

Student Learning Impact Assignment

Wes Hampton

Fall 2023

Supervisor: Mary Mudd

Part One

Grade Level and Subject: 11th and 12th Government

Duration:

Content Focus: How a Bill Becomes a Law

Content Standards:

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

C – 3.1.4 Examine and evaluate the effectiveness of the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Essential Questions:

How does a bill become a law?

What roadblocks prevent a bill becoming a law?

How many bills actually become laws?

Learning Targets/ I Can Statements:

I can explain how a bill becomes a law

I can explain the filibuster, and why it is not abolished

I can understand why bills rarely become laws

I can explain the different types of bills and resolutions

I can understand the difference between how many votes a bill technically and realistically need to pass through the senate

I can understand the roles of each branch of government in a bill becoming a law

Student Success Criteria:

Students will be able to explain process of a bill becoming a law by using five terms in order with

Students will be able to identify and explain each branch of government's makeup and role in a bill becoming a law with

Students will be able to identify potential roadblocks in the process of a bill becoming a law

Day One: Monday, October 23rd- 50 minutes

Resources:

- Pretest
- Chromebook
- Textbook

Implementation:

A. Bellwork (5 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to analyze the political cartoon on the board.
- c. After giving time and taking attendance, teacher asks students to explain the cartoon, and to correct where needed.

B. Pretest (until finished)

- a. Teacher tells students to put away everything into their bag, except for a writing utensil.
- b. Teacher passes out pretests and explains directions.
- c. When done, students place them on the front table and return to their seats.

C. Independent work (After pretest)

- a. Students are to use their textbook to define the vocabulary words for this unit. They have the option to do this on their chromebook or on physical paper.

Differentiated Instruction:

- Self paced work
- Extended time on Test/ Assignment
- Option to do assignment on paper or on chromebook

Reflection:

My students typically struggle analyzing political cartoons, so these are difficult for them. They do not outwardly say what they mean. Giving them time to try on their own, and then helping them explain the cartoon has definitely helped them learn what to look for, what certain cues may mean, and how to identify whether the cartoon is liberal or conservative. I do not usually give pretests, so when I explained to my students we were doing one, they were understandably frustrated. I tried to reassure them that I was not expecting them to know, but it did not ease their feelings much. My students said they felt dumb for not knowing, and I explained they weren't and that they would do much better on the posttest. Overall, scores were incredibly low, but it was expected, and I knew they would learn a significant amount during the unit.

Day Two: Tuesday, October 24th- 50 minutes

Resources:

- Chromebooks
- Worksheet
- Exit Slip

Implementation:

A. Bellwork (10 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, “How do you think you did on the pretest, and how did it make you feel?”
- c. After giving time and taking attendance, teacher asks students for volunteers to answer the questions, and gives them reassurance that they were not supposed to know the answers on the pretest.

B. Implementation/ Independent Work (35 minutes)

- a. Teacher tells students to get out their chromebooks, and explains the congressional committee assignment posted in the classroom.
- b. Students will log on to the google classroom, and will work on the assignment posted.
- c. Students will work on this, reading and using their textbook to answer the questions.
- d. Any unfinished work will be homework, as the assignment is due the next day at the start of class.

C. Exit Ticket (5 minutes)

- a. Teacher tells students to take out a half sheet of paper, and to answer the following questions, “Which committee do you think is most important? Why? What are this committee's roles, and in your opinion, their most important role?”
- b. Students hand teacher the exit ticket as they leave the room

Reflection:

When I teach, I like to give students independent work in class. This helps them find the information they need themselves, and after the assignment is turned in I always go over it with them in depth to explain the answers. While doing this, I encourage them to fix their answers and write anything extra I tell them, so they can use their assignment as notes. Students typically like this, as they can work at their own speed, but also have myself and their peers to ask for clarification or where to find information. During this, I am walking around, checking on students, and asking them about themselves and their lives, using it as extra time to get to know them. Before letting them work on the assignment, I explain it, and give them any background information they need; in this case, explaining what a congressional committee is. Giving

students examples like sports, or drama, or choir, or student council, and how these are often broken into committees or groups to divide responsibility helps them really understand the information.

