SS.7.C.3.3 Structure and Function of the LEGISLATIVE BRANCH

****At the end of this lesson, I will be able to do the following:
_____ recognize the structure of the legislative, executive, and judicial branches.
_____ compare the roles and responsibilities of the three branches of the federal government.
_____ identify the general powers described in Articles I, II, and III of the U.S. Constitution.

**** Terms I need to know at the end of this lesson….

Roles and responsibilities of Executive, Judicial and Legislative Branches
approval of presidential appointments (Senate)

| declare war | delegated powers | foreign relations |
| elastic clause | enumerated powers | impeachment |
| coin and print money | implied powers | naturalization laws |
| necessary and proper | regulation of immigration |
| concurrent powers | regulation of trade |
| armed forces |

Video:
https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment
https://www.icivics.org/subject/legislative-branch
Game: https://www.brainpop.com/games/branchesofgovernment/

Video Notes:
Take good notes on the Legislative Branch from the videos. Write 3-5 things that you learned from the videos that you did not already know.

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- 
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- 
- 

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
SS.7.C.3.3 Legislative Branch Vocab:

Coining money:

Concurrent Powers:

Delegated/enumerated/expressed powers:

Implied powers: (examples: minimum wage, military draft)

Necessary and proper:

Impeachment:

****If an official goes through the impeachment process does this mean that he or she is automatically removed from office? _________________

*****What kind of power is “coining money”? _________________

Reminder....
Congress = ____________________________  + _____________________________

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
1. Congress consists of the ___________________________ and the ___________________________. (Section 1)
2. Members of the House of Representatives serve for a term of ______ years. (Section 2.1)
3. The ___________________________ of the HOUSE is the presiding officer of the House. (Section 2.5)
4. ___________________________ has the power to declare ___________. (8.11)
5. A representative must be a citizen for __________ years and __________ years old. (2.2)
6. All revenue (raising money/tax) bills must originate in the ___________________________. (7.1)
7. Congress has the power to establish __________ offices and coin __________. (8.7, 8.5)
8. Congress must raise and support __________ (8.12) and maintain a __________. (8.13)
9. The ___________________________ is the presiding officer of the Senate. (3.4)
10. In the absence of the Vice President, a __________________ acts as the president of the Senate. (3.5)
11. No state shall enter into any __________ or alliance with a foreign nation. (10.1)
12. The Senate of the US shall be composed of __________ Senators from each state. (3.1)
13. A term in the Senate is __________ years for each senator. (3.1)
14. Senators must be _____ years old and citizen for __________ years. (3.3)
15. Congress has the power to establish a uniform rule of __________. (8.4)
16. All __________ must be passed by the House and the Senate, and presented to the President. (7.2)
17. A person convicted by the ___________________________ process can still be tried in a regular court if he or she violated a law of the United States. (3.7)
18. Congress has the power to _____________ money on the credit of the U.S. (8.2)
19. Congress has the power to make all laws which are __________ and __________ to execute all other powers. (Elastic Clause) (8.18)

20. **Write about one thing you found in Article I that is not on the scavenger hunt?**

____________________________________________________

____________________________________________________
Unit One: Quarter Three

Name:_______________________________________________

ARTICLE I

_________Branch

_________LAWS

Section 2

Section 3

Qualifications:
Section 2 (2)

Qualifications:
Section 3 (3)

Separate powers and functions:
Section 7.1

Separate powers and functions:
Section 3.6, 3.7

Shared powers and functions:
Section 8

Section 8

ALL

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
## SS.7.C.3.3 Dig into Article I!

### Review

<table>
<thead>
<tr>
<th>What are the three branches of government?</th>
<th>What are concurrent powers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain “necessary and proper”.</td>
</tr>
<tr>
<td>What is a bill?</td>
<td>Which branch can lay taxes, determine naturalization laws, coin money, create the postal service, army, navy and lower federal courts, and declare war?</td>
</tr>
<tr>
<td>What is <strong>Congress</strong>?</td>
<td>Explain the Elastic Clause?</td>
</tr>
<tr>
<td>Who is the president of the Senate?</td>
<td>What does impeachment mean?</td>
</tr>
<tr>
<td>What are enumerated powers?</td>
<td>What are two other ways to say enumerated powers?</td>
</tr>
<tr>
<td>What are implied powers?</td>
<td></td>
</tr>
</tbody>
</table>

