

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Georgia Studies Social Studies Course.

| 8th Grade Georgia Studies - Unit 11 – State and Local Government | |
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| Elaborated Unit Focus | This unit will focus on state and local governance , and its interaction with its citizens. The student will understand that rule of law gives constitutional governments a structure which outlines the rights and responsibilities/limitations of the government to its citizens and citizens to the government. They will analyze the distribution of powers within our government and understand that local governments exist within the framework of our state and federal government. |
| Connection to Connecting Theme/Enduing Understandings | Distribution of Powers Governance Rule of Law |
| GSE for Social Studies (standards and elements) | <p>SS8CG1 Describe the foundations of Georgia’s government.</p> <ul style="list-style-type: none"> a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution. b. Explain separation of powers and checks and balances among Georgia’s three branches of government. c. Describe the rights and responsibilities of citizens according to the Georgia Constitution. d. List voting qualifications for elections in Georgia. e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag. <p>SS8CG2 Analyze the role of the legislative branch in Georgia.</p> <ul style="list-style-type: none"> a. Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia. b. Describe the purpose of the committee system within the Georgia General Assembly. c. Explain the process for making a law in Georgia. d. Describe how state government is funded and how spending decisions are made. <p>SS8CG3 Analyze the role of the executive branch in Georgia state government.</p> <ul style="list-style-type: none"> a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government. b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws. <p>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</p> <ul style="list-style-type: none"> a. Describe the ways that judges are selected in Georgia. b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system. c. Explain the difference between criminal law and civil law <p>SS8CG6 Analyze the role of local governments in the state of Georgia.</p> <ul style="list-style-type: none"> a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia. b. Describe how local government is funded and how spending decisions are made |

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| <p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p> | <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| <p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p> | <ul style="list-style-type: none"> • Compare similarities and differences • Organize items chronologically • Identify main idea, detail, sequence of events, and cause and effect in a social studies context • Draw conclusions and make generalizations |



Essential Questions and Related Supporting/Guiding Questions

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| Enduring Understanding 1 Distribution of Powers | <ol style="list-style-type: none"> 1. Why are powers distributed? <ol style="list-style-type: none"> a. How are powers distributed in state law? b. How are powers distributed in local law? c. What makes county and city law different? |
| Enduring Understanding 2 Governance | <ol style="list-style-type: none"> 1. Why do governments change? <ol style="list-style-type: none"> a. How is the state government of Georgia different from local governments? b. How do powers differ within government entities? c. How do different government entities complement one another? |
| Enduring Understanding 3 Rule of Law | <ol style="list-style-type: none"> 1. How are citizens influenced by laws? <ol style="list-style-type: none"> a. What is the need for laws? b. How do laws protect us? c. How are laws made? |

Sample Instructional Activities/Assessments

GA State Constitution Bill of Rights Activity

Description

Students will compare and contrast the Georgia State Constitution Bill of Rights to the U.S. Constitution Bill of Rights. The activity is attached below with directions for students to complete the activity. The 1st 10 Bill of Rights to Georgia as well as the U.S. Constitution’s Bill of Rights are attached.

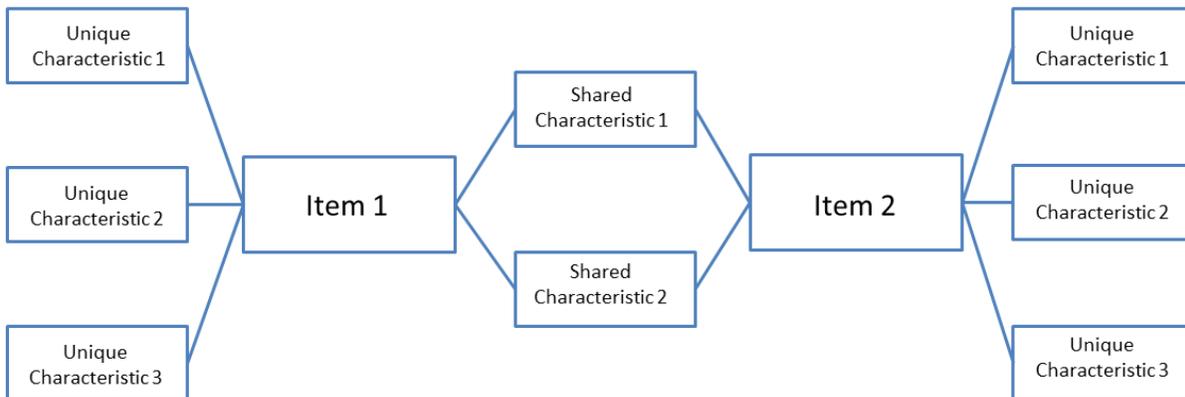
| | |
|---|--|
| GSE Standards and Elements | <p>SS8CG1 Describe the foundations of Georgia’s government.</p> <p>a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Compare similarities and differences</p> <p>Governance</p> |

GA's State Constitution Bill of Rights compared to the U.S. Constitution Bill of Rights Neo-Venn Diagram

Your Job: Copy and complete the following chart for the Georgia State Constitution Bill of Rights and the U.S. Constitution Bill of Rights.

Directions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write the GA's Bill of Rights in the "Item 1" box and U.S. Bill of Rights in the "Item 2" box.
3. In the boxes on the left side list 3 unique characteristics of GA's Bill of Rights.
4. In the boxes on the right side 3 unique characteristics the U.S. Bill of Rights.
5. In the boxes in the middle list 2 shared characteristics of the Bill of Rights.



ARTICLE I.

BILL OF RIGHTS

Paragraph I. Life, liberty, and property. No person shall be deprived of life, liberty, or property except by due process of law.

Paragraph II. Protection to person and property; equal protection. Protection to person and property is the paramount duty of government and shall be impartial and complete. No person shall be denied the equal protection of the laws.

Paragraph III. Freedom of conscience. Each person has the natural and inalienable right to worship God, each according to the dictates of that person's own conscience; and no human authority should, in any case, control or interfere with such right of conscience.

Paragraph IV. Religious opinions; freedom of religion. No inhabitant of this state shall be molested in person or property or be prohibited from holding any public office or trust on account of religious opinions; but the right of freedom of religion shall not be so construed as to excuse acts of licentiousness or justify practices inconsistent with the peace and safety of the state.

Paragraph V. Freedom of speech and of the press guaranteed. No law shall be passed to curtail or restrain the freedom of speech or of the press. Every person may speak, write, and publish sentiments on all subjects but shall be responsible for the abuse of that liberty.

Paragraph VI. Libel. In all civil or criminal actions for libel, the truth may be given in evidence; and, if it shall appear to the trier of fact that the matter charged as libelous is true, the party shall be discharged.

Paragraph VII. Citizens, protection of. All citizens of the United States, resident in this state, are hereby declared citizens of this state; and it shall be the duty of the General Assembly to enact such laws as will protect them in the full enjoyment of the rights, privileges, and immunities due to such citizenship.

Paragraph VIII. Arms, right to keep and bear. The right of the people to keep and bear arms shall not be infringed, but the General Assembly shall have power to prescribe the manner in which arms may be borne.

Paragraph IX. Right to assemble and petition. The people have the right to assemble peaceably for their common good and to apply by petition or remonstrance to those vested with the powers of government for redress of grievances.

Paragraph X. Bill of attainder; ex post facto laws; and retroactive laws. No bill of attainder, ex post facto law, retroactive law, or laws impairing the obligation of contract or making irrevocable grant of special privileges or immunities shall be passed. **Paragraph XI. Right to trial by jury; number of jurors; selection and compensation of jurors.**

(a) The right to trial by jury shall remain inviolate, except that the court shall render judgment without the verdict of a jury in all civil cases where no issuable defense is filed and where a jury is not demanded in writing by

THE BILL OF RIGHTS – FULL TEXT

Amendment I-Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II-A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III-No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV-The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V-No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI-In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII-In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII-Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX-The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X-The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Source: "Bill of Rights." *Bill of Rights Institute*. N.p., n.d. Web. 03 Mar. 2017.

either party. In criminal cases, the defendant shall have a public and speedy trial by an impartial jury; and the jury shall be the judges of the law and the facts.

