

**HPISD CURRICULUM
(SOCIAL STUDIES, GOVERNMENT)**

EST. NUMBER OF DAYS: 25 DAYS

UNIT NAME	<p>UNIT 2: LINKAGE INSTITUTIONS AND ELECTIONS</p> <p>A: POLITICAL PARTIES</p> <p>B: VOTERS AND VOTER BEHAVIOR</p> <p>C: THE ELECTORAL PROCESS</p> <p>D: MASS MEDIA AND PUBLIC OPINION</p> <p>E: INTEREST GROUPS</p>
	<p>This unit will show the relationships between the voter and the institutions that help shape their opinions.</p>
Unit Overview	<p>A:</p> <p>The student will learn about the political parties-the functions they perform, how they are structured, and how they have shaped the evolution of American government and politics.</p>
	<p>B:</p> <p>Students will learn about which Americans are qualified to vote, how they vote, and how this electorate has grown throughout U. S. History</p>
	<p>C:</p> <p>Students will learn about all aspects of the electoral process - nominations, the role of the States, how votes are tallied, campaigns, and the role that money plays in political campaigns.</p>
	<p>D:</p> <p>Students will learn about how American public opinion is formed, how it is measured, and the influence that the mass media has on public opinion.</p>

	<p>E:</p> <p>Students will learn about interest groups-the many private organizations that seek to influence the shaping of American public policy</p>
<p>Generalizations/Enduring Understandings</p>	<p>A:</p> <p>Political parties are essential to democratic government.</p> <p>The two-party system in the U.S. is a product of historical forces, our electoral system, and the ideological consensus of the American people that provides political stability.</p> <p>The origins and history of political parties in the United States help explain how the two major parties work today and how they affect American government. Many minor parties have been active in American politics.</p> <p>The major parties of the U.S. have a decentralized structure, and the different parts and elements work together primarily during national elections.</p>
	<p>B:</p> <p>Successful democratic government depends on the participation of its citizens through voting. Although all States have citizenship, residence, and age requirements for voting, other former requirements have been eliminated over time.</p> <p>The 15th amendment declared that the right to vote cannot be denied on account of race.</p> <p>Low voter turnout is a serious problem in this country.</p>
	<p>C:</p> <p>The nominating process narrows the field of possible candidates for office.</p> <p>The election process lies at the very heart of the</p>

	<p>democratic concept. Money is an indispensable campaign resource. Selecting the President is a complex process involving indirect election through the Electoral College.</p>
	<p>D: Many people have opinions on a variety of issues and several factors help shape these opinions, including family background and group identification. Polls are the most effective means for measuring public opinion. The mass media is our most important source of political information.</p>
	<p>E: Interest groups provide an important way for Americans to influence government policies. Americans are "a nation of joiners" - including joiners of interest groups. Interest groups work through different methods to influence political parties and public policy.</p>
Concepts	<p>A: Political party systems</p>
	<p>B: Right to vote, voter qualifications, suffrage, civil rights, voter behavior</p>
	<p>C: Nominations, campaigning, conventions, elections, electoral college</p>
	<p>D: Public opinion, mass media. Public policy. Political participation</p>
	<p>E: Nature of interest groups, types of interest groups, methods used by interest groups</p>

<p>Guiding/Essential Questions</p>	<p>A:</p> <p>How do political parties provide a bridge between the executive and legislative branches of government? In what ways do political parties function differently at the national and state levels?</p>
	<p>B:</p> <p>How does an expanded electorate contribute to popular sovereignty? In what ways can American citizens use their voting rights to limit the power of the National Government? How have judicial actions concerning voting rights over the past few decades enacted changes in government policy?</p>
	<p>C:</p> <p>Which of the electoral nominating procedures best supports the ideal of popular sovereignty? How do limits on campaign financing help ensure that the elected officials are not influenced by the "few"? What roles do the States and National Government play in the electoral process? What events informally changed the original Constitutional method used to select the President of the United States?</p>
	<p>D:</p> <p>Why is public opinion important to the National Government and those who run it? How does the mass media serve as a check on the National government? Why is it critical that the court system review government policies on mass media and the dissemination of public opinion? How is political participation used by citizens to influence the public agenda?</p>

