

Course: U.S. Government			Designated Six Weeks: 1 st 6 Weeks		
Unit: Foundations/Constitution			Days to teach: 10-15		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks

(1)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of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people and historical documents.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) Government. The student understands the structure and functions of the government created by the U.S. Constitution. (9) Government. The student understands the concept of federalism. (12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. (13) Citizenship. The student understands the rights guaranteed by the U.S. Constitution. (16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic.

<p>(1A) explain major political ideas in history, including the laws of nature and nature’s God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;</p> <p>(1B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of</p>	<p><u>Intellectual/Philosophical Ideas and Traditions:</u> -Aristotle(written constitutions, natural law and right/wrong forms of government such as authoritarian, direct democracy, etc.) -Thomas Hobbes(laws of nature, rule of law, protection of the minority), -Jean Jacques Rousseau(laws of nature, popular sovereignty, social contract theory), -John Locke (social contract theory, unalienable rights), -Baron de Montesquieu (separation of powers, checks and balances), Enlightenment and its influence on political thought).</p> <p><u>Religious Traditions:</u> divine right of kings,</p>	<p>-How does the U.S. Constitution reflect the political ideas of the past? -Identify the types of governmental systems and compare them. -Why are some forms of government more desirable than others? -How have certain historical documents influenced the U.S. Constitution? -What individuals had the most influence on the writing of the U.S. Constitution</p>	<p>laws of nature, law of nature’s God, unalienable rights, divine right of kings, social contract theory, government resistance, English Common Law, constitutionalism, liberty, monarchy, classical republic, authoritarian, direct democracy, theocracy, tribal, socialists, republics, confederate system, unitary system, parliamentary system, rule of law, civics, Articles of Confederation, Declaration of Independence, Federalist Papers, compromise, ratification, American</p>	<p>ELPs: 4F, 2I, 3E, 1H graphic organizers, chart, visuals/videos, reciprocating teaching, Cornell Notes</p> <p>-Guided Reading Activity 1 & 2</p> <p>-Talk Show: Students will be placed in groups, research a philosopher and act out a press conference.</p> <p>-Jigsaw: Students will read document excerpts in their expert groups and then teach them to their home groups.</p> <p>-Lecture on the events leading to the creation of the U.S. Constitution as students take notes using the Cornell method</p>	<p>Texas Law Related Education</p> <p>Textbook: <u>United States Government: Democracy in Action</u>, Remy, 2003. Chapters 1-2</p> <p>Philosopher Chart</p> <p>Political philosophy readings (LRE) Politics, <i>Two Treatises on Government, The Federalist Papers, Code of Hammurabi, The Ten Commandments and Leviathan.</i></p> <p>Historical documents – <i>The Magna Carta, English Bill of Rights, Mayflower Compact, Fundamental Orders of Connecticut, Articles of Confederation, The Declaration of Independence</i></p>
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<p>individuals;</p> <p>(1C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p> <p>(1D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;</p> <p>(1E) examine debates and compromises that impacted the creation of the founding documents;</p>	<p>Judeo-Christian, Moses.</p> <p><u>Political Traditions:</u> common law, influential documents: (Code of Hammurabi, Magna Carta, English Bill of Rights, Mayflower Compact, Fundamental Orders of Connecticut, Declaration of Independence, Articles of confederation), William Blackstone, monarchy, classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, republics, unitary system, parliamentary system, influential events (American Revolution, the government under the Articles of Confederation, Constitutional Convention(compromises), debate over ratification of the constitution (Federalists/anti-federalists – federalist papers, 10, 39, 52).</p>	<p>and why?</p> <p>-How did our fathers compromise to reach a common goal?</p> <p>-What are the main purposes of government?</p> <p>-What events of the early American colonial experience led colonists to believe they would have representative government?</p> <p>-Why were the colonists and the British unable to compromise and settle their differences?</p> <p>-How did the weaknesses of the Articles of confederation lead to the Constitution convention?</p>	<p>Revolution, Enlightenment, Moses, William Blackstone, John Locke, Charles de Montesquieu, Founding Fathers, John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, James Wilson, George Washington</p>	<p>-Students will view the video “Empire of Reason” and answer questions on a handout as they watch.</p>	<p><i>Empire of Reason (LRE)</i></p>

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and (1F) identify significant individuals 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.					
(7A) explain the importance of a written constitution; (7B) evaluate how the federal government serves the purposes set forth in the Preamble to the Constitution. (7C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government. (7D) evaluate constitutional provisions	<u>Structure of the Constitution:</u> preamble (purposes of the government), articles, amendments, organized and simple document. <u>Principles of the Constitution:</u> Federalist Papers; Bill of Rights, popular sovereignty (citizens' political tools such as voting, petition, etc.), limited government (limits defined by Bill of Rights, powers denied, etc.)separation of powers(specific powers as listed in Articles 1-3), checks and balances(veto power, impeachment, presidential appointments,	-What is the purpose of a constitution? -What is the basic structure of the U.S. Constitution? -How did the Founders hope to prevent any one branch of government from gaining too much power? -How does federalism divide power between levels of government? -From whom does government receive its power?	federalism, checks and balances, separation of powers, national government, state government, local government, popular sovereignty, U.S. Constitution, Bill of Rights, Emancipation Proclamation, rights and responsibilities, revenue taxation, Preamble to the Constitution, amendment process, national identity, federal identity, religious freedom,	ELPS – Graphic Organizers, Cornell Notes, -Guided Reading Activity 3 -Constitutional Solutions to the Grievances in the Declaration of Independence (LRE Activity) -Checks and balances activity.(LRE) -Federalism Venn diagram. (LRE) -Cornell Notes	Law Related Activities Texas Law Related Education

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<p>for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p> <p>7(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government;</p> <p>7(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today.</p> <p>(8E) explain how certain provisions of the U.S. Constitution provide for</p>	<p>etc.), judicial review(Marbury v. Madison) define and give examples), federalism(delegated powers, reserved power, shared power, cite specific examples for application)</p> <p><u>The amendment process</u> National Supremacy Ratification Bill of Rights (cite specific examples for application) 11-27 amendments</p>	<p>-What is the importance of the Supreme Court case Marbury v. Madison? -What is the function of each of the 3 branches of government? -How does the elastic clause strengthen the power of congress? -What are the primary ways that changes are made to the constitution? -What freedoms and protections are granted in the Bill of Rights? -How do the amendments to the Constitution show the development of democracy in the United States?</p>	<p>legislative branch, bicameral, executive branch, federal court system, judicial review, individual rights, fundamental rights, patents, article, popular sovereignty, elastic clause, enumerated powers, ratify, national supremacy, limited government</p>		



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<p>checks and balances among the three branches of government;</p> <p>(8H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p> <p>(9A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;</p> <p>(9B) categorize government powers as national, state, or shared;</p> <p>(9C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and</p> <p>(9D) understand the limits on the national and state governments in the</p>					



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<p>U.S. federal system of government.</p> <p>12(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.</p> <p>12(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government.</p> <p>12(C) analyze advantages and disadvantages of presidential and parliamentary systems of government.</p> <p>(13A) understand the roles of limited government and the rule of law in the protection</p>					



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<p>of individual rights;</p> <p>(13B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.</p> <p>(13C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;</p> <p>(13E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and</p> <p>(13F) 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</p>					



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<p>Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.</p> <p>16(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.</p>					