(b) A trial jury shall consist of 12 persons; but the General Assembly may prescribe any number, not less than six, to constitute a trial jury in courts of limited jurisdiction and in superior courts in misdemeanor cases.

(c) The General Assembly shall provide by law for the selection and compensation of persons to serve as grand jurors and trial jurors. Paragraph XII. Right to the courts. No person shall be deprived of the right to prosecute or defend, either in person or by an attorney, that person's own cause in any of the courts of this state.

Source: <http://www.senate.ga.gov/Documents/gaconstitution.pdf>

What does it mean?

Description

Students will need a copy of the attached article to complete the graphic organizer. Graphic organizer is attached after the document below.

The document was copied from the following website: <https://www.lawteacher.net/free-law-essays/constitutional-law/checks-and-balances-system-of-government-constitutional-law-essay.php>

| | |
|---|--|
| GSE Standards and Elements | <p>SS8CG1 Describe the foundations of Georgia’s government.</p> <p>b. Explain separation of powers and checks and balances among Georgia’s three branches of government.</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>N/A</p> <p>Distribution of Powers</p> |

Checks and Balances System of Government

There is a system in the United States Constitution, which was made particularly to control the amount of power each branch of government has. This system is called Checks and Balances and it is very important to our government. Without a system to prevent one branch of government from having more power over another, the government would be controlled by one group of people. It would not be fair to the people of the United States if one branch had more power over another. This system is intended to prevent tyranny.

The three branched of government are; the legislative e branch, the executive branch, and the judicial branch. The legislative branch is run by congress, which includes the House of Representatives and the Senate. The main responsibility of the legislative branch is to make laws. The executive branch is run by the President of the United States. The president enforces laws and presents new ones, is in control of the Armed Forces, and has vetoing power. The judicial branch is run by the Supreme Court. The power the judicial branch has is to analyze the Constitution and reviewing laws.

The Separation of Powers was designed by the makers of the Constitution. This system serves many goals. The Separation prevents accumulation of power to one authority, which is the main cause of tyranny. It also allows each of the branches to have power over the other two branches. The United States of American was the first nation to have a separation of powers in the branches of government. The powers and responsibilities are equally divided amongst the executive branch, the legislative branch, and the judicial branch. By dividing the United States government into three separate branches, it will take away the opportunity to have total power from any one of the groups. The separation of powers also created a checks and balance system which will not allow one of the branches of government to have more power over another. The main goal is to maintain equally in the government.

The system of Checks and Balances plays a very important role in the United States government. This system was built so that one of the branches of government can never have too much power; therefore one branch of government is controlled by the other two branches. Each branch of government checks the power of the other branches to be sure that every branch has equal power. The people of the United States put their trust into the government and in return want their rights to be protected. If all branches were run by themselves it would not be fair or constitutional.

The way laws are made is a good example of Checks and Balances. The legislative branch first proposes a bill. Then the bill is voted on by Congress and sent to the executive branch. The president will then decide whether or not the bill will improve our country. If the president believes the bill is a good idea he or she will sign the bill, and then it becomes a law. But if the president does not think that the bill will be good for the country he will veto the bill. Another check the legislative branch can do if they really believe that this particular bill should become a law, is that they can override the president's veto. The bill gets sent back to the legislative branch and if two thirds of the group agrees, this will override the president's veto and the bill becomes a law. Now once the bill has become a law, the people of the United States try out the new laws in the courts, which are run by the judicial branch. A person can file a lawsuit if they believe a law is not constitutional. It is the judicial branches job to listen to each side of the story and determine whether or not it is constitutional. All three branched of government are involved in

the law making and enforcing process. If the responsibilities of laws were solely in the hands of one branch it would not be constitutional. The system of checks and balances allows each branch of government to have a say in how the laws are made.

The legislative branch has the power to make laws. It also has the power to run the following checks over the executive branch. The legislative branch also has the power to remove the president from office. This can only be done if they believe the president is not doing his or job the right way. This is called impeachment. The legislative branch also has "the power of the purse", which means that they control how money is spent in the government. If a president needs money to go to war or for another federal action, the legislative branch will not provide the money unless they believe it is constitutional. Another power the legislative branch has over the executive branch is that the Senate can approve presidential appointments and treaties. Alike the executive branch, the legislative branch also has the power over the judicial branch to impeach a judge, and approves the appointments of the judges.

The Executive branches main goal is to carry out the laws. The most important power the executive branch has over the others is the power to veto. The executive branch has the power over the legislative branch to call important sessions of Congress. The president can also propose new ideas for legislation. The power the executive branch has over the judicial branch is that the president can appoint the Supreme Court and other federal judges.

The judicial branch also runs checks on the other branches of government. The judges of the judicial branch are in office for life and are not controlled by the executive branch. A check that the judicial branch has over the executive is judicial review. Judicial review is when the court can determine whether or not an action made by member of the executive branch is unconstitutional. The courts can also judge the act of legislative members to be constitutional or not.

Judicial review is the power that the judicial branch has over the legislative and the executive branch to review a law or treaty and determine whether or not it is constitutional. The Marbury vs. Madison case is what determined the Supreme Court has the power for judicial review. I believe that judicial review is very important because if it were not in the constitution, there could be laws or regulations that are not constitutional but still in effect. There could be many mistakes in the laws of our government that the judicial branch can look over and determine that they should be thrown out or revised so that it fair.

If the government did not have this system the different branches of government would not be able to work together to maintain a stable government. If one branch of government had total control or more control over another branch it would not be constitutional. The United States Constitution is based on the people's rights and equally over America. There would be many problems if there was not a system of separation of powers. There would not be a way to determine what role each government official plays in our lives. But with this system, the government is divided into different branches which each control different aspects of the government. The system of checks and balances keeps these three branches on government in cooperation. It allows each branch to run checks on the other two to make sure that the power is equally amongst the three. I believe this is a good concept to let each of the other branches check one another. If the branches of government check themselves they would probably be more

biased. But since someone from outside of their branch is the one to check their powers I believe it is much more fair.

The government is one of the most important aspects of our lives. The government does their job with the best interest of the citizen. The people of the United States put their trust into the government to protect the people's right. The system of checks and balances has worked very well over the course of the United States history. Although there have been some issues it has improved the government a lot. It rarely occurs that an appointed official has been rejected or a veto has been overridden but it has happened. The system of checks and balances and separation of powers is meant to keep the three branched of government in balance. Even though there has been some times where one branch turns out to have more power over another branch, overall the three branched together have a balanced systems where no one branch can hold all power over the government. The goal of the system of separation of powers and checks and balances is to develop a system that is equal and fair to all the citizens of the United States.

Source: "Checks And Balances System Of Government." *Law Teacher*. N.p., n.d. Web. 04 Mar. 2017. <<https://www.lawteacher.net/free-law-essays/constitutional-law/checks-and-balances-system-of-government-constitutional-law-essay.php>>.

| Power | Branch of Government (legislative, executive or judicial?) |
|---|---|
| Introduces laws | |
| Declares laws unconstitutional | |
| Signs bills into law | |
| Coins money | |
| Nominates Supreme Court justices | |
| Declares war | |
| Vetoes bills | |
| Interprets/Makes meaning of laws | |
| Serves as commander-in-chief of the army and navy | |
| Issues a pardon | |
| Overrides a presidential veto | |
| Borrows money on behalf of the United States | |
| Makes treaties | |
| Impeaches/Removes the president | |

Countdown

Description

Students will read and analyze the attached secondary source from New Georgia Encyclopedia to complete the Countdown activity. Students will gain an understanding through this activity what the qualifications for members of the General Assembly are and the role as a lawmaking body of Georgia.