	<p>E:</p> <p>How can interest groups, which are groups of people with specific shared interests, be seen as reflecting popular sovereignty?</p> <p>How do interest groups provide Americans with ways to influence and check government policy?</p> <p>In what ways do interest groups balance national and local concerns and agendas?</p>	
<p>Learning Targets</p>	<p>Performance Levels</p>	<p>Learning Progressions (***) Decision Point)</p>
	<p>Prerequisite:</p> <p>Students identify the major differences between conservative and liberal ideology...</p> <p>Learning Target</p> <p>The students will summarize political parties and explain how they are essential to democratic government.</p>	<ul style="list-style-type: none"> • Understand vocabulary of topic • Explore history of the party system • Know Martin Van Buren & Andrew Jackson role in party development • Review the Informal Amendment Process – Party Emphasis • Explore the role of Minor Parties • Explore changes in the convention process • Understand changes in the role of media and technology in the party process • <i>***Decision Point</i>
	<p>Prerequisite:</p> <p>Identify major amendment changes (formal and informal) in voting rights</p> <p>Learning Target</p> <p>The student will discover a successful democratic government depends on the participation of its citizens through voting.</p>	<ul style="list-style-type: none"> • Know universal male suffrage • Know the following amendments: 15,17,19,23,24,26 • Review the Voting Rights Act • Explore the Presidential nomination changes in the 1900's • <i>***Decision Point</i>

	<p>Prerequisite: Recall major elections in American history</p> <p>Learning Target The students will survey various elections and how the election process lies at the very heart of the democratic concept.</p>	<ul style="list-style-type: none"> • Know the following elections: 1800,1824,1828,1860,1912,1960,1968 • Review gerrymandering and redistricting • Know unified and divided governments • Examine the role of money and elections. • ***Decision Point
	<p>Prerequisite: Students will categorize various media outlets and distinguish their influence today...</p> <p>Learning Target The students will discover how the media influences American politics by helping to set the public agenda and by playing a central role in electoral politics.</p>	<ul style="list-style-type: none"> • Examine changes in media formats • Understand the use of polling • Analyze political cartoons and commercials for elections • Determine the differences between public policy and public agenda • ***Decision Point
	<p>Prerequisite: Students will list the various categories of interest groups and provide examples for each.</p> <p>Learning Target Students will examine interest groups and their tactics, and then determine</p>	<ul style="list-style-type: none"> • Know lobbyist and lobbying • Know economic interest groups • Know business interest groups • Know minor interest groups • Compare public and private interest groups • Understand PAC's and 527's • ***Decision Point

	why they have been criticized for having influence disproportionate to their size.	
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>(2) 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.</p> <p>(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;</p>	<ul style="list-style-type: none"> • Lobbying (Pearson) • Electioneering (Pearson) • Grassroots Mobilization (Pearson) • Litigation (Pearson) • Polling (Pearson)
	<p>(B) 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"> • Watergate (Pearson) • Elections of 1800, 1828, 1860, 1932, 1968, 2000 (Pearson) • Buckley vs Valeo (Pearson)
	<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies.</p> <p>(A) understand how population shifts</p>	<ul style="list-style-type: none"> • Census (Pearson) • Demographics (Pearson)

	affect voting patterns;	
	(B) examine political boundaries to make inferences regarding the distribution of political power;	<ul style="list-style-type: none"> • Apportionment (Pearson) • Gerrymandering (Pearson) • Redistricting (Pearson)
	<p>(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant.</p> <p>(C) analyze how the Federalist Papers such as Number 10 , Number 39, and Number 51 explain the principles of the American constitutional system of government;</p>	<ul style="list-style-type: none"> • Federalist Paper #70 & 78 (Pearson)
	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	
	(10) Government. The student understands the	

	<p>processes for filling public offices in the U.S. system of government.</p> <p>(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels;</p>	
	<p>(B) explain the process of electing the President of the United States and analyze the Electoral College;</p>	<ul style="list-style-type: none"> • Amendment 12 (Pearson)
	<p>(11) Government. The student understands the role of political parties in the U.S. system of government.</p> <p>(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;</p>	<ul style="list-style-type: none"> • Party-in-Electorate (Pearson) • Party-in-Government (Pearson) • Party-in-Organization (Pearson) • National Convention (Pearson) • National Chairperson (Pearson)
	<p>(B) explain the two-party system and evaluate the role of third parties in the United States;</p>	<ul style="list-style-type: none"> • Elections of 1912, 1968, 1992, 2000 (Pearson) • Winner-Take-All (Pearson)
	<p>(C) identify</p>	

	<p>opportunities for citizens to participate in political party activities at local, state, and national levels.</p>	
	<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. (A) explain the difference between personal and civic responsibilities;</p>	
	<p>(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good;</p>	
	<p>(D) understand the voter registration process and the criteria for voting in elections.</p>	<ul style="list-style-type: none"> • Motor Voter Act (Pearson) • Amendment 24 & 26 (Pearson) • Voting Rights Act of 1965 (Pearson)
	<p>(15) Citizenship. The</p>	<ul style="list-style-type: none"> • Political Efficacy