Day Three: Thursday, October 26th- 50 minutes

Resources:

- Chromebook
- Note Sheet
- Slides Presentation
- Promethean Board
- How a Bill Becomes a Law Worksheet

Implementation:

A. Bellwork (10 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, “What are the four types of congressional committees?”
- c. After giving time and taking attendance, the teacher asks students for volunteers to answer the questions, and guides them towards the correct answer when needed.

C. Teacher Instruction (25 minutes)

- a. The teacher tells students to get out the committee assignment from the previous class, either their paper or their chromebook.
- b. The teacher then goes through the assignment, asking students to explain each term or question. Along with this, the teacher dives deeper into each answer, and provides necessary examples.

D. Independent Work (5 minutes)

- a. Teacher then passes out a worksheet, asking students to use their best guesses and ideas to list the correct order of how a bill becomes a law using a list of statements
- b. After doing this, students will put this sheet in their binder/folder for later use. They will then go to the front table and grab a note sheet.

E. Teacher Instruction (10 minutes)

- a. For the last 15 minutes, the teacher begins the notes on how a bill becomes a law.
- b. To start these notes, the teacher will show the classic SchoolHouse Rock song about how a bill becomes a law.
- c. After the video, the teacher will get through the beginning of the notes until the bell rings.

Reflection:

Starting the class with bellwork that recaps part of the previous lesson is usually good to remind students of what they learned yesterday, and to get their minds back on the topic for the lesson of the current day. It also requires students to reread their notes or assignments from the previous lesson, helping push the information into their long term memory. After bellwork, going over the homework and telling students to make the necessary changes helps them solidify their knowledge. Instead of standing at the front of the class and giving them answers, I allow students to answer the questions, and provide insight or examples or further explanation when needed. If I were to teach this lesson again, I would probably put them into groups or with a partner first, have them explain and share their answers, and then come together as a class and have each group share an answer; rotating the group that answers. Doing notes lecture style, as a class, guarantees students are getting the correct information. After getting the notes, it is key some sort of activity or assignment is done in order to really solidify their understanding of the lesson. Ideally, doing this on the same day would be best. However, this timing does not always work out.

Day Four: Friday, October 27th- 50 minutes

Resources:

- Note sheet
- Slides presentation
- Promethean Board
- Poster paper
- Worksheet
- Textbook

Implementation:

A. Bellwork (10 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, “What are the four types of bills and resolutions?”
- c. After giving time and taking attendance, the teacher asks students for volunteers to answer the questions, and guides them towards the correct answer when needed.

C. Teacher Instruction (25 minutes)

- a. Teacher tells students to get out their notes from yesterday.
- b. Teacher finishes the notes, explaining each part of how a bill becomes a law.
- c. After notes are finished, teacher tells students to get out the worksheet from the previous day, where they listed the correct order of how a bill becomes a law using a list of statements.

- d. Teacher tells students to correct the list as needed with their partner given by the teacher, and bring it to the teacher to be checked for correctness.
 - e. Upon completion, students are to get a poster board and draw the process of how a bill becomes a law, using their textbook for a guide. Students will use colored pencils or markers to make it look pretty.
- C. Partner Work (10 minutes)
- a. Students will work on correcting their list and making their poster with their partner until class ends.
- D. Exit Ticket (5 minutes)
- a. Students will answer the question, “Where do most bills die? Why? What is this process called?”
- E. Differentiated Instruction
- Self paced work
 - Assigned partners
 - Paper or Digital notes
 - Project based learning

Reflection:

This lesson went well overall. Students were receptive to the content, as it has a direct impact on their life. Playing the Schoolhouse Rock song at the beginning of each class gets the song stuck in their head because it is so catchy, and keeps them thinking about the process. The notes today were lecture style on a powerpoint, which some students have said they enjoy. If I did this again, I would probably break this up more, and maybe do an activity that involves stations, where students have to go through each person (or step of the process) in order to get their bill passed. This would be very time consuming, but would probably really help solidify their understanding. However, the poster still helps. Working with a partner gives them the opportunity to help them teach each other and learn together while making a poster explaining the process. Students typically like doing poster projects, and enjoy being able to be creative.

