

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

EST. NUMBER OF DAYS: 35 DAYS

<p>UNIT NAME</p>	<p>UNIT 3: POLICY-MAKING INSTITUTIONS A: CONGRESS B: POWERS OF CONGRESS C: CONGRESS IN ACTION D: THE PRESIDENCY E: THE PRESIDENCY IN ACTION F: GOVERNMENT AT WORK G: FINANCING GOVERNMENT H: FOREIGN POLICY AND NATIONAL DEFENSE</p>
	<p>This unit will show how the branches of government work both independently and together through checks and balances.</p>
<p>Unit Overview</p>	<p>A: The students will learn about the structure and functions of the two houses of Congress, as well as the backgrounds and roles of the members of Congress.</p>
	<p>B: The students will learn about the expressed powers given to Congress by the Constitution. They will explore how the many implied powers that Congress has assumed have expanded its role and caused intense debate.</p>
	<p>C: The students will learn about congressional leadership, the function of committees, and how proposed legislation is dealt with in both the House and Senate.</p>
	<p>D:</p>

	<p>The students will learn about the eight roles the President has, and the processes by which he or she is elected.</p>
	<p>E:</p> <p>Students will also learn about the many powers held by the President and how the expansion of presidential power over the years has lead to intense debate.</p>
	<p>F:</p> <p>Students will learn about the many people and departments that carry out the day to day business of the National government-from civil servants to the President.</p>
	<p>G:</p> <p>The students will learn how the Federal Government is financed, how it borrows and spends money, and how the federal budget is made.</p>
	<p>H:</p> <p>The student will learn how foreign policy and national defense play a key role in decision making the United States.</p>
<p>Generalizations/Enduring Understandings</p>	<p>A:</p> <p>The Framers of the Constitution created a Congress with two houses. The 435 members of the House of Representatives represent districts of roughly equal populations but very different characteristics. Senators are generally older and more experienced than representatives, and their long terms protect them from some political pressures. The organization of the Texas Legislature is similar to that of the U.S. Congress.</p>
	<p>B:</p> <p>Congress fulfills a critical role in the American</p>

	<p>economy through its powers to regulate money and commerce.</p> <p>Congress has a broad range of powers that affect our lives, from international relations and war making to matters like daily mail service.</p> <p>The elastic clause in the Constitution was an early battleground over congressional power and led to the massive expansion of Congress' power today.</p> <p>Congress has often captured the undivided attention of the American people as it has exercised one of its several non-legislative powers, such as confirming appointments and treaties, and its oversight function.</p>
	<p>C:</p> <p>How Congress is organized, and how its leaders are chosen and who they are, plays a large part in determining what the nation's lawmakers can and will do.</p> <p>Congress divides into committees to manage the huge task of running the government.</p> <p>A bill must go through reviews and committee hearings before coming to a vote on the House floor.</p> <p>A bill that survives the legislative obstacle course in one house must still be passed in the other chamber, and face yet more hurdles before it can become a law, such as conference committees, presidential action.</p>
	<p>D:</p> <p>The interpretation of Article II, which established the office of the President, continues to be a battleground for people who want a powerful President and those who want to curb presidential powers.</p> <p>The President has enormous powers to give orders, to decide how laws are carried out, and to appoint</p>

	<p>federal officials.</p>
	<p>E:</p> <p>The President shares various diplomatic and military powers with Congress, but in some areas the President's power is almost unlimited. The Constitution gives the President strong legislative and judicial powers as a part of the system of checks and balances. The Vice-President is, indeed, just a heartbeat away from the President. The Federal government is the nation's largest employer. The Executive Office of the President is composed of the President's closest advisors and several support agencies.</p>
	<p>F:</p> <p>Fourteen executive departments and 150 executive branch agencies carry out much of the Federal Government's work. Most people who work for the Federal Government are members of the civil service. The federal bureaucracy is responsible for the implementation and regulation of federal law.</p>
	<p>G:</p> <p>Article I of the Constitution and the 16th Amendment give Congress broad powers to set federal taxes. When the government spends more money than it takes in, it must borrow money from investors. Federal spending has a huge effect on the economy. In the budget-making process, the President and Congress determine how the wide-ranging activities of the Federal Government will be financed.</p>
	<p>H:</p>

