

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

<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>(3) Geography. The student understands how geography can influence U.S. political divisions and policies.</p> <p>(10) Government. The student understands the processes for filling public offices in the U.S. system of government.</p> <p>(11) Government. The student understands the role of political parties in the U.S. system of government.</p> <p>(14) Citizenship. The student understands the difference between personal and civic responsibilities.</p> <p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic.</p> <p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic.</p> <p>(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society.</p>					
<p>2(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and</p> <p>(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p>3(A) understand how</p>	<p><u>Political Socialization- agents</u> _including family, education, religion, media, peers, secondary groups, socio-economic status, race, gender, ethnicity, region, and events</p> <p>Influence of socialization on ideology and political decision making</p> <p>Public Opinion Polls- characteristics of a valid poll, political use and</p>	<p>What personal background factors influence a voter?</p> <p>What outside influences affect how a person votes?</p> <p>What is a multiparty system and how does it affect governing?</p> <p>Why have third parties played a</p>	<p>socialization ideologies, coalition government, third party, minor party, precinct, precinct captain, ward, national political parties, convention, national committee, patronage, caucus, image, straight party</p>	<p>Unit Vocabulary Activity</p> <p>Power Point Presentation: Political Party Eras and Functions. Sociological factors influencing voter behavior.</p> <p>Typology Test and Report using typology.people-press.org</p> <p>Minor Parties Project: Computer Lab/politics1.com</p> <p>Current Events in Politics.</p>	<p>Textbook: <u>United States Government: Democracy in Action</u>, Remy, 2003. Chapters 16-19</p> <p>political parties</p> <p>www.typology.people-press.org</p> <p>www.politicalquiz.net</p>

Course: U.S. Government			Designated Six Weeks: 3rd 6 Weeks		
Unit VI: Political Participation			Days to teach:7		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
<p>population shifts affect voting patterns;</p> <p>10(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; and</p> <p>(C) analyze the impact of the passage of the 17th Amendment.</p> <p>11(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;</p> <p>(B) explain the two-party system and evaluate the role of third parties in the United</p>	<p>impact of polls</p> <p><u>Linkage Institutions</u></p> <p>a. Political Parties - development of the two party system and the role of third parties; party organization and, its membership and functions;</p> <p>b. media</p> <p>c. interest groups</p> <p>d. voting-nomination process in the presidential election; campaigns purpose and functions; expanding the voting rights of minority groups; voting process and filing office</p> <p>Personal v. Civic Responsibility</p>	<p>minor role in the U.S. politics?</p> <p>How are parties organized on the national, state, and the local levels?</p> <p>How do political parties assist in educating the public?</p> <p>How are primaries conducted as a method of choosing candidates?</p> <p>What are the processes followed at a national nominating?</p> <p>Evaluate the influence of public opinion polls within the political process.</p>	<p>ticket, nominating convention, direct primary, closed primary, open primary, plurality, runoff, primary ticket, platform, planks, campaign manager, political action committee, suffrage, grandfather clause, propaganda, civic responsibility, interest groups, media, individual participation, personal responsibility, military service, voting, jury service, serving the public good, paying taxes, voter registration process, LULAC, NRA, NAACP, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt,</p>	<p>ELPS:</p> <p>1E Use and reuse new academic language.</p> <p>3J Respond orally to a variety of media sources.</p> <p>1C Use techniques To learn new vocabulary</p> <p>4I Show comprehension through analytical skills.</p> <p>5G Narrate, describe, and explain in writing.</p> <p>1H Expand repertoire of learning strategies to acquire language</p> <p>5B Write using newly acquired vocabulary</p>	

Course: U.S. Government			Designated Six Weeks: 3rd 6 Weeks		
Unit VI: Political Participation			Days to teach:7		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
<p>States; and</p> <p>(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.</p> <p>14(A) explain the difference between personal and civic responsibilities;</p> <p>(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;</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</p>			<p>Franklin D. Roosevelt, Ronald Reagan</p>		

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

<p>serving the public good;</p> <p>(D) understand the voter registration process and the criteria for voting in elections.</p> <p>15(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p> <p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and</p> <p>(C) understand the factors that influence an individual's political attitudes and actions.</p> <p>16(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens</p>					
--	--	--	--	--	--



Course: U.S. Government			Designated Six Weeks: 3rd 6 Weeks		
Unit VI: Political Participation			Days to teach:7		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
<p>(LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues;</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> <p>19(B) evaluate the impact of the Internet and other electronic information on the political process.</p>					