Day Five: Monday, October 30th- 50 minutes

Resources:

- Promethean Board
- Schoolhouse Rock Song
- Note sheet
- Poster paper
- Worksheet
- Colored pencils and markers
- Textbook

Implementation:

- A. Bellwork (10 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, “What are the four types of congressional committees?”
- c. After giving time and taking attendance, the teacher asks students for volunteers to answer the questions, and guides them towards the correct answer when needed.

B. Partner Work (40 minutes)

- a. The teacher tells students to get out the worksheet from the previous day, where they listed the correct order of how a bill becomes a law using a list of statements.
- b. Teacher tells students to correct the list as needed with their partner given by the teacher, and bring it to the teacher to be checked for correctness.
- c. Upon completion, students are to get a poster board and draw the process of how a bill becomes a law, using their textbook for a guide. Students will use colored pencils or markers to make it look pretty.
- d. Students will work on correcting their list and making their poster with their partner until class ends.

D. Differentiated Instruction

- Self paced work
- Assigned partners
- Paper or Digital notes
- Project based learning

Reflection:

This was a solid, partner work day. Students are able to use their creativity, which they enjoy. Along with this, I get to see the differences between groups in how they attack the poster. If I were to do this again, I would provide a rubric. I did not give many instructions, but I would next time. Not every student used their creativity or fully colored their poster. Next time, I would score students higher who provide more details or colorfulness. Students mostly stayed on task, as I played appropriate music during their work time to help them focus.

Day Six: Tuesday, October 31st- 50 minutes

Resources:

- Promethean Board
- Schoolhouse Rock Song
- All Note sheets
- Poster paper
- All Worksheets
- Colored pencils and markers

- Textbook

Implementation:

A. Bellwork (10 minutes)

- d. Teacher stands outside of the classroom, greeting students as they come in the room.
- e. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, “How are you feeling this week? ”
- f. After giving time and taking attendance, the teacher asks students for volunteers to answer the questions, and then answers himself

B. Partner Work (until done)

- a. The teacher tells students to get out the worksheet from the previous day, where they listed the correct order of how a bill becomes a law using a list of statements.
- b. Teacher tells students to correct the list as needed with their partner given by the teacher, and bring it to the teacher to be checked for correctness.
- c. Upon completion, students are to get a poster board and draw the process of how a bill becomes a law, using their textbook for a guide. Students will use colored pencils or markers to make it look pretty.
- d. Students will work on correcting their list and making their poster with their partner until completed.
- e. Poster is due at end of hour

C. Independent Work (Once done with poster)

- a. Once students have completed their poster, they will turn it in at the front of the class.
- b. After, they will either get a physical review or use the review posted in the google classroom. They will use notes and worksheets from the unit. They are encouraged to ask for help from a classmate or teacher if needed.
- c. Students will keep this until next class, anything not finished is homework due the next day.

D. Self paced work

- a. Assigned partners
- b. Paper or Digital notes
- c. Project based learning

Reflection:

This class went well, but there are certainly some changes I would make. If I did this again, I would set a time limit for students to work on posters in class. This is difficult because students may not be able to collaborate outside of school, but they need to be working efficiently together while in class. Playing music quietly while students work increases their productivity, and discourages them from sneaking their earbuds in without me seeing. Overall, this went well.

Day Seven: Thursday, November 2nd- 50 minutes

Resources:

- Chromebook
- Kahoot game
- Promethean board
- Review

Implementation:

A. Bellwork (5 minutes)

- a. Teacher stands outside of the classroom, greeting students as they come in the room.
- b. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their bellwork sheet and to answer the question on the board, "Do you feel prepared for the quiz?"
- c. During bellwork, students are instructed to get their review out. Teacher will go around and sign all reviews that are completed.
- d. After giving time and taking attendance, the teacher asks students for volunteers to answer the questions, and guides them towards the correct answer when needed.

B. Review Game (25 minutes)

- a. Teacher instructs students to get out their chromebook, and to go to kahoot.it.
- b. Teacher puts the Kahoot code on the board, and students join.
- c. During the game, teacher explains the answers when necessary.
- d. When done, students put their chromebooks away unless their review is on it or get their chromeback.