	<p>student understands the importance of voluntary individual participation in the U.S. constitutional republic.</p> <p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p>	<p>(Pearson)</p> <ul style="list-style-type: none"> • Amendment 23 (Pearson)
	<p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;</p>	<ul style="list-style-type: none"> • Amendment 19 (Pearson) • Civil Rights (Pearson)
	<p>(C) understand the factors that influence an individual's political attitudes and actions.</p>	
	<p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic.</p> <p>(A) examine different points of view of political parties and</p>	<ul style="list-style-type: none"> • Iron-triangles (Pearson) • Issue Networks (Pearson)

	<p>interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues;</p>	
	<p>(17) Culture. The student understands the relationship between government policies and the culture of the United States.</p> <p>(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger;</p>	<ul style="list-style-type: none"> • Plessey vs Ferguson (Pearson) • Brown vs Board of Education (Pearson) • Voting Rights Act 1965 (Pearson) • Bakke vs Board of Regents (Pearson) • Engle vs Vital (Pearson)
	<p>(B) explain changes in American culture brought about by government policies such as voting rights,</p>	

	<p>the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration;</p>	
	<p>(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society.</p> <p>(B) evaluate the impact of the Internet and other electronic information on the political process.</p>	
<p>Processes and Skills</p>		
	<p>(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p> <p>(D) analyze and evaluate the validity</p>	

	of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	
	(E) evaluate government data using charts, tables, graphs, and maps;	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
Topics	A: Definition of political parties, functions, two-party systems, American parties, minor parties, party organization, membership patterns	
	B: Five historical stages for the electorate, three universal voter qualifications, historical restrictions, Suffrage and civil rights, voter behavior, factors that influence voters	
	C: Primaries and caucuses, media, money, purposes and arrangements of presidential conventions, dates of elections, election settings and ballots, historical elections, process of electoral college, flaws and	

	reform of the electoral college.
	D: Factors that influence public opinion, measuring public opinion, defining mass media, media and its influence on public agenda, electoral politics, political participation
	E: Role of interest groups within public policy, functions of interest groups, criticisms of interest groups, types of interest groups, strategies used by interest groups
Facts	
Language of Instruction	A: Political party, major party, partisanship, party in power, minor party, two-party system, single-member district, plurality, bipartisan, pluralistic society, consensus, multiparty, coalition, one-party system, incumbent, faction, electorate, sectionalism, ideological parties, single-issue party, economic protest party, splinter party, ward, precinct, split-ticket voting,
	B: suffrage, franchise, electorate, transient, registration, purge, poll books, literacy, poll tax, gerrymandering, injunction, preclearance, off-year election, political efficacy, political socialization, gender gap, party identification, straight-ticket voting, independent,
	C: nomination, general election, caucus, direct primary, closed primary, open primary, blanket primary, runoff primary, nonpartisan election, absentee voting, coattail effect, precinct, polling place, ballot,

	political action committee, subsidy, soft money, hard money,
	D: public affairs, public opinion, mass media, peer group, opinion leader, mandate, interest group, public opinion poll, straw vote, sample, random sample, quota sample, medium, public agenda, sound bite, "watchdog"
	E: public policy, public affairs, trade associations, labor union, public-interest group, propaganda, single-interest group, lobbying, grass roots, <i>amicus curiae</i> , class-action lawsuit
State Assessment Connections	
National Assessment Connections	
Resources	<p><u>Magruder's American Government</u>, Chapter 5 <u>Government in America</u> - Edwards, Lineberry, Wattenberg - selective readings on political parties and elections <u>Federalist # 10</u> - James Madison www.politics1.com</p> <p><u>Magruder's American Government</u>, Chapter 6 <u>Magruder's American Government</u>, Chapter 7 <u>Government in America</u> - Edwards, Lineberry, Wattenberg - selective readings on campaigns, campaign financing, historical elections. www.FEC.gov www.politics1.com</p> <p>Supreme Court case - <u>Bush v Gore</u>, 2000 Selected passages from the BCRA Act of 2002 <u>Magruder's American Government</u>, Chapter 8 <u>Government in America</u> - Edwards, Lineberry, Wattenberg - readings on interest groups, media, political participation</p>

www.gallup.com

www.washingtonpost.com

Magruder's American Government, Chapter 9

Government in America - Edwards, Lineberry, Wattenberg -
readings on interest groups, media, political participation

www.onpolitics.com

Federalist #10 - James Madison