	<p>The State Department advises the President on foreign policy and carries out his policies.</p> <p>The CIA conducts worldwide intelligence operations.</p> <p>The purpose of the United Nations is to promote peace among nations, and to improve living conditions around the world.</p>
Concepts	A:
	Bicameral Congress,
	B:
	Scope of congressional power, types of powers
	C:
	Congress convenes, committee systems, how a bill becomes a law
	D:
	Role of the presidency
	E:
	Powers of the presidency, the governor and state administration
	F:
	Federal bureaucracy, the government at work
	G:
	Federal taxes, revenue, borrowing, spending, budget
	H:
	Foreign affairs, defense agencies, foreign aid, defense alliances
Guiding/Essential Questions	<p>A:</p> <p>The Framers of the Constitution created a Congress with two houses.</p> <p>The 435 members of the House of Representatives represent districts of roughly equal populations but very different characteristics.</p> <p>Senators are generally older and more experienced than representatives, and their long terms protect them</p>

	<p>from some political pressures. The organization of the Texas Legislature is similar to that of the U.S. Congress.</p>
	<p>B:</p> <p>How do the expressed, implied, and inherent powers limit or expand the power of Congress? How is Congress limited in its powers? How do the expressed, implied, and inherent powers of Congress maintain a clear separation of powers among the branches? How did the case of <u>McCulloch v Maryland</u> serve to expand the powers of Congress? What segment of the Constitution delegates legislative powers to Congress? How does the President influence sessions of Congress? How have the courts limited the power of the House of Representatives to create congressional districts?</p>
	<p>C:</p> <p>In what ways does the creation of Congressional districts reflect the federal nature of the U.S. government? How the powers of the state legislature similar or different from the powers of the federal legislature?</p>
	<p>D:</p> <p>How do the various roles that the President fulfills blur the separation of powers that exist between the three branches of the U.S. government? What role does the President have in setting the legislative agenda?</p>
	<p>E:</p> <p>How have presidential powers changed since the writing of the Constitution? What power does the President lack when negotiating</p>

	<p>treaties?</p> <p>How are the President's war powers different from those of Congress?</p> <p>What types of vetoes can the President use?</p> <p>How does requiring Senate approval for presidential appointments limit the President's power?</p> <p>In what way do presidential preferences limit the cabinet?</p> <p>How are pardons and reprieves checks on the judicial branch?</p>
	<p>F:</p> <p>How are powers separated between staff agencies and line agencies?</p> <p>How important are independent agencies to the political agenda?</p> <p>How is policy implementation and regulation handled by the federal bureaucracy?</p>
	<p>G:</p> <p>How is Congress' power to tax limited by the Constitution?</p> <p>How is the principle of limited government reflected in the process of making the federal budget?</p> <p>How does the system of direct taxation take into account a division between the operation of the National government and that of the States?</p>
	<p>H:</p> <p>How do the CIA, the Office of Homeland Security, NASA, and the Selective Service System contribute to the nation's security?</p> <p>What was the United States policy of resisting Soviet aggression during the Cold War?</p> <p>What is the current United States policy in the Middle East?</p>