C. Teacher Instruction (20 minutes)

- a. The teacher tells students to get their review out from the previous class, either their paper or their chromebook.
- b. The teacher then goes through the review, asking students to explain each term or question. Along with this, the teacher dives deeper into each answer, and provides necessary examples.
- c. If time, students are encouraged to study with a partner after.

Reflection:

Review days are always fun days. Students get to study by playing a game, but also get to have healthy competition with their peers. Giving students an extra incentive to win, like extra credit or candy, helps boost their effort during the game. They also enjoy being able to use technology during class. One change I would make to this is either playing a different game mode or a different game all together. In the past we have played Jeopardy, and the students enjoyed it. This is more beneficial in my opinion, but it does not give enough time to go over the review. Along with this, I would also like to implement more partner or group based studying in my own class.

I struggle with reviews because I do not know many ideas of how to study besides these games with a review. This is probably one of my biggest weaknesses when teaching, and certainly an area I would like to improve in.

Day Eight: Friday, November 3rd: 50 minutes

Resources:

- Post test
- Review

Implementation:

A. Bellwork (5 minutes)

- d. Teacher stands outside of the classroom, greeting students as they come in the room.
- e. Once the bell rings, the teacher asks students how they are doing. After students finish replying, the teacher tells them to get out their review and look over it for a couple minutes
- f. After taking attendance and giving students time to quickly study, the teacher gives students the chance to ask any final questions. After this, the teacher will quickly run through the review and anything else the students need to know.

B. Independent Work

- a. Students are told to clear their desk and turn in their review. Once students have done this, they start the quiz and turn it in to my desk when they are finished.
- b. Students may read or work on other class work once they have finished.

Reflection:

Students always seem nervous or anxious before I test, so I always try to give reassurance before/during and after the test. Also, I constantly remind them to ask questions or for clarification on questions. They definitely were more confident in the material than they were during the pretest.

Technology used throughout the unit:

A. My technology on the computers

- a. Skyward: Attendance and grading
- b. Google Slides: Bellwork and notes if necessary
- c. Google Classroom: To show students where to find their assignments
- d. Gmail: To keep in contact with the school if emails are sent out
- e. Kahoot: Review Game

