|  |
| --- |
| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Principles of Government and Public Administration |
| **Lesson/Unit Title** | Federalism: Part 3 Lesson Plan |
| **TEKS Student Expectations** | **130.202. (c) Knowledge and Skills**(11) The student will select an appropriate method of communication to facilitate the flow of ideas and information among government, public administration, the business community, and the general public; The student is expected: (G) compare the structure and functions of the Texas state government to the federal system (H) analyze the structure and functions of local government |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Compare the structure and functions of the Texas state government to the federal system
* Analyze the structure and functions of local government
 |
| **Rationale** | The Texas State government is large and complex. Understanding its infrastructure is an imperative part of successful Government and Public Administration careers. |
| **Duration of Lesson** | 30 to 45 minutes |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Unitary government** – a government in which each state has complete control over allthe units of local government within its borders.
* **Bicameral Legislature** – two houses, like the U.S. Congress
* **Incorporation** – the process by which a state establishes a city as a legal body
* **Execute Laws** – put laws into effect; carry them out; perform or carry out what is requiredby a law
* **Municipality** – a political unit, such as a city, town, or village, incorporated for local self-government
* **Civil Cases** – involve a dispute between two or more private individuals or organizations
* **Criminal Cases** – the state brings charges against someone for violating the law
* **Charter** – a document that grants certain rights, powers, and privileges to a corporation
* **Incorporation** – the process by which a state establishes a city as a legal body
* **County** – normally the largest territorial and political subdivision of a state; found in everystate except Connecticut and Rhode Island (called parishes in Louisiana and boroughs in Alaska)
 |
| **Materials/Specialized Equipment Needed** | * Federalism: Part 3 Key Terms
* Structure of Texas State Government worksheet
* Computers with Internet access
* Computer-based presentation software
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Engage**Can Texas secede? In response to the overwhelming spending by the national government, many Texans have said that Texas should become an independent republic. Lead a class discussion on whether students think Texas should or can secede from the union. Use the Discussion Rubric for assessment: Note: for sample news articles do an Internet search for the following:* Texas secession facts
* Governor says Texans may want to secede from union
* Former Gov. Rick Perry: Texas could secede, leave union
* Texas secession comes to supreme court, in a way blog
 |
| **Direct Instruction \*** | **Key Points** 1. Texas state government
	1. Structure – the division of power and structure of the state government are determined by the state constitution
		1. Legislative – bicameral
			1. Senate
				1. 31 members elected to 4-year terms
				2. One senator from each Senatorial District
			2. House of Representatives
				1. 150 members elected to 2-year terms
				2. Number of representatives based on the population of the county
		2. Executive
			1. Governor – elected to a 4-year term
				1. Chief executive officer
				2. Commander-in-chief of state military forces
				3. Executes state laws
				4. Conducts business with other states and the U.S.
			2. Lieutenant governor – elected to a 4-year term
				1. President of the Senate with the power of the casting vote
				2. Serves in place of the governor if the governor becomes unable to serve
			3. Secretary of state – appointed by the governor with consent of Senate
			4. Comptroller of public accounts (treasurer)
			5. Commissioner of the general land office
			6. Attorney general
				1. Represents the state in all suits and pleas
				2. Verify the charter rights of private corporations
		3. Judicial – interprets and applies state and local laws
			1. State Supreme Court
			2. Court of Criminal Appeals
			3. Court of Appeals
			4. District courts
			5. County courts
			6. Commissioners courts
			7. Courts of Justices of the Peace
			8. Other courts as established by the state legislature
	2. Functions of the state government
		1. Regulate corporate practices, interest rates, and exams for doctors and other professionals to obtain licenses
		2. Protect consumers from unfair and deceptive trade practices
		3. Protect workers by regulating safety and sanitary conditions of factories, including providing workers’ compensation and unemployment
		4. Business development to attract new businesses and industry
		5. Pollution control and conservation of natural resources
		6. Protecting life and property through state criminal laws, police forces, and criminal corrections
		7. Health, education, and welfare programs
2. The structure and function of the U.S. federal government compared to the Texas state government
	1. Both have three branches to maintain a balance of power
		1. Bicameral legislative branch – Senate and House – the lawmaking body
		2. Executive branch – chief executive officer (president and governor) – charged with executing the law
		3. Judicial branch – interpreting and applying laws
3. Local government
	1. Not mentioned in or created by the U.S. Constitution
	2. Created by individual states, and can be abolished by the state
	3. Can act only because the state that established it authorizes its power
	4. Structure
		1. County government – more than 3,000 in the U.S. today, county government exists largely to serve the administrative needs of the state

