


## U.S. Government Curriculum Bundle #6

Title		Suggested Dates
Judicial Branch		Semester 1 – December 7 – 18, 2009 (10 days) Semester 2 – May 10 – June 2, 2010 (17 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• The U.S. Constitution sets up the structure and function of the judicial branch but that role has been greatly influenced by precedent and interpretation.</li> <li>• Decisions made by the judicial branch have significantly impacted life in the U.S. and have expanded and protected individual rights.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the U.S. Constitution define the structure and function of the judicial branch and how has their role been defined by precedent?</li> <li>• How have decisions made by the judicial branch significantly impacted life and rights in the U.S. over time?</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>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>Website for U.S. Supreme Court : <a href="http://www.supremecourtus.gov/">http://www.supremecourtus.gov/</a></p> <p>Good general site for the U. S. Supreme Court: <a href="http://www.oyez.org/">http://www.oyez.org/</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>	<ul style="list-style-type: none"> <li>• Judicial activism – beliefs that a judge should use his or her position to promote desirable social ends based on the climate and culture of a particular time.</li> </ul>	<p>Landmark Supreme Court Cases website: <a href="http://www.landmarkcases.org/">http://www.landmarkcases.org/</a></p>

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<p>GOV.9F analyze selected issues raised by judicial activism and judicial restraint;</p>	<ul style="list-style-type: none"> <li>• <b>Judicial restraint</b> – judges should defer to the actions of the legislative and executive branches except in cases where those actions are clearly unconstitutional. The president and members of Congress are elected by the people and the federal judges are not.</li> <li>• <b><i>Gitlow v New York</i> (1925)</b>– the first amendment’s guarantees are covered by the due process of the 14<sup>th</sup> amendment</li> <li>• <b><i>Engle v. Vitale</i> (1962)</b> – the court outlawed the use, even on a voluntary basis, of a prayer written by the New York State Board of Regents</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.14C analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;</p>	<ul style="list-style-type: none"> <li>• <b><i>Engel v. Vitale</i> (Freedom of Religion and Freedom of Speech)</b> – Nondenominational prayer in school banned</li> <li>• <b><i>Miranda v. Arizona</i> (Due Process)</b> – Police must inform suspects of their rights during the arrest process</li> <li>• <b><i>Schenck v. U.S</i> (Freedom of Speech)</b> – First amendment guarantees were not absolute</li> </ul>	<p>Landmark Supreme Court Cases website:  <a href="http://www.landmarkcases.org/">http://www.landmarkcases.org/</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.16B analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;</p>	<ul style="list-style-type: none"> <li>• <b>Civil Rights Movement</b> – ended segregation in business and education and recently on affirmative action issues</li> </ul> <p>Such as, but not limited to</p> <ul style="list-style-type: none"> <li>• <b>Women’s Rights</b> – gave women the right to vote and currently working on other women’s issues like child care, equal pay, and abortion</li> <li>• <b>Anti-war</b> – put pressure to leave Vietnam and currently putting pressure to leave Iraq</li> <li>• <b>Gay Rights</b> – currently fighting for gay unions so they are recognized as a couple and can receive the benefits as heterosexual unions and the debate over same sex marriage bans or amendments</li> </ul>	<p>Civil Rights Timeline:  <a href="http://www.infoplease.com/spot/civilrightstimeline1.html">http://www.infoplease.com/spot/civilrightstimeline1.html</a></p> <p>Women’s Rights Timeline:  <a href="http://www.infoplease.com/spot/womenstimeline1.html">http://www.infoplease.com/spot/womenstimeline1.html</a></p>

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	<ul style="list-style-type: none"> <li>• Privacy Rights – free expression, exercise of religion, hate speech, abortion, euthanasia</li> </ul>	
<p><b>GOV.18 Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</b></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"> <li>• <b>Roe vs. Wade</b> – 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</li> <li>• <b>Voting rights</b> – Due to the pressure of the civil rights movement, the poll tax and other discriminatory laws were found to be unconstitutional</li> <li>• <b>Brown vs. Board of Education</b> – Due to the pressure of the civil rights movement, the Supreme Court found that segregation of education was unconstitutional</li> <li>• <b>Amendment 18</b> - Due to the pressure of different social and religious groups, the government prohibited the ability to make or consume alcohol</li> <li>• <b>Amendment 21</b> – Repealed prohibition to help the economy as the US was entering the Depression</li> <li>• <b>Amendment 26</b> – Citizens 18 years and older are allowed to vote due to the age of soldiers in the Vietnam War</li> </ul>	
<p><b>GOV.18 Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</b></p> <p>GOV.18B analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and</p>	<ul style="list-style-type: none"> <li>• <b>Voting Rights</b> – Allowed everyone the right to vote without restrictions of any kind</li> <li>• <b>The GI Bill</b> – It provided funds for more people to earn a high level of education</li> <li>• <b>Racial Integration</b> – All students would learn on a more equal level</li> </ul>	
<p><b>GOV.18 Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</b></p> <p>GOV.18C describe an example of a government policy that has affected a particular racial, ethnic, or religious</p>	<ul style="list-style-type: none"> <li>• Religious – Outlaw bigamy</li> <li>• Racial/Ethnic - Civil Rights Act of 1964</li> </ul>	

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<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>	<p><b>Suggested activity:</b></p> <p>Conduct a mock trial</p>	<p>Instructions for conducting Mock Trials:  <a href="#">Mock Trials from Circuit Court</a>  <a href="#">Mock Trials from Class Brain</a>  <a href="#">Street Law.org</a></p> <p>Go to PISD website, click Staff tab for the following resources. Login information is located on the Intranet &gt; Technology &gt; Passwords</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.  <a href="http://www.teach-nology.com">www.teach-nology.com</a></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.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><b>Some suggestions:</b></p> <ul style="list-style-type: none"> <li>• use computer lab to investigate current cases in either the state or federal court system.</li> <li>• and to research political parties and candidates</li> </ul>	<p>Major news websites:  <a href="http://www.cnn.com">www.cnn.com</a>  <a href="http://www.abcnews.go.com">www.abcnews.go.com</a>  <a href="http://www.cbsnews.com">www.cbsnews.com</a>  <a href="http://www.nypost.com/news/nationalnews/nationalnews.htm">www.nypost.com/news/nationalnews/nationalnews.htm</a></p> <p>Local news:  <a href="http://www.statesman.com/">www.statesman.com/</a>  <a href="http://www.kxan.com">www.kxan.com</a>  <a href="http://www.keyetv.com">www.keyetv.com</a>  <a href="http://www.kvue.com">www.kvue.com</a>    <a href="http://www.news8austin.com/">www.news8austin.com/</a></p>