Activity is attached below and the document necessary to complete the assignment.

| | |
|---|---|
| GSE Standards and Elements | <p>S8CG2 Analyze the role of the legislative branch in Georgia.</p> <p>a. Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Draw conclusions and make generalizations</p> <p>Distribution of Powers</p> |

Countdown!

Use the document provided to you by your teacher complete this task.

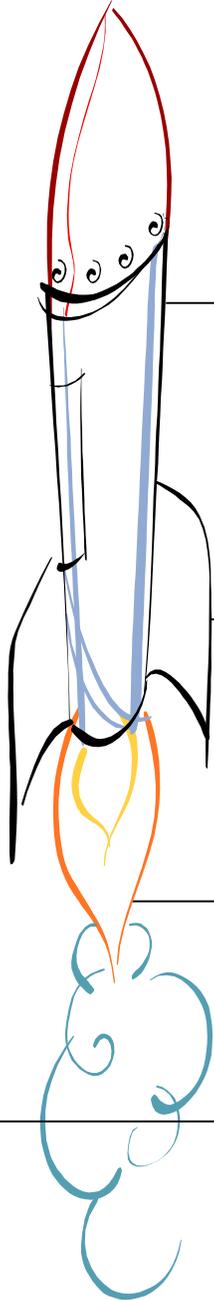
5 Important facts (with a short description of each):

4 Review questions:

3 Interesting facts that you learned

2 Topics you'd like to learn more about:

1 Picture of symbol that this document makes you think about



Original entry by

Chris Grant, Mercer University,

03/26/2005

Last edited by NGE Staff on 10/11/2016

A form of representative government has existed in Georgia since January 1751. Its modern embodiment, known as the Georgia General Assembly, is one of the largest state legislatures in the nation. The General Assembly consists of two chambers, the House of Representatives and the senate.

The General Assembly has operated continuously since 1777, when Georgia became one of the thirteen original states and revoked its status as a colony of Great Britain. Since the General Assembly is the legislative body for the state, the location of its meetings has moved along with each move of the state capital. In its earliest days the legislature met first in Savannah, and subsequently in Augusta, Louisville, and Milledgeville. In 1868 the capital—and the assembly—settled permanently in Atlanta. Today the General Assembly meets in the state capitol, an impressive limestone and marble building with a distinctive gold dome and granite foundation. Each chamber is housed in a separate wing.

Every two years, Georgia voters elect members of the legislature. These elections occur in even-numbered years (e.g., 2002, 2004, 2006). The qualifications for holding office in both houses, as well as the size of both chambers, are established in the Georgia state constitution.

House of Representatives

The House of Representatives, sometimes referred to as the lower house, is the larger of the two chambers. Its 180 members represent districts from across the state, and it is presided over by the Speaker of the House, who is elected by the entire membership. The Speaker has always been a member of the majority political party and has the power to schedule debates, to vote, and to assign members to committees. The current Speaker of the House, David Ralston, was selected in 2010. There are three other important leaders in the house: the majority leader, the minority leader, and the floor leader. The majority leader is responsible for advancing the agenda of the majority party in the house, while the minority leader is responsible for advancing the cause of the minority party. The floor leader promotes the governor's interests in the chamber.

Much of the work of the house is done in thirty-six standing committees. At the start of each two-year session, each member is assigned to two or three committees, which are organized by such topics as agriculture, education, or taxes. Each political party's leadership selects members to serve on the committees, which ensures that the parties are effectively represented in the process. Thus the party composition of committees is proportional to the party composition of the house. The Speaker of the House selects the chairs of each committee; since the Speaker belongs to the majority party in the chamber, all the committees are chaired by members of the majority party. Legislation passes through the committees, where it can be amended, changed, or killed. Members, therefore, actively seek to be placed on committees that deal with issues important to them personally and to their constituents.

To serve in the House of Representatives, an individual must be at least twenty-one years old. Other requirements include residency for at least a year in the district that he or she represents and residency in Georgia for at least two years.

Senate

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The state senate is very similar to the house, but the senate is a smaller body, with fifty-six members who represent districts from around the state. The chief officer of the senate is the lieutenant governor. Unlike the Speaker, who is elected by the members of the house, the lieutenant governor is elected by all the voters of the state. Thus, the lieutenant governor may belong to a different political party than the majority of the senators, as was the case in the 2003-4 and 2005-6 sessions when Lieutenant Governor Mark Taylor, a Democrat, presided over a majority-Republican senate. This scenario requires careful political balancing and the investment of significant authority in the president pro tempore of the senate, who is the leader of the majority party.

There are twenty-six committees in the senate, and senators are required to serve on at least three committees during their two-year terms in the General Assembly. As in the house, the party affiliations of senate committees are proportional to the party affiliations of the senate as a whole. The lieutenant governor appoints the chairs of the committees, which resulted in an unusual situation in the 2003-4 session. The Republican Party was the majority party in the senate, but the lieutenant governor appointed Democrats to chair some committees.

To serve in the senate, an individual must be at least twenty-five years old. Other requirements include residency for at least a year in the district that he or she represents and residency in Georgia for at least two years.

The Assembly in Operation

Each January representatives congregate at the state capitol for the start of the legislative session, which lasts for forty days, to deliberate matters of importance to the citizens of the state. The forty days are not always continuous, and during the time when the chambers are not in session, members generally work in committees or return home to meet with constituents. The General Assembly uses a committee system to accomplish its legislative tasks. Since they meet year round, even when the legislature is not in session, committees can consider proposed legislation at length and reach some form of consensus before the proposals reach the floor for a vote. Such a system allows legislators to specialize by concentrating on a few major topics and also allows the legislative process in Georgia to move more efficiently. Typically, the legislature adjourns in late March, after the major legislative business has been completed. From time to time the governor may call the General Assembly into a special session for a set number of days.

The most important function of the General Assembly is to pass the state's operating budget each year. In fact, approximately half of the hours spent in session are related to the budget. This includes establishing spending priorities and setting tax rates. Additionally, lawmakers must enact other laws on a broad array of topics from education to roads and transportation.

Another task of the General Assembly is to consider all proposed amendments to the Georgia constitution. A two-thirds vote in both houses is the primary means for approving resolutions to place proposed constitutional changes on the ballot. Voters will then decide if the constitution is to be amended.

A special task that the General Assembly must undertake every ten years is the drawing of legislative district lines to create the maps used for the state house and state senate district boundaries. The General Assembly also establishes the district lines for Georgia's delegation to the U.S. House of Representatives.

Assembly Members

A number of famous Georgians have served in the General Assembly. Jimmy Carter, the only Georgian ever to be elected president of the United States, served in the state senate during the 1960s. Several civil rights leaders, including Julian Bond and Hosea Williams, have served in the General Assembly. Most governors and U.S. senators from the state served in one of the two chambers before running for higher office.

Several members have served lengthy terms, most notably Hugh Gillis of Soperton, with more than fifty years of combined service in both houses of the legislature. No discussion of longevity in the General Assembly would be complete without mention of Tom Murphy of Bremen, who was Speaker of the House between 1974 and 2002. Murphy was the longest-serving Speaker in the nation when he was defeated in his 2002 reelection bid.

The average General Assembly member is white and male; in 2015, 23 percent of the members were women and 25 percent were African American.

SOURCE: "Georgia General Assembly." *New Georgia Encyclopedia*. N.p., n.d. Web. 02 Mar. 2016.