	Performance Levels	Learning Progressions (**Decision Point)
Learning Targets	<p>Prerequisite Know the numbers of Congressmen, their qualifications and job descriptions.</p> <p>Learning Target The student will understand how the framers of the Constitution created a Congress with two bodies: a small Senate and a much larger House of Representatives and how members of Congress must fill several roles as lawmakers, politicians, and servants of the voters.</p>	<ul style="list-style-type: none"> • Know when a term and session begin • Know the sizes of each house • Know the general characteristics of the House and Senate • Know the 5 job functions of a congressmen • Know 17th Amendment • (**Decision Point)
	<p>Prerequisite Students will list several expressed and implied powers given to Congress.</p> <p>Learning Target The student will examine how the Constitution gives Congress certain expressed and limited powers, but what truly determines the extent of Congress's powers is how Americans, Congress, and the Courts interpret the framers' intent.</p>	<ul style="list-style-type: none"> • Explain expressed and implied powers • Explain non-legislative powers • Explain Judicial Review • Determine powers given to the House only and Senate only • (**Decision Point)
		<ul style="list-style-type: none"> • Explain how Congress organizes • Know the following committees:

	<p>Prerequisite: Students will identify and explain the various committees in Congress.</p> <p>Learning Target The student will summarize how Congress is organized, and how a bill becomes a law.</p>	<p>Standing, Sub, Joint, Conference</p> <ul style="list-style-type: none"> • Know Presidents role in the bill process • Describe the role of the Speaker of the House and Majority Leader in the Senate • Demonstrate how a bill becomes a law • (**Decision Point)
	<p>Prerequisite: Identify recent Presidents, their political party and know how many votes it takes to become President.</p> <p>Learning Target The student will evaluate the complex process of selecting the President which involves far more than simply counting votes; and how studying the framers' plan helps us understand the presidential selection system as it exists today.</p>	<ul style="list-style-type: none"> • Explain the Electoral College • Know the 12th Amendment • Know the 20th Amendment • Know the 22nd Amendment • Describe the modern election system (Primary & Caucuses) • (** Decision Point)
	<p>Prerequisite List several expressed and implied powers given to the President and the Executive Branch.</p>	<ul style="list-style-type: none"> • Explore the 2nd Article of the Constitution • Compare Executive Orders with Executive Agreements • Examine the concept of checks and

	<p>Learning Target The student will examine how the President has enormous powers in giving orders, deciding how laws are carried out, and appointing and removing federal officials.</p>	<p>balances with the powers of the President</p> <ul style="list-style-type: none"> • Know the 5 powers of the President in regards to the Judicial court ruling • (** Decision Point)
	<p>Prerequisite</p> <p>Students will identify the major federal agencies and their specific job functions</p> <p>Learning Target</p> <p>The students will understand that the Federal Government is the nation's largest employer, where nearly 2.7 million men and women work in the federal bureaucracy, and they do almost all of the day-to-day work of the government.</p>	<ul style="list-style-type: none"> • Explain the role of a bureaucracy • Know about the growth of our federal bureaucracy • Explain dual federalism • Explain co-operative federalism • Explain devolution • Explain the role of the cabinet • Explain the function of independent agencies • (** Decision Point)
	<p>Prerequisite</p> <p>Students will identify key government expenditures and the main ways the government raises revenue.</p> <p>Learning Target</p> <p>The students will examine why the federal government's spending has a</p>	<ul style="list-style-type: none"> • Know Article I of the Constitution • Examine the 16th Amendment • Compare public and private debt • Explore the budget process • Look at the national debt clock • Know non-tax revenues • Know continuing resolution • (** Decision Point)

	<p>huge effect on the economy, and the budget- making process.</p>	
	<p>Prerequisite</p> <p>The student will identify key changes in our foreign policy and know some of our current alliances.</p> <p>Learning Target</p> <p>The student will understand the origins of American foreign policy and the results of earlier stands and actions.</p>	<ul style="list-style-type: none"> • Look at Article II of the Constitution • Examine the President’s role as Commander-In-Chief • Know the function of the Department of State • Know the function of the Department of Defense • Explore the evolution of our defense alliances • Discuss the current role of our military • (**Decision Point)
<p>Formative Assessments</p>		
<p>Summative Assessments</p>		
	<p>TEKS</p>	<p>Specifications</p>
<p>TEKS (Grade Level) / Specifications</p>	<p>(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents.</p> <p>(F) identify significant individuals</p>	<ul style="list-style-type: none"> • Woodrow Wilson (Pearson) • Lyndon Johnson (Pearson) • John F. Kennedy (Pearson) • Bill Clinton (Pearson)