### The prefix **LEG**- Means **LAW**

**Legislature**: an organized body of persons having the authority to make __________  
**Legislator**: a person who makes ________; *especially*: a member of a legislature  
**Legislation**: the __________ made by a legislator or legislative body  
**Legislative**: of or relating to a legislature or legislation  

***Use one of these words correctly in a well-developed sentence. Be clear and detailed. Watch your spelling and use punctuation.***

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
**SS.7.C.3.4: Federalism**

*At the end of this lesson, I will be able to do the following:*

- define the system of federalism.
- analyze how federalism limits government power.
- compare concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and federal government.
- analyze the issues related to the Tenth Amendment of the U.S. Constitution.

**Terms I need to know at the end of this lesson…**

- State versus Federal Government
- Concurrent Powers
- Supremacy Clause
- Enumerated Powers
- Reserved Powers
- Delegated Powers
- 10th Amendment Issues

### What does it look like?

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Visual Representation .... WHO do these government levels affect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>the organization through which political authority is exercised at the national level, government of the United States</td>
<td></td>
</tr>
<tr>
<td>State Government</td>
<td>the organization through which political authority is exercised at the state level, government of a specific state</td>
<td></td>
</tr>
<tr>
<td>Local Government</td>
<td>the governing body of a municipality or county</td>
<td></td>
</tr>
</tbody>
</table>

Mark the text as you read! Federalism is found in the U.S. Constitution. In the Constitution, there are powers specifically listed for the federal government and an amendment about state government powers. Powers set aside specifically for the federal government are called enumerated or delegated powers. Powers for each branch of the federal government are located in Articles I, II, and III. Powers for state governments are called reserved powers and are listed in the Tenth Amendment. Some powers belong to both the federal and state governments. These powers are called concurrent powers. Local governments get their powers from state constitutions. The Florida Constitution outlines the organization and powers of county and city governments.

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
Unit One: Quarter Three

The powers of each level of government relates to the types of issues each level deals with. The federal government has the power to handle issues the entire nation is concerned about. The state governments have the power to handle issues that concern citizens of particular states. Similarly, local governments have the power to address issues that concern citizens in towns, cities and counties.

<table>
<thead>
<tr>
<th>Type of Power</th>
<th>Definition</th>
<th>Take Notes</th>
</tr>
</thead>
</table>
| Enumerated or Delegated Powers | powers specifically listed in the U.S. Constitution for the federal (national) government only | 1. The power to raise and support an army and navy.  
2. The power to coin money.  
3. The power to declare war.  
4. The power to conduct foreign policy.  
5. The power to regulate trade between states and internationally. |
| Reserved Powers          | powers that are given to the states by the Tenth Amendment to the U.S. Constitution | 1. The power to run elections.  
2. The power to set up and run schools.  
3. The power to establish local governments  
4. The power to regulate business in the state. |
| Concurrent Powers        | powers shared by the federal (national) and state governments              | 1. The power to levy taxes (tax the people).  
2. The power to establish courts.  
3. The ability to borrow money.  
4. The power to make laws. |
| Local Government Powers  | powers given to towns, cities and counties by the Florida Constitution     | 1. The power to create speed limits.  
2. The power to protect citizens from crime.  
3. The power to provide services related to garbage, sewage, fire protection, and traffic control. |

******To Do:****** Define the term federalism in your own words:

Before the U.S. Constitution, the United States had the Articles of Confederation and was organized with a confederal system. A confederal system is a system of government where power is held by independent states and there is little power in the federal (national) government. The U.S. Constitution was written because of concerns about the weaknesses of the Articles of Confederation. The federal government had very little power and the states acted as independent nations with too much power. Government power was unbalanced and there was no sense of national unity (togetherness).

To solve these problems, the U.S. Constitution was written and the United States moved from a confederal system to a system of federalism. The Founding Fathers had a big goal. They needed to limit state power because states had too much power under the Articles of Confederation. They also needed to create a federal government with limited power. As a solution, the Founding Fathers created a system of federalism. This means that power is shared between the federal, state, and local governments. The federal government has its own powers, shares some powers with the states, and gives states some of their own powers. By dividing power between different levels, this limits the power of each level of government and one level of government cannot become too powerful.

How does federalism limit government power? Highlight the relevant passages in the text that helped you answer this question.