How does a bill become a law? Acrostic Poem Activity

Description

Students should read and analyze the document to complete the attached activity. Both the document and the activity are attached below.

***NOTE TO TEACHER: You may elect to change the word assigned. The word chosen is LAWMAKER.**

The document is attached for students, but it can also be found on the following website: <http://www.gfia.org/how-a-bill-becomes-a-law.html>

| | |
|---|---|
| GSE Standards and Elements | S8CG2 Analyze the role of the legislative branch in Georgia. c. Explain the process for making a law in Georgia. |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. N/A Distribution of power, Governance, Rule of Law |

How a Bill Becomes A Law

Tracking a Bill through the Georgia General Assembly

IDEA

A legislator sees the need for a new law or changes in existing law and decides to introduce a bill.

DRAFTING

The legislator goes to Office of Legislative Counsel where an attorney advises the legislator on legal issues and drafts the bill.

INTRODUCTION AND FIRST READING

The legislator files the bill with the Clerk of the House or Secretary of the Senate. On the legislative day after filing, the bill is formally introduced. The bill's title is read in the House or Senate, and the presiding officer assigns bill to a standing committee.

SECOND READING

In the House, on next legislative day, the Clerk reads bill's title (second reading) in the chamber, although actual bill is now in committee. In Senate, second reading comes after bill is reported favorably from committee.

COMMITTEE ACTION

The bill is considered by committee. The bill's author and other legislators may testify. If controversial, public hearings may be held. The final committee action is reported in a written report. Committee options are:

- Recommend Do Pass;
- Recommend Do NOT Pass;
- Recommend Do Pass with changes (amendments or substitutes);
- Hold Bill. (no action taken)

THIRD READING AND PASSAGE

The Clerk or Secretary prepares a General Calendar of bills favorably reported from committee.

- Legislation which was second read the day before is placed on a calendar in numeric order for floor action prior to the Rules Committee meeting to choose bills for consideration.
- The Rules Committee meets and prepares a Rules Calendar for the next day's floor consideration from bills on General Calendar.
- The presiding officer calls up bills from the Rules Calendar for floor action in order as they appear on this calendar.

Once presiding officer calls bill up from Rules Calendar, the Clerk or Secretary reads the bill's title (third reading). The bill is now ready for floor debate, amendments, and voting. After debate, the main question is called and members vote. If bill is approved by majority of total membership of that body, it is sent to

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the other body and the process starts all over again.

TRANSMITTAL TO OTHER CHAMBER...START THE PROCESS AGAIN

Bill is passed if:

- If second chamber passes bill, it is returned to chamber where bill was introduced.
- If first chamber rejects changes and second chamber insists, a conference committee may be appointed. Committee report is accepted by both chambers.

GOVERNOR'S SIGNATURE/VETO

The Governor may sign the bill or do nothing, and bill becomes law. If the Governor veto's the bill, two-thirds of the members are needed to override a veto.

ACT

Act and other laws enacted at the session are printed in the Georgia Laws series. Also, act is incorporated into the Official Code of Georgia Annotated. Act becomes effective the following July 1, unless a different effective date is provided in act.

What is a lobbyist's role in the legislative process?

A lobbyist is an educator. Georgia's legislators may have jobs as farmers, attorneys, doctors, accountants, teachers or retired people. It is the GFIA lobbying team that educates legislators on how a bill will affect the food industry. There is no way that part time legislators can be experts on every field. That's why a lobbyist plays an important role in the legislative process.

After meeting with our board of directors, your GFIA lobbyists will reach out to legislators, asking them to sponsor a bill that will help the food industry. Passing a bill is a very difficult task due to the many steps before reaching the governor. Other times, we play defense by reading each bill as it is introduced, writing a summary of the bill and asking our members to assess the potential impact the legislation will have on their business.

The GFIA lobbyists work for you by analyzing hundreds of bills; finding legislators to become champions of our issues by sponsoring a bill; encouraging other legislators to co-sponsor a bill; writing position papers; meeting with committee members; working through the committee process; testifying in committee; building coalitions; reaching out to members to get calls in to the legislators, managing the bill through the committee and floor votes. If a bill makes it out of one House, we start all over again.

Source: "How a Bill Becomes a Law." *Georgia Food Industry Association / Smyrna, GA 30080*. N.p., n.d. Web. 04 Mar. 2017. <<http://www.gfia.org/how-a-bill-becomes-a-law.html>>.

Acrostic Poem

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Job: After you have read and annotated the document explaining how a bill becomes a law in Georgia, complete the following task using the word **LAWMAKER** to explain how a bill becomes a law in Georgia.

1. Use the word **LAWMAKER** to complete this activity.
2. Write the word vertically along the side of your paper.
3. On each line give details and facts that help explain the word. Be sure to start each sentence with the proper letter.
4. You may continue your sentences onto the next line when appropriate

Governor and Lieutenant Governor Brain Chain

Description

The activity with directions are attached below. The activity also includes an example to assist students with this activity.

Students will need the two documents located on the following websites to complete the activity:

- 1) <http://www.georgiaencyclopedia.org/articles/government-politics/governor>
- 2) <http://www.georgiaencyclopedia.org/articles/government-politics/lieutenant-governor>

| | |
|--|--|
| GSE Standards and Elements | <p>SS8CG3 Analyze the role of the executive branch in Georgia state government.</p> <p>a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.</p> |
| <p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p> | <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>N/A</p> <p>Governance</p> |

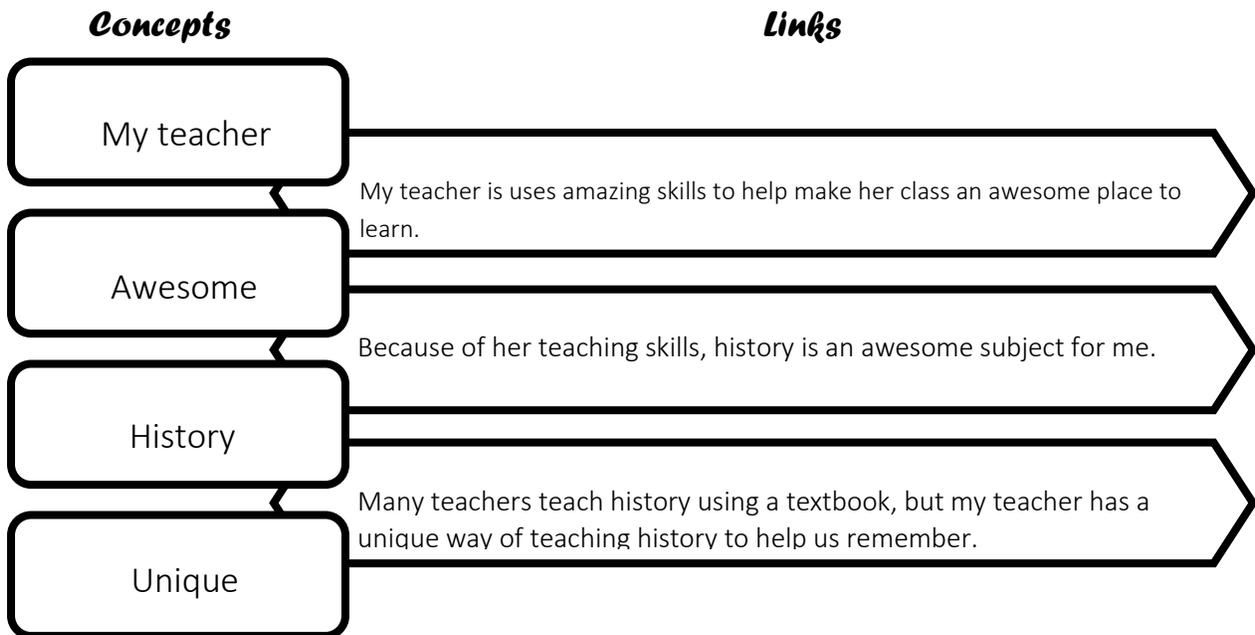
Governor and Lieutenant Brain Chain

Your Job: Make connections between important concepts and vocabulary from the unit.