	<p>in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</p>	
	<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. (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"> • Lobbying (Pearson) • Electioneering (Pearson) • Grassroots Mobilization (Pearson) • Litigation (Pearson) • Polling (Pearson)
	<p>(3) Geography. The student understands how geography can influence U.S. political divisions and policies. (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)
	(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v Carr.	<ul style="list-style-type: none"> • Wesbury vs Sanders (Pearson)
	<p>(4) Geography. The student understands why certain places or regions are important to the United States.</p> <p>(A) identify the significance to the United States of the location and key natural resources of selected global places or regions;</p>	
	(B) analyze how U.S. foreign policy affects selected places and regions.	<ul style="list-style-type: none"> • Military Bases (Pearson) • Monroe Doctrine (Pearson) • Roosevelt Corollary (Pearson) • Truman Doctrine (Pearson)
	(5) Economics. The student understands the roles played by local, state,	

	<p>and national governments in both the public and private sectors of the U.S. free enterprise system.</p> <p>(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels;</p>	
	<p>(B) identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy;</p>	<ul style="list-style-type: none"> • Tariff (Pearson)
	<p>(C) compare the role of government in the U.S. free enterprise system and other economic systems ;</p>	
	<p>(D) understand how government taxation and regulation can serve as restrictions to private enterprise.</p>	
	<p>(6) Economics. The student understands the relationship between U.S. government policies and the economy.</p>	<ul style="list-style-type: none"> • Sanctions (Pearson) • Humanitarian Aid (Pearson)

	(A) examine how the U.S. government uses economic resources in foreign policy;	
	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies.	<ul style="list-style-type: none"> • Treaties (Pearson)
	<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution.</p> <p>(A) 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>	<ul style="list-style-type: none"> • Amendment 20 (Pearson) • Amendment 27 (Pearson)
	(B) 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	<ul style="list-style-type: none"> • Amendments 20, 22, 25 (Pearson) • Impeachment (Pearson)

	the Cabinet and executive departments;	
	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), the Food and Drug Administration (FDA), and the Federal Communications Commission (FCC);	
	(G) explain the major responsibilities of the federal government for domestic and foreign policy; such as national defense;	<ul style="list-style-type: none"> • Social Services (Pearson) • Chapter on Foreign Policy (Pearson)
	<p>(10) Government. The student understands the processes for filling public offices in the U.S. system of government.</p> <p>(B) explain the process</p>	<ul style="list-style-type: none"> • Amendment 12 (Pearson)

	<p>of electing the President of the United States and analyze the Electoral College;</p>	
	<p>(C) analyze the impact of the 17th Amendment.</p>	
	<p>(11) Government. The student understands the role of political parties in the U.S. system of government. (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)
	<p>(14) Citizenship. The student understands the difference between personal and civic responsibilities. (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>(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations.</p> <p>(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship;</p>	
	<p>(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.</p>	<ul style="list-style-type: none"> • Project Grants (Pearson)
	<p>(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society.</p> <p>(A) understand the potential impact on</p>	

	society of recent scientific discoveries and technological innovations;	
Processes and Skills		
	<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>(B) create a product on a contemporary government issue or topic using critical methods of inquiry;</p>	
	(C) analyze and defend a point of view on a current political issue;	
	(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:	