B. Student's Technology

- a. Chromebooks
- b. Google Classroom
- c. Skyward
- d. Kahoot

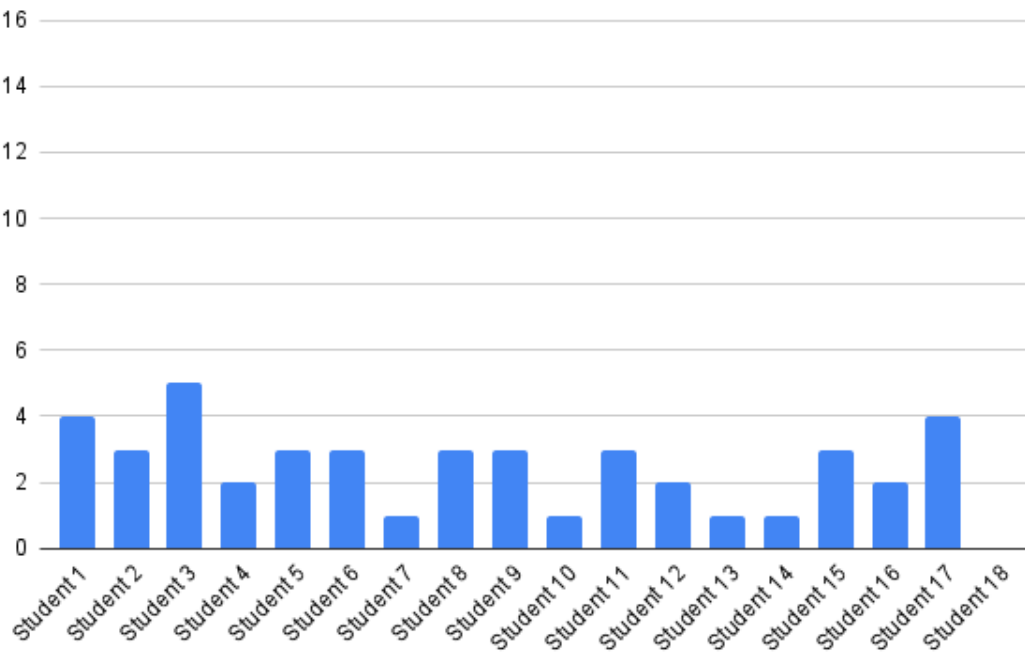
- e. Online textbook

Part 2: Analyzing Student Learning Data from Lessons Taught

Pretest Analysis:

Before I started my pretest, I kind of felt bad for my students. They kept saying they felt dumb or stupid during the test. I expected them to know a couple things because we had at least talked about a couple of the topics; the filibuster, the branches of government and what they do and their makeup. I think one of two things happened with this part for why the scores on this section were low. Either the students misinterpreted the directions, or (the more likely answer) I did not explain the directions clearly enough. Because of this, I went more in depth with my explanation during my explanation of the post test. They struggled in all areas of the test, but the biggest part was the essay question where students had to explain how a bill becomes a law by using five of the possible terms. Since this was their overall lowest scoring section, this is where I spent the most time; doing lecture notes for multiple days, playing the schoolhouse rock song everyday, and having them draw and describe the process using a poster. Overall, their pretest scores were very low, an average of 2.6 correct out of a possible 16; or a 16.3%.

Pretest Student Results

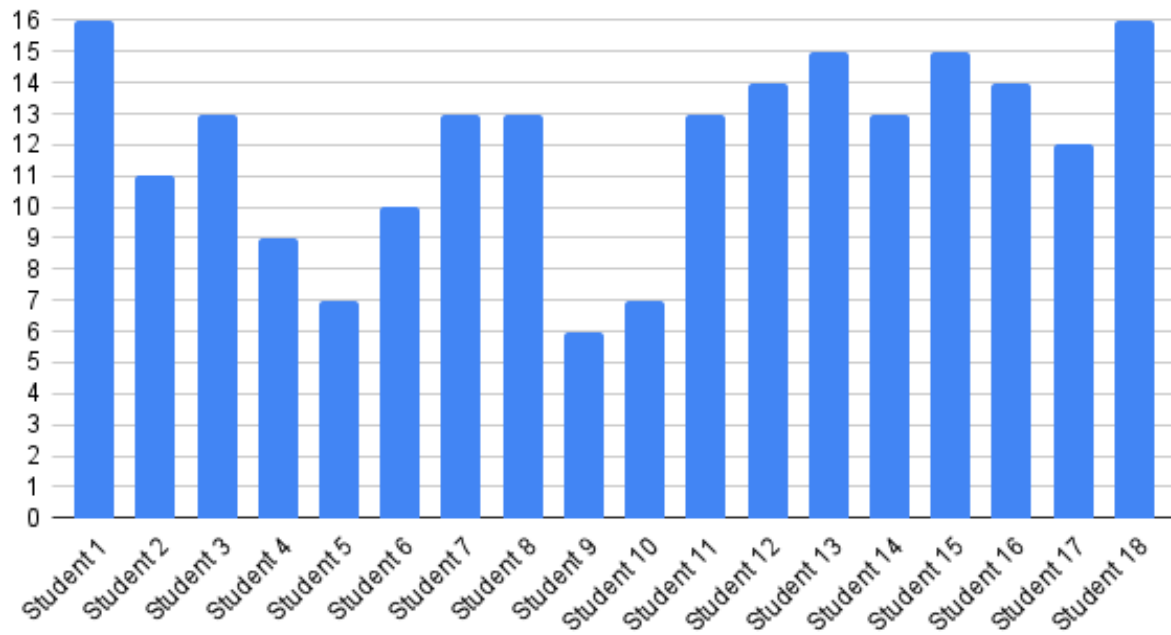


Post Test Analysis:

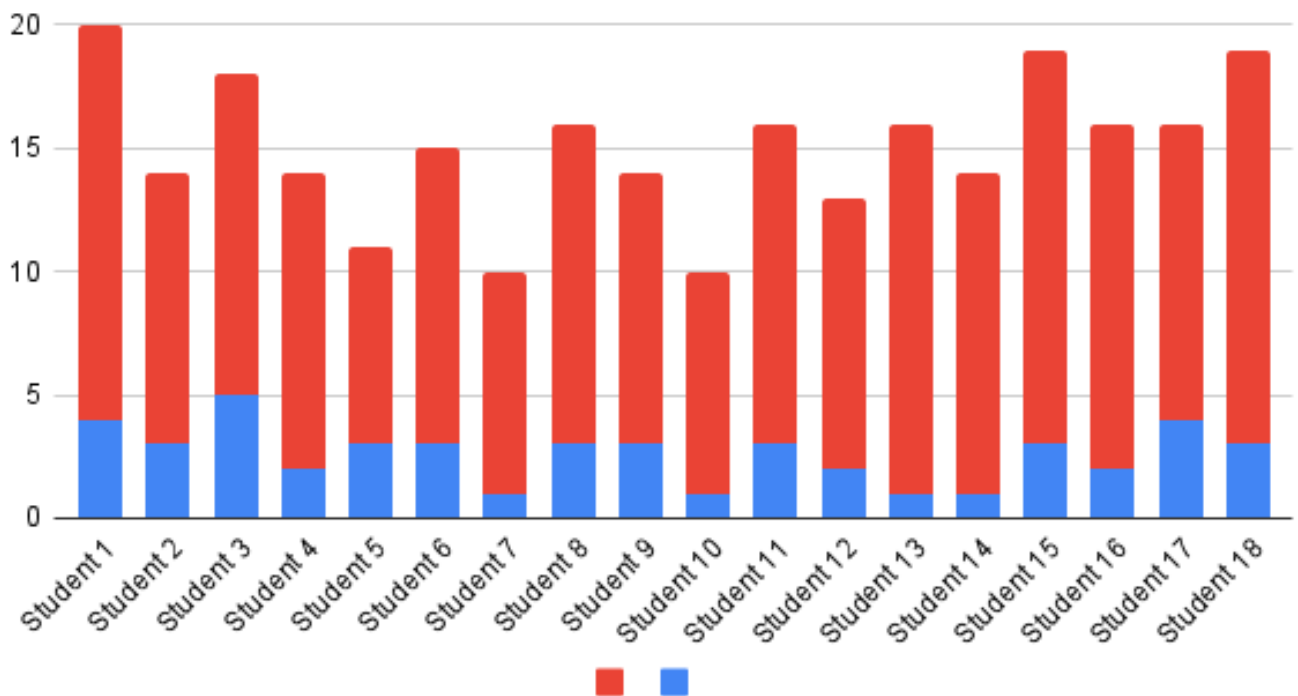
Being able to go at the pace of my choosing, and being able to adjust how long we spent on certain assignments, lessons or projects based on how my students were doing was incredibly beneficial. If students were struggling with something, I was really able to break it down into smaller pieces of information. Also, the high amount of individual/group work allowed me to work one on one with a student or a group to really explain things to them. The two things that were probably most helpful during this unit were the formative assessments used in each lesson (0-10 confidence level on hands, thumbs up-middle-down, asking students questions during lecture, etc.) and the exit tickets. The daily formative assessments helped me adjust on the fly, being able to further explain or break down information and provide examples. This also guided me to the students I knew I would need to work with during independent or group work. Overall, these two were very beneficial to my teaching and students' learning.

While looking at the post test results, the thing that surprised me most was the amount of students who struggled with identifying who makes up the three branches of government, and what each branch does. We had been talking about this since the very first chapter, so it shocked me to see they got this wrong. The other big thing students struggled with was identifying why bills technically need 51 votes in the senate, but realistically need 60 votes; the reason being the filibuster. We talked about this, but I had completely forgotten to go more in depth. I planned on showing a video example from the movie, *Mr. Smith Goes to Washington*. Next time I teach this, I will definitely go further in depth to the filibuster, and explain each of the three branches' role in a bill becoming a law. Overall, I was very happy with the final results. The pretest had a class average of 2.6/16, while the post test had an average of 12.4/16. This is a 61% increase in scores; something I was incredibly happy with and proud of my students for.