Directions:

1. Make a chart like the example below on your own paper with 9 boxes under the Concepts column, not just 4.
2. Create a list of 9 people, concepts, terms, or locations in the “Concepts” column below. These can be any terms related to the Governor and Lieutenant Governor.
3. Then, in the “Links” column, write a sentence or two explaining how each pair of terms is connected. See the example below to understand how you should “link” your words together in order for them to make sense. The words sentences under “links” should help the reader understand the difference between the Governor and Lieutenant Governor.

*****When you are done you must have 9 concepts and 8 sentence links!*****



Executive Branch Acrostic Poem

Description

Students will create an acrostic poem for the term Executive Branch. Students will need the attached document to complete this as they will explain the roles and responsibilities of the Executive Branch.

<https://www.whitehouse.gov/1600/executive-branch>

| | |
|--|--|
| GSE Standards and Elements | <p>SS8CG3 Analyze the role of the executive branch in Georgia state government.</p> <p>b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.</p> |
| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>N/A</p> <p>Distribution of Power, Governance</p> |

Acrostic Poem

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Task: Using the document provided to you by your teacher, complete an Acrostic Poem for Executive Branch. (YES-BOTH words!)

5. Write the word vertically along the side of your paper.
6. On each line give details and facts that help explain the Executive Branch of the government. Be sure to start each sentence with the proper letter.
7. You may continue your sentences onto the next line when appropriate (see example below.)

Example:

How do we learn about the past?
Investigating ancient ruins,
Studying artifacts,
Translating foreign languages,
Observing human behavior, and
Readng primary sources, since we can't time travel...
Yet.

Criminal vs Civil Law Neo Venn Diagram

Description

Students will read and analyze the attached document to complete the Neo Venn Diagram to be able to analyze the differences between civil and criminal law. The activity with directions are attached below, as well as the document.

GSE Standards and Elements

SS8CG4 Analyze the role of the judicial branch in Georgia state government.
 c. Explain the difference between criminal law and civil law

**Literacy Standards
 Social Studies Matrices
 Enduring Understanding(s)**

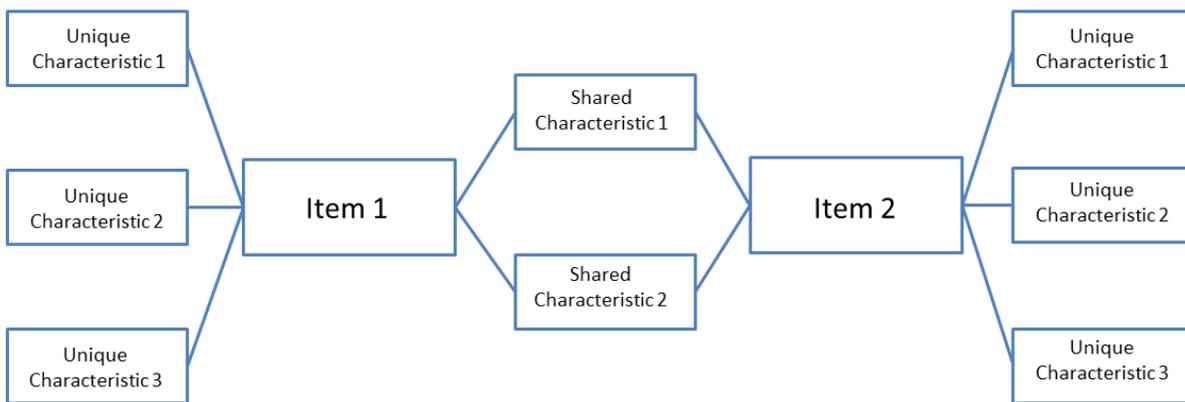
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
 Compare similarities and differences
 Rule of Law

Criminal vs Civil Law Neo-Venn Diagram

Your task: Copy and complete the following chart for criminal law vs civil law.

Instructions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write the name Criminal Law in the “Item 1” box and Civil Law in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics of Criminal Law.
4. In the boxes on the right side 3 unique characteristics of Civil Law.
5. In the boxes in the middle list 2 shared characteristics of the Criminal Law and Civil Law.



Differences between Civil and Criminal Law in the USA

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Introduction

Criminal law is much better known to laymen than civil law, as a result of journalists' reports of famous criminal trials. In talking with people about law, I find that they often misapply principles from criminal law to situations in civil (e.g., tort) law, which results in their misunderstanding. They are surprised when they learn the actual legal principles that apply to a problem. The purpose of this essay is to compare and contrast criminal and civil law.

In civil law, a private party (e.g., a corporation or individual person) files the lawsuit and becomes the plaintiff. In criminal law, the litigation is always filed by the government, who is called the prosecution.

Punishment

One of the most fundamental distinctions between civil and criminal law is in the notion of punishment.

Criminal law

In criminal law, a guilty defendant is punished by either (1) incarceration in a jail or prison, (2) fine paid to the government, or, in exceptional cases, (3) execution of the defendant: the death penalty. Crimes are divided into two broad classes: *felonies* have a maximum possible sentence of more than one year incarceration, *misdemeanors* have a maximum possible sentence of less than one year incarceration.

Civil law

In contrast, a defendant in civil litigation is *never* incarcerated and never executed. In general, a losing defendant in civil litigation only reimburses the plaintiff for losses caused by the defendant's behavior.

So-called punitive damages are never awarded in a civil case under contract law. In a civil case under tort law, there is a possibility of punitive damages, *if* the defendant's conduct is egregious and had *either* (1) a malicious intent (i.e., desire to cause harm), (2) gross negligence (i.e., conscious indifference), *or* (3) a willful disregard for the rights of others. The use of punitive damages makes a public example of the defendant and supposedly deters future wrongful conduct by others. Punitive damages are particularly important in torts involving dignitary harms (e.g., invasion of privacy) and civil rights, where the actual monetary injury to plaintiff(s) may be small.

One can purchase insurance that will pay damages and attorney's fees for tort claims. Such insurance coverage is a standard part of homeowner's insurance policies, automobile insurance, and insurance for businesses. In contrast, it is *not* possible for a defendant to purchase insurance to pay for his/her criminal acts.

While a court can order a defendant to pay damages, the plaintiff may receive nothing if the defendant has no assets and no insurance, or if the defendant is skillful in concealing assets. In this way, large awards for plaintiffs in tort cases are often an illusion.

Effect of punishment

The notion that the threat of punishment will deter criminal conduct is based on the principle that human beings are rational. In practice, criminals are either impulsive (i.e., *not* rational) or believe that they will not be caught by the police. Therefore, the threat of punishment does *not* deter criminal conduct, as one is reminded every day by reading reports of journalists.

Legal theory considers the possibility of loss of freedom (i.e., incarceration) as much more serious than merely paying damages to an injured plaintiff. As a result of this high value placed on personal freedom, legal dogma is that criminal litigation is more serious than civil litigation, therefore criminal defendants have more rights and protections than civil defendants, as explained later in this essay. The economic reality is that most people would prefer to spend, for example, one year in prison, than pay a million dollars from their personal assets.

Burden of proof

Criminal law

In criminal litigation, the burden of proof is *always* on the state. The state must prove that the defendant is guilty. The defendant is *assumed* to be innocent; the defendant needs to prove nothing. (There are exceptions. If the defendant wishes to claim that he/she is insane, and therefore not guilty, the defendant bears the burden of proving his/her insanity. Other exceptions include defendants who claim self-defense or duress.)

