

**HPISD CURRICULUM
(SUBJECT, GRADE XX)**

EST. NUMBER OF DAYS:10 DAYS

UNIT NAME	UNIT 6: PARTICIPATING IN TEXAS STATE AND LOCAL GOVERNMENT A: TEXAS STATE GOVERNMENT B: TEXAS LOCAL GOVERNMENT
	This unit covers the basic form and structure of the Texas state government and the state local government.
Unit Overview	A: Formation and organization of the State legislature, state executives, and state judiciary systems
	B: Formation and creation of State local governments
Generalizations/Enduring Understandings	A: The Texas Constitution is amended by referendum The organization of the Texas Legislature is similar to that of the U.S. Congress. The Executive Branch of the state of Texas is a multi-headed independent executive. The Texas State court is a dual headed judiciary system.
	B: Texas local governments differ between a strong mayor, commissioner, and weak mayor local government systems. Texas local governments primarily finance their operations through property taxes.
Concepts	A: Texas legislature, scope of power, Texas executives, powers of the executives, state bureaucracy,
	B: Local government, taxation methods, state judiciary,

	judicial jurisdiction	
Guiding/Essential Questions	<p>A:</p> <p>How did the uniqueness of the history of the state of Texas lead to the current state Constitution? The organization of the Texas Legislature is similar to that of the U.S. Congress. How the powers of the state legislature similar or different from the powers of the federal legislature? How is the governor's office in the State of Texas similar or different from the federal executive? How are the powers of the various executives of the State compared to the Governor's powers? In what way do State courts act as a check on the conduct of other State agencies?</p>	
	<p>B:</p> <p>How does the structure of Texas' local government affect a person's day to day life?</p>	
Learning Targets	<p>Performance Levels</p> <p>Prerequisite Students will recall the concept of popular sovereignty and compare the major elements Texas government with that of the US</p> <p>Learning Target The student will compare and contrast the evolution of the constitution of Texas as the supreme law of the State and the US Constitution as supreme law of the country; while both are based on popular sovereignty and</p>	<p>Learning Progressions (**Decision Point)</p> <ul style="list-style-type: none"> • Examine why settlers came to Texas • Know the various constitutions of Texas • Compare the State Legislative with the US Congress • Compare the Governor with the US President • Compare the State Courts with the US Courts

	limited government.	<ul style="list-style-type: none"> • Look at elections in Texas • (**Decision Point)
	Prerequisite Students will list several services provided by local and state governments.. Learning Target The student will become aware of the vast array of services provided by State and local governments.	<ul style="list-style-type: none"> • Explain school districts • Explain road and utility implementation and upkeep • Look at city and state financing (taxes) • Know the role of a good citizen in the state • Look at local courts and judicial services • Know the role of the local police officer • (**Decision Point)
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	(5) 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: (A) explain how government fiscal, monetary, and	

	regulatory policies influence the economy at the local, state, and national levels;	
	<p>(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p> <p>(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p>	
	<p>(9) Government. The student understands the concept of federalism. The student is expected to:</p> <p>(B) categorize government powers as national, state, or shared;</p>	
	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments;	<ul style="list-style-type: none"> • U.S. vs Lopez (Pearson) • Marbury vs Madison (Pearson) • McCulloch vs Maryland (Pearson) • Gibbons vs Ogden (Pearson)
	(D) understand the limits on the national	<ul style="list-style-type: none"> • Expressed Powers (Pearson)

	<p>and state governments in the U.S. federal system of government.</p>	<ul style="list-style-type: none"> • Implied Powers (Pearson) • Concurrent Powers (Pearson) • Amendment 10 (Pearson)
	<p>(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p> <p>(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and</p>	
	<p>(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:</p> <p>(C) identify 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.</p>	

	<p>The student is expected to:</p> <p>(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 .; and</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>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. The student is expected to:</p>	

	(C) analyze and defend a point of view on a current political issue;	
Topics	A: Texas State Constitution, Texas State legislature, Texas Governor and State Administration, Texas Judiciary, Texas Counties,	
	B: City and Metropolitan government, State services, state and local financing	
Facts		
Language of Instruction	A: Popular sovereignty, limited government, initiative, fundamental law, statutory law, police power, constituent power, referendum, item veto, clemency, pardon, commutation, reprieve, parole, common law, precedent, criminal law, felony, misdemeanor, civil law, jury, information, justice of the peace, warrant, preliminary hearing, appellate jurisdiction, county, township, special district,	
	B: Charter, mayor-council government, strong-mayor government, weak-mayor government, commission government, council-manager government, zoning, metropolitan area, Medicaid, welfare, entitlement, sales tax, regressive tax, income tax, progressive tax, property tax, assessment, inheritance tax, estate tax, State budget	
State Assessment Connections		

National Assessment Connections	
Resources	Magruder's American Government, Chapter 24, 25 http://www.texas.gov/en/Pages/default.aspx - official website of the State of Texas http://www.capitol.state.tx.us/ - Texas legislative website http://library.stmarytx.edu/acadlib/doc/txgovsit.htm - Texas government information on the web