Post Test results



Pre (blue) and Post (red) Test Together



Part 3: Reflection on Teaching for Impacting Student Learning

Overall, I was pleased with this unit. I think I did well for my first time teaching it, but I definitely have a lot to improve. The biggest improvement I could make is going more in depth. While teaching, I often worry about the time I am taking, and feel like I am taking too long. In reality, I may be rushing. Despite this, I really enjoyed giving students a good amount of independent or group work. This gave me a lot of time to really work one on one with students, and break down their individual confusion or questions. Along with this, I was able to directly give them feedback of constructive criticism of their work. I could really break down and analyze their work with them. These situations helped connect myself with my students to a deeper level than before; one, because of showing them I cared about the content I was teaching, and two because of showing them I cared about their work and expected high quality work. This really became evident throughout the semester, when students started to come into my class during passing times to say hi between classes, or would bring me a small gift, or would get upset when I would mention my time in their class was coming to a close.

How a bill becomes a law was an extremely important unit to teach my students. It showed them why not many bills become laws, and it exposed some of the possible inefficiencies or flaws in our government. While I do not want to completely bash our government, it is beneficial to let students know the imperfections, and to show the places improvement could maybe be used. Going off of this, one thing I did well during this lesson and in the class overall, was leaving my own opinions out of teaching. As a social studies major, it is inevitable to form opinions on history, or government, or economics; some which may be very strong. However, teaching from an objective point of view, and allowing the students to come to their own conclusions is what is best for them. On the other side of this, sometimes I fear saying something that may expose my opinions, so I under explain something. This is most prevalent when discussing current events. In order to be more effective as a teacher, I need to overcome this, but I think that will come with experience.

The Lemov techniques I enjoyed using most were Stretch It, Ratio Part One, and Cold Call. These were all regularly used during this lesson and throughout my time as a student teaching as a whole.

Stretch It worked really well in my classes. When asking students for answers while lecturing or having discussion, students often give short or underdeveloped answers. When using Stretch It, I will get everything I can out of one student, and then will call on another student. After this, I will repeat what was said and explain anything else needed. This is most relevant when explaining the “whys” of the material. It really got them to think about our government, and why it functions the way it does.

Ratio Part One is not a technique we ever talked about in the TEMS classes directly, but it was definitely encouraged without ever calling it by the techniques name. Basically, this

promotes student voices instead of the teacher's voice. I try to use this during bellwork, lectures, and discussion. Having students lead these themselves helps them learn it when they are speaking, and from listening to peers. It can be argued this is also used during partner work, as they are explaining the material and their opinions or reasoning to each other. This technique helps students see differences in opinion, but does so in a safe and respectful way. Lastly, I enjoyed using Cold Call. This one is tricky, and I would not use it until I have a good connection with my students, and know their comfort level and social awareness or anxieties.

Once I have my own classroom, I have many goals. However, the biggest one, and the main reason I want to be a teacher, is to provide a safe space for students at school. Having students tell you they look forward to your class, or that your class is way better than they expected, or anything along those lines; really makes the early mornings, long nights, grading, and other struggles within (and without) the classroom worth it. This unit really helped me confirm this goal. Students started coming to my classroom more frequently, saying hi, asking about my day, or my favorite; telling me about their lives. However, this can not happen without first providing a quality education while holding students to high expectations. Overall, I think my biggest place for improvement is slowing down, and really diving into material. I believe this will not only benefit my students academically, but also will help connect students to the content and build a connection with me; but also will form connections among students. I am incredibly excited to start my career, and cannot wait for the connections and relationships I form with staff and students, but also the relationships I see formed among students.

Resources on following pages, in order.

Government Test

Essay Questions 2023

Name: _____

Hour: _____

Directions: Answer the following essay questions on the paper provided.

Bill Process – House
Bill Process - Senate
Hopper
Pigeonholing
Hearings
Mark-up
Rider
Standing Committee
House

Senate
Sub-committee
Filibuster/cloture
Gridlock
Veto
Override
Types of Bills
Logrolling

1. Use and explain a minimum of 5 of the above terms, explain how a bill becomes a law. The terms must be used correctly in your explanation. Include similarities and differences between the two houses of Congress.

