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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Business Law |
| **Lesson/Unit Title** | Division and Balance of Governmental Powers |
| **TEKS Student Expectations** | **130.134. (c) Knowledge and Skills**(3) The student identifies the different types of law, courts, and regulations in the judicial system:(A) The student is expected to identify the concepts of civil and criminal law;(B) The student is expected to explain the different types of courts and traditional court procedures;(C) The student is expected to differentiate between business torts and crimes; and(D) The student is expected to comprehend the rationale for governmental regulations of business activities. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | * Students will describe the system of checks and balances in the U.S. government.
* Students will explain how the power to govern is divided between the federal and state governments.
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| **Rationale** | Upon completion of this lesson, the student will be able to understand the system of checks and balances in the U.S. government and distinguish between state and national legal issues. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 2‐3 days to teach. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * System of checks and balances ‐ division and allocation of the powers of government between its various branches.
* Impeachment case ‐ trying a government official for misconduct in office.
* Political party ‐ private organization of citizens who select and promote candidates for public office.
* Amendment ‐ change or alteration.
* Democracy ‐ governmental system in which citizens vote directly to decide issues.
* Republic ‐ governmental system in which citizens elect representatives to decide issues.
* Sovereignty ‐ freedom from external control.
* Interstate commerce ‐ trade and other commercial intercourse between or among businesses in different states.
* Intrastate commerce ‐ commerce conducted wholly within one state.
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| **Materials/Specialized Equipment Needed** | * Construction paper
* Scissors and glue
* Poster board
* Computers for students to complete projects
* Projector for presentation
* Independent Practice Assignment #1: How Government Affects a Day in My Life Poster
* How Government Affects a Day in My Life Poster Assignment #1 Rubric
* Business Law ‐ Division and Balance of Governmental Powers
* Division and Balance of Governmental Powers Independent Practice Assignment #2 Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Ask** students “What are checks and balances?” for the government. Then survey students to find out why thistype of system is important.**Divide** the class into three groups. Have each group research the history of one of the branches ofgovernment. Reports should include at least five historical facts. Each group will report their information to the class.**Ask** students to list the two major political parties in the United States and write characteristics they associatewith each party. Then ask students to select which party they favor and why. |
| **Direct Instruction \*** | 1. System of Checks and Balances- balance of power between governmental branches by having the powers given one branch check the powers given another.

**Teacher Note:** Ask students why it is important for branches of government to have a system of checks and balances. Ask students to list the three branches of government and characteristics of each branch. * 1. Branches of government
		1. Legislative branch- makes the laws
			1. National legislature (two bodies)
			2. Senate, with two members from every state regardless of population
			3. House of Representatives, with seats allocated to the state in proportion to their population
			4. All bills for taxing or appropriating funds must originate in the House
			5. A majority vote of both bodies is required for passage of any bill, including tax and appropriations bills
			6. Impeachment cases
			7. House- has the power to impeach or accuse any civil officer of the United States (including the President and Vice President) or treason, bribery, or other high crimes and misdemeanors
			8. Senate- has the sole power to try all impeachment cases (criminal proceedings against a government official for misconduct in office)
			9. Major legislation, including bills relating to finance would require a two-thirds vote for passage
			10. Amendments to the Articles would require a unanimous vote of the states
		2. Executive Branch- President and the Vice President elected by a vote of the electoral college
			1. Political party- a private organization of citizens who select and promote candidates for election to public office
			2. Electoral votes determine who wins the Presidency
		3. Judicial Branch
			1. Headed by the Supreme Court
			2. Decided on the constitutionality of a stature passed by the legislative branch and signed by the President as head of the executive branch
	2. Changing the constitution

**Teacher Note**: Explain to students the thorough process for changing the Constitution with an amendment.* + 1. Amendment- to change or alter
		2. Two-thirds majority vote in both the Senate and the House
		3. Legislatures of two-thirds of all the state to call a convention of all the states
		4. Must be ratified by the legislatures of three-fourth of the states or convention in three-fourths of the states.
	1. U. S. Form of Government

**Teacher Note:** Survey students to determine how many have voted or will definitely register to vote when they are 18. Explain how voting is the citizen’s voice in government. * + 1. Representative Democracy (republic)
			1. Voters select representatives to make the day-to-day decisions
			2. The sovereign power ultimately resides in the people
		2. The Power to Govern
			1. The Constitution and the Bill of Rights were written by the representative of the people elected by voters in the 13 original states
			2. Sovereignty of the States
				1. (Tenth Amendment) acknowledges the continued sovereignty of all the states to govern their own citizens within their own borders
				2. Supreme political authority free from external control
				3. Article VI recognizes the Constitution to be the supreme law of the land
				4. The Constitution prevails over any possibly contrary state constitutions or law
			3. Limiting States’ Powers
				1. U. S. citizens cannot receive special privileges from individual states
				2. All persons born or naturalized in the U.S. are subject to the jurisdiction of the U.S. and the state wherein they reside
			4. Powers of the Federal Government

**Teacher Note**: Explain how the federal government protects states with special security at airports. * + - * 1. Duty to protect every state against invasion
				2. May establish post offices, coin money, and tax imports and exports
				3. Regulate interstate commerce (commerce among states)
				4. Regulate foreign commerce
				5. States regulate intrastate commerce

*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 \*** | * Using the lesson presentation, the teacher will explain the system of checks and balances for U.S. government. Split the class into teams that consist of two students. Each team must research a federal regulatory agency and report on the power of the agency.

*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 \*** | * **How Government Affects a Day in My Life Poster:** Ask students to record the events of a day in theirlives and note the agencies that have some connection to these events. Give examples to help students get started with this assignment. For example, the hamburger they ate for lunch was tested by the FDA, and the hair dryer they used in the morning was regulated by the Consumer Product Safety Commission. The assignment (poster) should have at least ten events and government relationships. The poster should include words and pictures.
* **Division of Governmental Power Poster:** Split the class into teams with two members. Each teammust design a poster that defines the Executive, Legislative, and Judicial branches of government through words and pictures. The poster should indicate what individuals (specific names) are involved in each branch of government. The legislative branch can include names of representatives from your state.

*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 \***  | **Informal Assessment*** Instructor will observe students during Independent Practice.
* Instructor will assist students as needed

**Formal Assessment**Use the assigned rubric to evaluate the projects assigned for Independent Practice.Student teams design a “Democracy” poster that lists the benefits associated with a democracy. The poster should include words and pictures.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **References/Resources/****Teacher Preparation** | * Local newspapers
* Television Network Newscasts and the Internet
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) | Show class a 20‐minute segment of national news. Ask students to take notes about all government events and to categorize the events as Executive, Legislative, Judicial, or other agencies. |
| **Family/Community Connection** | Invite members of federal and state governmental agencies to speak to the classes about their agency. Students can write to obtain literature from agencies who cannot send a representative to speak. Have an agency day where students learn about the different agencies and careers available in them. Set up internships for students to shadow officials in the different agencies. |
| **CTSO connection(s)** | BPA, FBLA, SkillsUSA |
| **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)