In criminal litigation, the state must prove that the defendant satisfied each element of the statutory definition of the crime, and the defendant's participation, "beyond a reasonable doubt." It is difficult to put a valid numerical value on the probability that a guilty person really committed the crime, but legal authorities who do assign a numerical value generally say "at least 98% or 99%" certainty of guilt.

Civil law

In civil litigation, the burden of proof is initially on the plaintiff. However, there are a number of technical situations in which the burden shifts to the defendant. For example, when the plaintiff has made a *prima facie* case, the burden shifts to the defendant to refute or rebut the plaintiff's evidence.

In civil litigation, the plaintiff wins if the preponderance of the evidence favors the plaintiff. For example, if the jury believes that there is *more than a 50%* probability that the defendant was negligent in causing the plaintiff's injury, the plaintiff wins. This is a very low standard, compared to criminal law. In my personal view, it is too low a standard, especially considering that the defendant could be ordered to pay millions of dollars to the plaintiff(s).

A few tort claims (e.g., fraud) require that plaintiff prove his/her case at a level of "clear and convincing evidence", which is a standard higher than preponderance, but less than "beyond a reasonable doubt."

Protections for criminal defendants

Anyone who has studied civics in the USA knows of a number of protections specified in the U.S. Constitution:

- No ex post facto law. Art. I, §9 and 10
If an act was lawful when it was performed, the performer can *not* be convicted of a crime as a result of a law enacted after the performance.
- Prohibition against "unreasonable searches and seizures". Amendment IV.
- Prohibition of double jeopardy. Amendment V.
This protection takes two forms:
 1. A defendant who is found "not guilty" of a more serious charge can *not* have a second trial on a lesser included offense. For example, if D is found "not guilty" on a charge of felony murder (e.g., incidental killing of someone during the commission of a felony, such as robbery), then D can *not* be tried for the underlying felony (e.g., robbery).
 2. The prosecution can *not* appeal a "not guilty" verdict. Of course, the criminal defendant can appeal a "guilty" verdict and an incarcerated criminal can file a "habeas corpus" writ.

However, it is possible to try a defendant in criminal court and then try the same defendant again in civil court, for the same event. The most common example of such two trials is a criminal prosecution for homicide and then have a second trial for the same defendant for the tort of wrongful death: the most famous example of this situation is the cases of O.J. Simpson. While legal scholars carefully explain the distinction between criminal and civil law, the plain fact is that one *can* be tried twice for the same event. Another situation in which one can have two trials for the same event is a prosecution under state law (e.g., for assault and battery) in a state court, then a second prosecution in a federal court under federal statute (e.g., civil rights violation).

- Prohibition against compelled self-incrimination. Amendment V
- The right to a speedy trial. Amendment VI
- The right to the assistance of counsel. Amendment VI, as interpreted in, among other cases, *Scott v. Illinois*, 440 U.S. 367 (1979); *Argersinger v. Hamlin*, 407 U.S. 25 (1972); *Gideon v. Wainwright*, 372 U.S. 335 (1963); *Powell v. Alabama*, 287 U.S. 45 (1932).
Indigent defendants have the right to an attorney who is paid by the state, even during custodial questioning by police. *Miranda v. Arizona*, 384 U.S. 436 (1966).

It may come as a surprise to know that these protections are *not* available in civil law.

The standard in tort cases is what a reasonable and prudent man would have done, the details of applying this standard to the facts of the case is decided by the jury, and *unknown* to the defendant until the end of the trial.

In criminal law, police generally must first obtain a search warrant in a proceeding showing a "neutral and detached" magistrate that there is "probable cause", before searching or seizing items from a person's house. *Spinelli v. U.S.*, 393 U.S. 410 (1969); *Aguilar v. Texas*, 378 U.S. 108 (1964); *Johnson v. U.S.*, 333 U.S. 10 (1946).

In civil law, an attorney may request documents or a visit inside a building. (Federal Rule of Civil Procedure 34). In civil law, an attorney may demand information from the opposing party about any matter that is relevant to the case, provided that information is not privileged. In civil law, an attorney may properly demand information that would be *inadmissible* at trial, if such demand "appears reasonably calculated to lead to the discovery of admissible evidence". Federal Rule of Civil Procedure 26(b)(1). An attorney may even take the deposition of nonparties in a civil case, and require them to bring documents with them. Federal Rule of Civil Procedure 30, 34(c).

The prohibition against double jeopardy applies *only* to criminal trials. The corresponding concept in civil litigation is *res judicata*: one can have only one trial for claims arising from one transaction or occurrence.

In a criminal case, the suspect or defendant has the right to remain silent during questioning by police and prosecuting attorneys. In a criminal case, the defendant may choose to refuse to be a witness, and the jury may infer *nothing* from the defendant's choice not to testify. However, in a civil case, the defendant must be available and cooperative for depositions and testimony as a witness in the trial. In fact, the defendant in a civil case in Federal court must voluntarily provide his/her opponent with a copy of documents "in the possession, custody, or control of the party that are relevant to disputed facts alleged with particularity in the pleadings." [Federal Rule of Civil Procedure 26(a)(1)(B)] Further, the defendant in a civil case must voluntarily provide names of people who are "likely to have discoverable information relevant to disputed facts alleged with particularity in the pleadings." [FRCP 26(a)(1)(A)] In other words, the defendant in a civil case must help his/her opponent collect evidence that will defeat the defendant. And, at trial, if a party invokes their Fifth Amendment privilege against self-incrimination, then the judge will instruct the jury that they may make an adverse inference against the party who refused to testify.

There are often several years between the filing of a complaint in a civil case and the trial. So much for "speedy trial"!

People who cannot pay for an attorney (legal fees for trial preparation often run to more than US\$ 100,000) are practically *unable* to obtain access to the courts in civil cases. The one notable exception is in tort law, where attorneys for plaintiffs often take cases with the possibility of large awards (e.g., more than US\$ 500,000) on a contingency fee: the attorney is paid, for example, 1/3 of any award, but the attorney is paid nothing for his/her time if plaintiff loses. However, the plaintiff usually pays for expert witnesses, deposition transcripts, and other expenses. These expenses can be tens of thousands of dollars.

Ignorance of the law is no excuse

The statement "ignorance of the law is no excuse" is an ancient legal doctrine:

Ignorance of the law excuses no man; not that all men know the law; but because 'tis an excuse every man will plead, and no man can tell how to confute him.

John Selden (1584-1654), posthumously published in *Table Talk*, 1689.

If a defendant were allowed to escape legal responsibility for his acts, merely by saying "I didn't know it was wrong/illegal", the system of using law to regulate human conduct would collapse. So the doctrine is a practical necessity.

This doctrine still has vitality and validity today. See, for example, *Ratzlaf v. U.S.*, 510 U.S. 135, 149 (1994); *U.S. v. Freed*, 401 U.S. 601, 612 (1971) (Brennan, J., concurring); *Minnesota v. King*, 257 N.W.2d 693, 697 (1977).

However, the law in the USA has swelled to a size that is *unknowable* even by experts. In Oct 1998, the annotated edition of the U.S. Code (i.e., federal statutes) occupied 990 cm of library shelf space. In Oct 1998, the annotated edition of the New York state statutes occupied 675 cm of library shelf space. Who can know *all* that is within these pages? A criminal law class in law school contains only about 40 hours of lectures, mostly about homicides, with a little about larceny and rape. The only solution seems to be a detailed search of statutes and cases in a database on a computer (e.g., WESTLAW), plus the avoidance of any behavior that harms people, either through physical, financial, or emotional injury, or by deceit.