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
What are concurrent powers?

Can you think of an example of a concurrent power?
**SS.7.C.3.4 Who Has the Power?**

**Directions:** Work in small groups to decide which level or levels (federal, state, or local) of government has the power to deal with each of the questions on the list and what type of power they have to deal with the issue (enumerated/delegated, reserved, concurrent or local). Be prepared to explain your answers to the class.

1. Who is going to keep people safe from speeding cars on King Street in St. Augustine (speed limits)?
2. Who is going to protect us from foreign invasion or threats?
3. There is a pothole in the street outside my house. Who should I talk to?
4. A group of people want to establish a new city. Who should they talk to?
5. Who resolves conflicts between states?
6. My garbage hasn’t been picked up in two weeks, who do I talk to about this issue?
7. Who makes sure that the country’s economy is safe and stable?
8. My taxes keep going up! Who can I talk to about this?
9. Who is in charge of passing laws that I have to follow?

---

**Federalism Venn Diagram**

- **Expressed, Enumerated and Delegated Powers**
- **Reserved Powers**
- **Concurrent**
- **Federal Government**
- **State Government**
- **Both**

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
SS.7.C.3.8 Analyze the structure/function- Federal, State and Local
SS.7.C.3.9 Law making Process

****At the end of this lesson, I will be able to do the following:

- examine the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments), and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government.
- compare local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators]).
- distinguish among ordinances, statutes, and acts on the local, state, and federal levels.
- compare and contrast the lawmaking process at the local, state, and federal levels.

**** Terms I need to know at the end of this lesson....

<table>
<thead>
<tr>
<th>Legislative Processes:</th>
<th>Local Lawmakers</th>
<th>Judicial Processes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How a Bill Becomes a Law</td>
<td>City Commissioner</td>
<td>Judicial Review:</td>
</tr>
<tr>
<td>Appointment Confirmation</td>
<td>County Commissioner</td>
<td>Court order:</td>
</tr>
<tr>
<td>Committee Selection</td>
<td>Council Members</td>
<td>Writ of Certiorari:</td>
</tr>
<tr>
<td>Executive Processes:</td>
<td>State Lawmakers</td>
<td>Summary judgment:</td>
</tr>
<tr>
<td>Executive Order</td>
<td>State Legislators (representatives and senators)</td>
<td></td>
</tr>
<tr>
<td>Veto</td>
<td>Presidential appointment</td>
<td></td>
</tr>
<tr>
<td>Appointments</td>
<td>School boards</td>
<td></td>
</tr>
<tr>
<td>Judicial Processes:</td>
<td>Federal Lawmakers</td>
<td>Speaker of the House</td>
</tr>
<tr>
<td>Judicial Review</td>
<td>US Congressmen and Congresswomen (representatives and senators)</td>
<td>Special interest groups</td>
</tr>
<tr>
<td>Court Order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writ of Certiorari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary Judgment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define in your notebook:

<table>
<thead>
<tr>
<th>Appointment confirmation:</th>
<th>Judicial review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee selection:</td>
<td>Court order:</td>
</tr>
<tr>
<td>Executive order:</td>
<td>Writ of Certiorari:</td>
</tr>
<tr>
<td>Veto:</td>
<td>Summary judgment:</td>
</tr>
<tr>
<td>Appointments:</td>
<td></td>
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</tbody>
</table>

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
Unit One: Quarter Three

Where is the structure of Florida’s government found?

What are the 3 branches?

1. 
2. 
3. 

Who?

120 members

What does this branch do?

40 members

(Legislatve Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
NOTES:
- There is NO judicial branch in cities or towns in Florida. (municipalities)
- Municipal- city or town

Define:
Act:
Statute:
Ordinance:
Bill:

SS.7.C.3.8 How a bill becomes a law....
The Bill Begins (in the House of Representatives or the Senate)

The Bill is __________

The Bill is ______________

The Bill Goes to ______________

They can send the bill to the House floor to be debated.

Option 1:

They can send the bill to a subcommittee for further research.

Option 2:

The Bill is ______________

The Bill is ______________

The Bill is ______________ ______________

The Bill is referred to the Senate (or House of Representatives)

The Bill is sent to the President

The bill reaches the President. He has three choices.

