

Course: U.S. Government			Designated Six Weeks: 3 rd 6 Weeks		
Unit: Judicial Branch			Days to teach: 7		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

<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of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents. (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. (17) Culture. The student understands the relationship between government policies and the culture of the United States.</p>					
<p>8(A) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;</p> <p>8(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.</p> <p>8(F) analyze selected issues raised by judicial activism and judicial restraint.</p> <p>1(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall,</p>	<p>-The structure and powers of the federal courts and jurisdiction</p> <p>-Qualifications and the appointment process of federal judges</p> <p>-Supreme Court decision making</p> <p>-Paths to the Supreme Court</p> <p>-Civil Liberties and Rights</p> <p>-Historical U.S. Supreme Court decisions and their impact on American Society</p>	<p>-How do federal and state court jurisdictions differ?</p> <p>-How do Supreme Court decisions reflect the attempts of the justices to meet changing social conditions?</p> <p>-How are federal court justices chosen?</p> <p>-Why does the Supreme Court hear very few cases within the jurisdiction it has?</p> <p>-What political influences affect the selection of the Supreme Court</p>	<p>Concurrent jurisdiction, original jurisdiction, appellate jurisdiction, litigant, due process clause, grand jury, indictment, petit jury, opinion, writ of certiorari, brief, majority opinion, dissenting opinion, judicial review, precedent, advisory opinion, exclusionary rule, counsel, self-incrimination, double jeopardy, fundamental right, discrimination,</p>	<ul style="list-style-type: none"> • Interactive Research Landmark Supreme Court Cases • Guided Reading Activity and Vocabulary Assignment • Research over Supreme Court Cases involving teenagers • Supreme Court Interactive • Court Quest Game: review of vocabulary and function of courts • Character Map (LRE) significant individuals • Come to My Dinner Party Lesson (modify to address significant individuals in TEKS) <p>ELPS: 4D-Graphic Organizers 3E-Think Pair Share</p>	<p>Textbook: <u>United States Government: Democracy in Action</u>, Remy, 2003. Chapters 16-19</p> <p>Original Supreme Court Cases</p> <p>www.oyez.com, www.ussupremecourt.gov</p> <p>Dinner Party</p>

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<p>Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</p> <p>13(A) understand the roles of limited government and the rule of law in the protection of individual rights;</p> <p>(B) identify and define the unalienable rights;</p> <p>(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;</p> <p>(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v.</p>		<p>justices?</p> <p>-By what route do most cases from other courts reach the Supreme Court?</p> <p>-What are the main steps the Supreme Court takes in deciding cases?</p> <p>-Does the Court's use of judicial review give it too much power compared to that of the other branches of government?</p> <p>-What are the various external influences on Supreme Court decisions?</p> <p>How have the decisions of the Supreme Court major cases influence American society as they pertain to Civil Rights and Civil</p>	<p>Jim Crow laws, separate but equal doctrine, civil rights movement, affirmative action, judicial review, judicial restraint, judicial activism, constitutionalism Judicial Branch, federal court system,</p>	<p>5B-Self Assess of Word Knowledge 3J-Hi-Lo Readers</p>	

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<p>Ohio, and Roe v. Wade;</p> <p>(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and</p> <p>(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.</p> <p>17(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.</p>		<p>Liberties?</p>			
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<p>Texas and Grutter v. Bollinger;</p> <p>17(B) explain changes in American culture brought by government policies such as voting rights, 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>7(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” and compare and contrast this to the phrase, “separation of church and state.”</p>					