a. The number and structure of county governments per stateranges from none in Connecticut and Rhode Island to more than 250 in Texas* + 1. Most typically have four major elements:
			1. Governing body – usually popularly elected with terms from two to five years, holding both executive and legislative powers
			2. Boards or commissions
			3. Appointed bureaucrats
			4. A variety of elected officials
	1. City or municipal government – acts as an agent of the state in providing law enforcement and public health; however, cities must be incorporated by a state and are usually incorporated principally for the convenience of the people who live there
		1. Based on a charter, which names the city, describes its boundaries, and declares it to be a municipal corporation, giving it the right to sue and be sued, make contracts, and acquire, own, manage, and dispose of property
		2. The charter also provides how and for what terms its officers are to be chosen, outlines their duties, and deals with finances
		3. Forms of city government
			1. Mayor-council – an elected mayor is the chief executive with an elected council as his or her legislative body
			2. Commission – three to nine (usually five) commissioners are popularly elected, forming the city council; they pass ordinances, and control the budget
			3. Council-manager – modification of the mayor-council form, which includes a strong council of five to seven members elected at large on a nonpartisan ballot, a weak mayor chosen by the voters, and a manager, called the city’s chief administrative officer, appointed by the council. The council is the city’s policymaking body; the manager carries out the policies the council makes
	2. Special districts – independent units created to provide services in a wider or smaller area than that covered by a county or a city
		1. Found most often in rural and suburban areas
		2. Might be created to handle pollution in several counties or to provide fire protection in out-of-the way areas, or soil conservation or reforestation

E. Functions* 1. The county government is responsible for the administration of state laws:
		1. Levy taxes, assess property taxes, and appropriate funds
		2. Manage county courthouses, jails, etc.
		3. Administer welfare

 d. Conduct elections* 1. Build and repair roads, bridges, drains, and schools
	2. Record deeds, mortgages, marriage licenses, and hunting and fishing licenses
1. City government
	1. Fund public education through local taxes, especially property taxes, with aid from the state government
	2. Provide water, sewers, waste removal, street and traffic regulation, public health services, and recreational facilities
	3. Provide fire and police protection
	4. Build and maintain hospitals, airports, public markets, sports arenas, etc.
	5. Plan city growth and zoning

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Structure of the Texas State Government** Students complete theStructure of Texas State Government worksheet which explains the organization of power for the three branches of government in the state of Texas. Use the Structure of Texas State Government Worksheet Key for assessment.**Case Law Activity** *Tiffany Caldwell v. State*,*Tonya Caldwell v. State*and*Connie Caldwell v. State*. These cases were heard by the Texas Supreme Courtafter which all the defendants were found guilty of Child Neglect, Abandonment and Endangerment, as well as possession of illegal drugs. This case was appealed to the Texas State Court of Appeals. The defendants argued that the evidence of the case was obtained illegally by the local law enforcement and the search was unconstitutional. After reading through the materials of the case (see the link below) students decide whether the defendants are guilty or innocent due to an improper search and seizure. After deciding guilt or innocence, students will write an “opinion” as if they were a justice on the Texas Supreme Court. Use the Writing Rubric for assessment. http://www.dallasbar.org/sites/default/files/case\_summary\_2011.pdf**Urban Planning** – students will work in teams of five to create a city that wouldbe able to sustain at least 100,000 people. Students will design the zoning for neighborhoods, hospitals, local businesses, and government buildings, as well as determine the services that will provided by the government. Government services can include departments like public health services, parks and recreation, waste management, etc. Students should be able to identify where the funding for government buildings and programs comes from and how much each department will receive. Groups will have the opportunity to present their proposed city plan to the class. Use the Presentation Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | * Federalism: Part 3 Quiz and Key
* Discussion Rubric
* Presentation Rubric
* Summary Rubric
* Writing Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:***Accommodations for Learning Differences:** For reinforcement, Students, (in groups) will research problems facing local governments and the various methods being used by local governments to correct them: * Crime/Drug abuse
* Infrastructure
* Lack of education
* Unemployment

Work with a partner to create a proposal on how to address one of the above issues. Present the issue in the form of a computer-based presentation. Make sure students use a variety of resources and cite their data. Consider having the students create a criteria chart for their computer-based presentation. Use the Presentation Rubric for assessment.  |
| **References/Resources/****Teacher Preparation** | * ISBN 9780133656329, *Macgruder’s American Government*, McClenaghan, W., Pearson, Prentice Hall, 2008.
* ISBN 9780078799822, *United States Government: Democracy in Action,* Remy, R., McGraw Hill, Glencoe, 2010.
* Texas Constitution and Statutes website. Retrieved from:
* http://www.constitution.legis.state.tx.us/
* http://www.dallasbar.org/sites/default/files/case\_summary\_2011.pdf
 |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-disciplinary Standards1. Foundational Skills

C. Research across the curriculum* + 1. Understand which topics or questions are to be investigated.
		2. Explore a research topic.
1. Synthesize and organize information effectively.
2. Design and present an effective product.

8. Present final product. |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Students, (in groups) will research problems facing local governments and the various methods being used by local governments to correct them:* Crime/Drug abuse
* Infrastructure
* Lack of education
* Unemployment

Work with a partner to create a proposal on how to address one of the above issues. Present the issue in the form of a computer-based presentation. Make sure students use a variety of resources and cite their data. Consider having the students create a criteria chart for their computer-based presentation. Use the Presentation Rubric for assessment.Students will attend a local city council meeting and take notes which include items of business and meeting protocol. After the meeting, provide a one-two page paper which summarizes the events that took place during the meeting. Use the Summary Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSABusiness Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)