1. ______________ 2. _________________________ 3 _____________________________

Have you ever wondered who decides how long a school day can be, or when a student can drive without an adult in the car, or how many math credits a student needs before graduation? The answer to all these questions lies in the Legislature of the State of Florida.

The Florida Legislature, which is divided into two houses, the Senate and the House of Representatives, makes laws or rules that govern our state. Members of the legislature, Senators and Representatives, are chosen by the citizens of Florida to represent them and the area where they live. These areas are called districts. Each Senator and Representative is responsible for making sure that the people who elected him or her have a voice in all matters concerning the state.

Senators are elected to serve four-year terms. Representatives are elected to serve two-year terms. Currently, 40 Senators and 120 members of the House of Representatives serve the people of Florida. Members of both houses must be at least 21 years old, a resident of the district where they have been elected, and must have lived in the state for two years before running for election.

During session, legislators work on making new laws or changing old laws. Each member also serves on several committees where the effects of laws on the people in our state are studied. Any member of the Florida Senate or Florida House of Representatives can make suggestions for new laws.

These suggestions for laws, called bills, are studied in committees. If the bill is voted on favorably in committee, it moves to the calendar to be debated on by the entire body. The bill then is subject to a second reading where changes can be made. Passage of a bill occurs when the bill is accepted, in most instances, by a majority of the members of one house. The passed bill goes to the other house of the Florida Legislature for review; that means a bill passed in the Senate goes to the House of Representatives for review. The bill goes through the same process in the second house as it did in the first house. The only bill that is required to be passed every year is the state's budget.

If changes are adopted in the second house, the house where it started must agree with the changes for the bill to move forward. When the identical bill is passed by both houses it is sent to the Governor for action. The Governor may sign the bill, allow it to become a law without his signature, or veto it. If the Governor fails to act on a bill within 7 or 15 days, that bill automatically becomes law without the Governor’s signature. All the laws are compiled to form the Florida Statutes.

**Refresher:** What are the qualifications to run for the Florida legislature?

What is the term of office for a Florida state senator? _______ Florida representative? _______
### A bill becoming a STATE LAW - Fill in the blanks........................................

<table>
<thead>
<tr>
<th>A Bill is introduced in either the Florida ________ or the Florida House of Representatives.</th>
<th>A _________________ studies the bill and often holds public hearings on it.</th>
<th>If the bill makes it out of committee, then it may be put on the calendar for ______________ before the entire Florida Senate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ________ of ________________ in the Florida Senate and maybe a third reading and review before final passage.</td>
<td>After passing the Senate, the bill goes through the exact same procedure in the Florida ________ of ________________.</td>
<td>If changes are adopted to the bill at other house, the house where the bill originated must ___________ to changes before the bill can move forward.</td>
</tr>
<tr>
<td>When the identical bill passes both houses, it is signed by the appropriate people and sent to the ______________.</td>
<td>The governor signs the bill into law or __________ it.</td>
<td>And there you have a condensed version of how a bill becomes a ________ in __________.</td>
</tr>
</tbody>
</table>

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)
Use vocab to fill in the blanks and then put each step in order.

<table>
<thead>
<tr>
<th>Subcommittee</th>
<th>interest group</th>
<th>similar</th>
<th>legislator</th>
<th>veto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Committee</td>
<td>committee</td>
<td>researched and reviewed</td>
<td>voted on</td>
<td></td>
</tr>
</tbody>
</table>

___A bill is sent to a __________________________ to be studied in detail.

___A subcommittee sends the __________________________ and __________________________ bill back to the committee for approval.

___The committee sends the bill to a __________________________ to be researched and revised in more detail.

___A __________________________ ______________ works out the differences in the two versions of the bill and then send the final bill to the governor. (The bill has to have the exact same wording in both the Florida Senate and the Florida House of Representatives.)

___A idea for a bill can come from many places like a concerned citizen or AN __________________________ ______________.

___The bill is sent the other house of the Florida Legislature to go through a __________________________ process.

___A committee sends the approved bill back to the floor where the bill is ______________ ______________.

___A __________________________ introduces the idea for a bill on the floor of his or her house of the Florida Legislature.

The Governor decides to sign the bill or ______________ it.

Refresher:

What is a federal law called?

What is a state law called?

What is a local law called?

(Legislative Branch: SS.7.C.3.3, SS.7.C.3.4, SS.7.C.3.8, SS.7.C.3.9)