	Bicameral Congress, House of Representatives, Senate, members of Congress - characteristics, job, compensation, incumbency, Texas legislature - size, structure, legislators,
	B: Powers, presiding officers, implied, expressed, inherent, strict, liberal construction, non-legislative powers
	C: Opening days of Congress, leaders of Congress, committee system and its purpose, introduction of a bill, bill in committee, floor debate, floor action, conference committee, president's action
	D: Presidential job description, vice-presidential job description, succession, electoral college,
	E: Growth of presidential power, powers of the president: executive, diplomatic, military, legislative, judicial,
	F: Definition of federal bureaucracy, executive office of the President, Executive departments, independent agencies, civil service system, policy implementation, regulation
	G: Types of taxes, types of revenue other than taxes, federal expenditures, executive and congressional roles in the federal budget process.
	H: Foreign Affairs and national security, foreign and defense agencies, American foreign policy overview, foreign aid and defense alliances

Facts	
Language of Instruction	
	<p>C:</p> <p>Speaker of the House, president of the Senate, president pro tempore, party caucus, floor leader, whip, committee chairman, seniority rule, standing committee, select committee, joint committee, conference committee, bill, joint resolution, concurrent resolution, resolution, rider, discharge petition, subcommittee, Committee of the Whole, quorum, engrossed, filibuster, cloture, veto, pocket veto,</p>
	<p>D:</p> <p>chief of state, chief executive, chief administrator, chief diplomat, commander in chief, chief legislator, chief of party, chief citizen, presidential succession, Presidential Succession Act of 1947, balance the ticket, presidential electors, electoral college, presidential primary, winner-take-all, proportional representation, national committee, platform, keynote address, district plan, proportional plan, direct popular election, electorate, national bonus plan,</p>
	<p>E:</p> <p>Executive Article, mass media, imperial presidency, oath of office, executive order, ordinance power, treaty, executive agreement, recognition, persona non grata, line-item veto, reprieve, pardon, clemency, commutation, amnesty, bureaucracy, bureaucrat, administration, staff agency, line agency, Executive Oath of the President, federal budget, fiscal year,</p>

	domestic affairs, executive departments, secretary, attorney general,
	F: independent agencies, independent executive agencies, independent regulatory commissions, quasi-legislative, quasi-judicial, government corporations, civil service, spoils system, patronage, register, bipartisan,
	G: progressive tax, tax return, payroll tax, regressive tax, excise tax, estate tax, gift tax, custom duty, interest, deficit, surplus, public debt, entitlement, controllable spending, uncontrollable spending, continuing resolution,
	H: domestic affairs, foreign affairs, isolationism, foreign policy, right of legation, ambassador, diplomatic immunity, espionage, terrorism, draft, collective security, deterrence, cold war, containment, détente, foreign aid, regional security alliance, UN Security Council
State Assessment Connections	
National Assessment Connections	
Resources	<p><u>Magruder's American Government</u>, Chapter 10, 24</p> <p><u>Government in America - Lineberry, Wattenberg, Edwards</u> - excerpts from readings on Congress</p> <p>www.thomas.loc.gov</p> <p>www.cagw.com</p> <p>www.house.gov</p> <p>www.senate.gov</p>

www.house.state.tx.us

www.senate.state.tx.us

Magruder's American Government, Chapter 11

www.thomas.loc.gov

www.house.gov

www.senate.gov

Magruder's American Government, Chapter 12

www.thomas.loc.gov

www.house.gov

www.senate.gov

Magruder's American Government, Chapter 13

www.whitehouse.gov

www.politics1.com

Magruder's American Government, Chapter 15

Government in America - Edwards, Lineberry, Wattenberg - selected readings on the bureaucracy

www.Whitehouse.gov

www.politics1.com

Magruder's American Government, Chapter 16

Government in America - Edwards, Lineberry, Wattenberg - selected readings on the budget

www.Whitehouse.gov

www.politics1.com

www.omb.gov

www.thomas.loc.gov

Magruder's American Government, Chapter 18, 24

www.oyez.nwu.org

www.supremecourtus.gov/

www.uscourts.gov/

www.findlaw.com/casecode/supreme.html

<http://supct.law.cornell.edu/supct/>