Carries out laws
Congress
Interprets laws

Makes laws
President
Supreme Court

2. Using all of the above terms, give an overview of the 3 branches of US Government. Add specific names of current office holders in each branch along with one check that each branch has over another to ensure balance of power.

Multiple Choice

Please select the correct answer.

1. How many types of Bills and resolutions are there?
 - a. 2
 - b. 4
 - c. 3
 - d. 5
2. The first step in a Bill becoming a law, apart from introduction, is
 - a. Floor Action
 - b. Conference Committee
 - c. Congressional Approval
 - d. Committee Action
3. Technically, a bill in a senate needs ____ votes to pass
 - a. 66
 - b. 51
 - c. 60
 - d. 100
4. Realistically, a bill in the senate needs ____ votes to pass
 - a. 60
 - b. 100
 - c. 66
 - d. 51
5. This is because of
 - a. a veto
 - b. a pocket veto
 - c. the filibuster
 - d. a quorum

Committee Assignment – Chapter 12 Section 2

With one partner please answer the following questions from your textbooks about Committees.

Define the following Committees:

1. Standing
2. Select Committees
3. Joint Committees
4. Conference Committees

How is party membership divided on each committee? How is it determined which party the chairperson comes from?

Answer the following questions from the Internet (www.senate.gov www.house.gov)

Select four (two from the House and two from the Senate) committees and answer the following questions (please use only STANDING COMMITTEES):

1. Name of committee #1
2. Chairman and ranking member
3. Responsibilities of committee (List at least four)

1. Name of committee #2

2. Chairman and ranking member

3. Responsibilities of committee (List at least four)

1. Name of committee #3

2. Chairman and ranking member

3. Responsibilities of committee (List at least four)

1. Name of committee #4

2. Chairman and ranking member

3. Responsibilities of committee (List at least four)

How a Bill Becomes a Law

1. Four types of Bills/ Resolutions

a.

b.

c.

d.

2. House Process of a Bill Becoming a Law

a. Step One:

b. Step Two:

c. Step Three:

d. Step Four:

e. Step Five:

f. Step Six:

g. Step Seven:

h. Step Eight:

i. Step Nine

Failed Bill

1. Name of Bill

2. Sponsor (Author: Name, Party, State, District)

3. Committees

4. Latest Action

5. Summary

How a Bill Becomes a Law

Please put the following steps in the correct order of how a bill becomes a law. Use page 345 in your textbook to help you answer these questions.

House 1-7

Order

- House debate – Votes on Passage
- Referred to House standing committee
- Referred to House subcommittee
- Rules Committee sets rules for debate and amendments
- Bill passes and goes to Senate for approval or goes to Conference Committee
- Representative drops the bill in the hopper
- Back to Standing Committee for more hearings and revisions

Senate 1-7

Order

- Reported on by standing committee
- Referred to Senate standing committee
- Referred to Senate subcommittee
- Senate debates – Votes on Passage
- Bill passes and goes to the House for approval or goes to Conference Committee
- Senator announces bill on the floor.
- Back to committee for more hearings and revisions

Conference Action

The Conference Committee works out differences and sends identical compromise bills to both chambers for final approval.

President

- Veto
- Sign

Congress

- 2/3 Veto Override by both chambers

Chapter 12 – Review

1. Who are the presiding officers of Congress?

2. What is the difference between the Floor Leaders and Whips? Explain.

3. Define the following types of committees.
 - A. Standing Committee

 - B. Select Committee

 - C. Joint Committee

 - D. Conference Committee

4. Types of Bills and Resolutions
 - A. Joint Resolution

 - B. Concurrent Resolution

 - C. Resolution

 - D. Bill

5. What is the filibuster? Explain how the Senate can end the filibuster.

6. Explain the process of how a bill becomes a law in both the U.S. House, and Senate.

7. What are the four options the President has when a bill that has been passed by both the U.S. House and Senate?

1.

2.

3.

4.