A related concept in law is "wilful blindness": the criminal defendant who should have known, and could have asked, but deliberately chose *not* to ask. The law regards "wilful blindness" as equivalent to knowledge. *U.S. v. Jewell*, 532 F.2d 697, 700-701 (9th Cir. 1976), *cert. denied*, 426 U.S. 951 (1976). Cited with approval in *U.S. v. Lara-Velasquez*, 919 F.2d. 946, 950-951 (5th Cir. 1990).

Source: Standler, Dr. Ronald B. "Differences between Civil and Criminal Law in the USA." *Differences between Civil and Criminal Law*. N.p., n.d. Web. 05 Mar. 2017. <<http://www.rbs2.com/cc.htm>>.

| What are the ways that judges are selected in Georgia? Quest for Knowledge | |
|---|--|
| <p>Description</p> <p>Students will need access to the following document explaining the ways that judges are selected in Georgia to complete the attached activity. All directions are listed on the activity.</p> <p>https://ballotpedia.org/Judicial_selection_in_Georgia</p> | |
| <p>GSE Standards and Elements</p> | <p>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</p> <p>a. Describe the ways that judges are selected in Georgia.</p> |
| <p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p> | <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Organize items chronologically</p> <p>Governance; Rule of Law</p> |

How are Judges selected in Georgia? Quest for Knowledge

Your Job: read the assigned document and complete all **FOUR** actions below on your own paper. You will have six headings in blue (as listed below) within the Cornell notes.

- 1) Supreme Court, 2) Court of Appeals, 3) Superior Courts, 4) Limited Jurisdiction courts, 5) Judicial Nominating Commission, 6) Selection of Federal Judges

1. In Cornell format, outline the document using the model below; include ALL red and blue headings in the section.

| | |
|-------------------|---|
| Questions: | <p style="margin: 0;">Document Title</p> <p style="margin: 0;">I. First Blue heading</p> <p style="margin: 0;"> i. Main idea of this blue section</p> <p style="margin: 0;"> 1. First red heading</p> <p style="margin: 0;"> a. Main idea of this red section</p> <p style="margin: 0;"> 2. Second red heading</p> <p style="margin: 0;"> a. Main idea of this red section</p> <p style="margin: 0;"> 3. Continue as needed</p> <p style="margin: 0;">II. Second blue heading</p> <p style="margin: 0;"> i. Main idea of this blue section</p> <p style="margin: 0;"> 1. First red heading</p> <p style="margin: 0;"> a. Main idea of this red section</p> <p style="margin: 0;"> 2. Continue as needed</p> |
| | |

2. Add three questions to the Cornell notes you have just taken on this section in the questions column on the left side of your paper.
3. List all key terms and people along with their definitions
4. In one paragraph, explain the way judges are selected in Georgia.

Local Governments-Bumper Sticker Activity

Description

Students will complete the following activity after they have studied the purposes of local governments in Georgia. Activity and directions are attached below.

<http://www.georgiaencyclopedia.org/articles/government-politics/municipal-services>

| | |
|--|--|
| GSE Standards and Elements | <p>SS8CG6 Analyze the role of local governments in the state of Georgia.</p> <p>a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.</p> |
| <p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p> | <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>N/A</p> <p>Distribution of Powers</p> |

Local Governments in Georgia BUMPER STICKER

Bumper stickers are used sometimes as a great way to get your point across about various things. The more appealing and creative they are, the more likely that you are to get your point across.

Your task: Create a short statement based on the purposes of local governments in Georgia. Select either city, county, or special-purpose governments in Georgia to complete this activity.

1. Create your bumper sticker. Make sure it is:
 - Related to the origins and purposes of local governments in Georgia
 - Colorful
 - Thoughtful
2. On the back of your bumper sticker write an explanation of what your bumper sticker means and why you wrote it.

| Local Government Funding and Spending Txt Msg Sumre Activity | |
|--|--|
| <p>Description Students will need the attached document to complete the activity listed below. Students will summarize what they learned by completing the activity listed below.</p> | |
| GSE Standards and Elements | <p>SS8CG6 Analyze the role of local governments in the state of Georgia. b. Describe how local government is funded and how spending decisions are made</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. N/A Distribution of Powers, Governance</p> |

Local Government Funding and Spending TXT MSG SUMRE

Ur Job: imagin ur sendg a sumre of how locl gov is funded & how spendin decisions r made 2 a friend via txt msg wrt ^ the sumre in txt msgn lang including all appropriate abbreviations n smilies.

(Imagine you're sending a summary of how local government is funded and how spending decisions are made to a friend via text message; write up the summary in text messaging language including all appropriate abbreviations and smilies.)

Ur sumre must:

- include abbreviated words where appropriate.
- include all key points of the money is made and how it is spent.
- be short and to the point but at least one paragraph.
- be written in a friendly way as if you were personally involved in the making or spending of government money.
- include the regular, non-text message version.

State Revenues in Georgia

Every government must have money to operate, and state governments are no exception. If there is to be a public school system with teachers, buildings, and textbooks; if there are to be roads connecting the major cities of the state; if there are to be parks and protected wilderness areas, then state government must have money to pay for those services.

The money that a government takes in is called revenue. The state of Georgia has a number of revenue sources, including several forms of taxes, fees, and lottery funds. Between 2008 and 2012, the total amount of state revenue averaged more than \$16 billion each year. The creation of the various revenue sources and the terms for collecting revenue are determined by the legislative action of the Georgia General Assembly. The Department of Revenue, a state executive agency, administers and collects most of the state's revenues. The governor, as the state's budget director, is also heavily involved in revenue decisions.

The state of Georgia is required by its constitution to maintain a balanced budget, meaning that the government cannot spend more money than is available through revenues and funds saved from previous years. When revenue levels change, so does the budget, as do the programs and services provided by the state government for its citizens. Thus, the success or failure of the state's revenue-raising efforts directly affects the amount and quality of services offered to the people of Georgia.

Georgia Tax Sources

Taxes are the most visible form of government revenue. A tax is a mandatory payment made by individuals, families, or businesses to the government. Taxes are levied on income, property, and most purchased items. Different kinds of taxes are often referred to by the base, or source, of the tax. Income, property, and retail sales are major examples of tax sources or tax bases. Most state-levied taxes are paid as a percentage of the value of the tax base (such as 4 percent of the cost of an item bought at a store or 6 percent of a person's taxable income). Typically, taxes are deposited into a general fund or account, out of which many different government services are funded.

The *individual income tax* is a graduated tax (i.e., a tax with rates that rise as taxable income increases) on a portion of the income a person or a married couple earns in salaries, wages, or investments. State income-tax rates in 2014 ranged from 1 percent for a married couple whose taxable income is less than \$1,000 annually to 6 percent, plus \$340, for a married couple whose taxable income is greater than \$10,000. The individual income tax is Georgia's top revenue source, generating between 40 and 45 percent of the state's total revenue.

The *corporate income tax* is a flat tax (6 percent since 1969) on the income that a corporation generates within Georgia. Companies are not taxed on income generated outside the state. This tax is typically Georgia's fourth- or fifth-largest revenue source and accounts for 3 to 5 percent of the state's total revenue.

The *insurance premium tax* is placed on insurance companies operating in Georgia and generates about 2 percent of Georgia's annual revenues. The tax rate varies, with companies that conduct most of their business outside Georgia paying a higher rate than those companies that are more heavily dependent on Georgia business. Because of this tax, insurance companies are not subject to Georgia's corporation income tax.

The *general sales tax* (or "sales and use tax") is placed on customer purchases of most items bought at retail stores. The sales tax is a percentage of the price of an item. Georgia has a 4 percent sales tax rate, but because local governments are allowed to add on optional sales taxes, customers may pay up to 7 or 8 percent on retail sales. The state revenue department collects all of the sales-tax revenue and returns the local portion to the appropriate counties, cities, and school systems. Some retail items, especially most food products, have been exempted from the state sales tax. Before exemptions for food items were enacted, the sales tax was the leading tax source in Georgia; now, it is second, usually generating about 30 percent of the state's revenues.

