

Chapter 16

Section 3: Spending and the Budget

Guiding Question: How is federal spending determined?

GET STARTED

Lesson Goals:

- Students will summarize how federal funds are spent.
- Students will distinguish between controllable and uncontrollable spending.
- Students will explain how the federal budget is made.

Bellringer Display Transparency 16E, *Government Spending 2007*, which contains a circle graph showing outlays of the federal budget, but cover up the questions below the graph. Write the following on the board: **How much was spent to pay the interest on the debt in 2007? Look on the second page of the section to find out whether this is an example of controllable or uncontrollable spending.**

Vocabulary On the board, write fill-in-the-blank sentences for each word. Have students write the answers on a sheet of paper. Then review them as a class.

TEACH

Review students' answers to the Bellringer questions. Tell students that one of the major ways people decide which candidates to support is how the candidate plans to spend government funds. Draw a T-chart on the board titled "The Budget," with columns for "the President" and "Congress." Have students outline the responsibilities of each in the budget-making process as they read.

Ask:

- What is the largest entitlement program in America today? (*the OASDI, or "social security" program*)
- What are some examples of projects for which Congress and the President can control spending? (*highways, national parks, and civil service pay*)
- Why are Social Security and food stamps examples of uncontrollable spending? (*Congress cannot control how many people become eligible for these programs each year.*)

ELL/ESL Strategy

Language Objective: *To identify and build on prior knowledge to include new content*

Ask students to explain the main duties of the legislative and executive branches of government. Next, have them write a short paragraph to explain why both branches are involved in the budget-making process. (The budget process illustrates the constitutional principle of checks and balances.)

Other Strategies

Learning Styles: Interpersonal/Group

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 16 Outline (All-in-One, pp. 182–184)

Other Resources

Reading Comprehension Worksheet (All-in-One, pp. 207–208)

Section Quiz B (All-in-One, p. 212)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.