p>	<p>NASA – independent agency (non-cabinet) whose purpose is to run the nation’s space program.</p> <p>FCC – independent regulatory commission (has the power to establish and enforce regulations beyond presidential control) which regulates interstate and foreign communications by radio, television, wire, satellite, and cable.</p>	<p><a href="http://www.whitehouse.gov/government/cabinet.html">http://www.whitehouse.gov/government/cabinet.html</a></p>
<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.9G explain the major responsibilities of the federal government for domestic and foreign policy;</p>	<ul style="list-style-type: none"> <li>• Domestic policy – health care, education, child care, and regulation of business and industry</li> <li>• Foreign policy – Any action affecting a country’s relations with other countries. It includes policies about trade and national security. Americans have sought to either isolate themselves or play a prominent role in world trade and affairs.</li> </ul>	<p><a href="http://www.c-spanclassroom.org/StandardsExecutive.aspx">http://www.c-spanclassroom.org/StandardsExecutive.aspx</a></p>
<p><b>GOV.16 Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:</b></p> <p>GOV.16D compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• George Washington – set precedent as a two term president</li> <li>• Abraham Lincoln – Emancipation Proclamation and the Civil War</li> <li>• Franklin Roosevelt – The Depression and World War II</li> <li>• John F. Kennedy – The New Society and his assassination</li> <li>• Lyndon B. Johnson – The War on Poverty, Civil Rights, and the heightening of the Vietnam War</li> <li>• Richard Nixon – Pulling out of Vietnam and Watergate</li> <li>• Ronald Reagan – End of the Cold War and “Reagonomics”</li> <li>• George Bush – Tearing down of the Berlin Wall and Persian Gulf War</li> <li>• Bill Clinton – Improved economy and the “Lewinski Scandal”</li> <li>• George W. Bush – The 2000 Election and the invasion of Iraq</li> </ul>	<p><a href="http://www.whitehouse.gov/history/presidents/">http://www.whitehouse.gov/history/presidents/</a></p>

**Judicial Branch**

## U.S. Government Curriculum Bundle #5

<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.9C analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;</p>	<ul style="list-style-type: none"> <li>• The judicial branch of government is the branch of federal, state, or local government which interprets and applies the law, ruling if laws have been violated, and determining the punishment for the offender. It includes all of the courts of the U.S. including the Supreme Court.</li> <li>• Federal Court system –There are 9 districts on the federal level and the one for the District of Columbia. These include district courts, circuit courts of appeal, and the Supreme Court.</li> <li>• The federal courts have several types of jurisdiction depending upon whether or not they share the power with the state courts or have original jurisdiction. Types include exclusive, concurrent, original, and appellate.</li> </ul>	<p><a href="http://www.whitehouse.gov/government/judg.html">http://www.whitehouse.gov/government/judg.html</a></p> <p><a href="http://www.uscourts.gov/">http://www.uscourts.gov/</a></p>
<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 and predictions, and drawing inferences and conclusions;</p>	<ul style="list-style-type: none"> <li>• Access Inspiration template from campus share drive. (Campus share/Social Studies)</li> <li>• Have students use Excel to categorize information.</li> <li>• Use Graphic Organizers on the PISD Social Studies Resources webpage.</li> </ul>	<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>
<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>• 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>		

## U.S. Government Curriculum Bundle #5

<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>	
--	--	--