The *property tax*, while one of the major sources of revenue for local governments, generates only a small portion (less than 1 percent) of the state government's funds. County and city governments administer and collect property taxes, and in doing so, they add on a small state property tax (1/4 of a mill, or 0.25 percent), which is forwarded to the state. The state revenue department provides some supervision of local government property-tax administration to ensure a degree of uniformity from county to county.

Excise taxes are special taxes placed on the purchase of such items as gasoline, alcoholic beverages, and tobacco products. Excise taxes are usually fixed amounts per item, rather than percentages of the price. For example, Georgia's motor fuel, or gasoline, excise tax in 2014 was 7.5 cents per gallon of gas, regardless of the pump price per gallon; the excise tax on a package of cigarettes was 37 cents, regardless of the price of the package. The motor-fuel tax was the largest excise tax, contributing about 4 to 5 percent of state revenues. The Georgia constitution specifies that the state must spend whatever amount is raised by the motor-fuel tax on roads and bridges. The excise taxes on alcoholic beverages and tobacco products together make up between 1 and 2 percent of state revenues; these dollars go into the state's general fund.

The *estate or inheritance tax* is tied closely to the federal government's estate tax, which is payable from the estate of deceased persons. With changes in federal law, receipts from this tax (sometimes called the "death tax") have decreased recently and make up less than 1 percent of state revenues.

Nontax Revenues

The state government charges fees for various services, such as entry fees into state parks, which are maintained by the state. The government also collects fees for licenses, which are permits granted by the government after the payment of a fee so that an individual can practice an occupation or take part in a certain activity, like hunting, fishing, or driving a car. Licenses can be called regulatory fees in that, by issuing the permit, the government also regulates to some degree the occupation or the activity. Whereas taxes are mandatory, fees and licenses are to some extent voluntary. All regulatory fees combined amount to 3 to 4 percent of state revenues.

The major nontax revenue in Georgia is the state lottery. With all of its various games, the lottery has on average contributed (subtracting costs from the total proceeds) more than \$700 million annually since the year 2000. The lottery is the state's third-largest revenue source, averaging 5 percent of total state funds each year. By law, lottery funds can be spent only for special programs, including the HOPE Scholarship for college and technical-school students, pre-kindergarten programs, and educational technology.

Georgia, along with several other states, has participated in the tobacco-settlement-funds program since 1998. Through this program five large tobacco-manufacturing companies make annual payments to states

to cover the costs borne by state governments in dealing with cigarette smoking–related health-care problems. Georgia's share of the tobacco payments has averaged more than \$170 million annually since 2000 and has amounted to more than 1 percent of the state's total revenues.

Georgia also maintains an indigent-care trust fund, which is composed of payments from hospitals around the state. This trust fund, in conjunction with federal Medicaid funds, helps those same hospitals cover some of the costs of providing health care to the poor. This fund has averaged about 1 percent of state revenues.

SOURCE: Digby, Michael F. "State Revenues in Georgia." New Georgia Encyclopedia. 03 August 2016. Web. 04 March 2017.

Culminating Unit Performance Task

You “Be the change”

Description

Students are to complete the following activity based on their research and what they have learned regarding the government of Georgia.

Students can also use the following websites to complete their research for the task of deciding what form of government your city shall have.

- 1) <http://blog1.glencoe.com/georgia/local-government-in-georgia/>
- 2) https://ballotpedia.org/Mayor-council_government

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| GSE Standards and Elements | <p>SS8CG6 Analyze the role of local governments in the state of Georgia.</p> <p>a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.</p> <p>b. Describe how local government is funded and how spending decisions are made</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <p>SS8CG1 Describe the foundations of Georgia’s government.</p> <p>a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.</p> <p>b. Explain separation of powers and checks and balances among Georgia’s three branches of government.</p> <p>c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.</p> <p>d. List voting qualifications for elections in Georgia.</p> <p>e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.</p> <p>S8CG2 Analyze the role of the legislative branch in Georgia.</p> <p>a. Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.</p> <p>b. Describe the purpose of the committee system within the Georgia General Assembly.</p> <p>c. Explain the process for making a law in Georgia.</p> <p>d. Describe how state government is funded and how spending decisions are made.</p> <p>SS8CG3 Analyze the role of the executive branch in Georgia state government.</p> <p>a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.</p> <p>b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.</p> <p>SS8CG4 Analyze the role of the judicial branch in Georgia state government.</p> <p>a. Describe the ways that judges are selected in Georgia.</p> <p>b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.</p> |

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| | <p>c. Explain the difference between criminal law and civil law</p> <p>SS8CG6 Analyze the role of local governments in the state of Georgia.</p> <p>a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.</p> <p>b. Describe how local government is funded and how spending decisions are made</p> <p>Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>Distribution of Powers; Rule of Law; Governance</p> |
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You “Be the Change”

Scenario: Your city has decided to investigate the possibility of changing its form of government. You are a concerned citizen and you want what is best for your town, but you know little about the various forms of city government. Being a good citizen, you decided to investigate the three major forms of city government (the mayor-council-both strong and weak mayors, and the council-manager) because you know that these are the three types being considered, and you want to know enough to speak at the open meeting scheduled to give citizens the chance to state their views on the possible change.

What you will need to do:

You will study the three forms and prepare a chart showing the similarities and differences between the three forms. While comparing and contrasting the three types, you should consider the number of positions or offices within each type, what type would work best in large cities and/or small towns, and the possible cost of running such a government. You must determine the best way to visually show this information and then prepare your visual presentation.

During your study, you learn which form your town already has. This enables you to synthesize the information and make a decision concerning the type of local government you think will be best for your city. You must write a speech stating your opinion and giving facts to support your decision. You may even decide that your city now has the best type of government for your location. If so, be prepared to defend keeping that type of government. When supporting your decision, you need to also address why you decided against the other two forms.

You are going to the open discussion meeting armed with your chart, your well-informed opinion, and a speech in support of your opinion.

Content Rubric

| Scale Criteria | Standard Not Met | Meets Standard | Exceeds Standard |
|--|--|--|---|
| Analyzes the three types of city government. | Does not clearly explain the three types of city government. | Explains the basic structure of each type of government and offers logical support for which type would work best in a large city and in a small city. | In addition to meets standard, uses real, researched examples for the support. |
| Synthesizes knowledge of the three types of city governments by proposing the type that would work best in the local community. | Makes no direct connection between facts and examples from the unit and the local community. | Using several facts from the unit and local community, defends the use of one particular form of government in the local community. | Uses numerous facts and examples from the unit to defend the use of one particular form of government in the local community. |

Culminating Activity Rubric

| Scale Criteria | 1 Below Expectation | 2 Needs Improvement | 3 Meets Expectation | 4 Exceeds Expectation |
|---|---|---|---|--|
| Students produce a product that is attractive. | Use of font, color, graphics, effects, etc., but these often distract from the presentation of content. | Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content. | Makes good use of font, color, graphics, effects etc. to enhance the presentation. | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. |
| Students produce a product that is organized. | There was no clear or logical organizational structure, just lots of facts. | Content is logically organized for the most part. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is well organized using headings or bulleted lists to group related material. |
| Students produce a product that exhibits proper mechanics. | More than 4 errors are spelling or grammar. | Four misspellings and/or grammatical errors. | Three or fewer misspellings and/or grammatical errors. | No misspellings or grammatical errors. |

***Note concerning rubrics:** The culminating task is accompanied by two rubrics. The first is designed to address content and understanding of the standards. The second rubric focuses on the product of the culminating activity. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is NOT intended that each rubric counts for 50% of the assessment. It is expected that the content rubric carry more emphasis when grading.