

**Anglický jazyk 4. ročník**

Rozvoj demokratického vzdělávání na HŠ Vršovická

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Obsah

[1 Vazba na ŠVP 3](#_Toc66822191)

[1.1 Současný stav 4](#_Toc66822192)

[1.2 Inovace 5](#_Toc66822193)

[2 Učební osnovy 6](#_Toc66822194)

[3 Výukové materiály 8](#_Toc66822195)

[3.1 Timeline in history in CR 8](#_Toc66822196)

[3.2 Democratisation in Czechoslovakia Political and social institutions 10](#_Toc66822197)

[3.2.1 Government 12](#_Toc66822198)

[3.3 President 16](#_Toc66822199)

[3.4 How Laws Are Made in the USA in 11 Steps 20](#_Toc66822200)

[3.5 Food Waste 20](#_Toc66822201)

[3.6 Fair Trade 20](#_Toc66822202)

[3.7 Democrats and Education 20](#_Toc66822203)

[Seznam použitých zdrojů: 35](#_Toc66822204)

# Vazba na ŠVP

**Charakteristika tématu**

Výchova k demokratickému občanství se zaměřuje na vytváření a upevňování takových postojů a hodnotové orientace žáků, které jsou potřebné pro fungování a zdokonalování demokracie. Nejde však pouze o postoje, hodnoty a jejich preference, ale také o budování občanské gramotnosti žáků, tj. osvojení si faktické, věcné a normativní stránky jednání odpovědného aktivního občana.

## Současný stav

**Výchova demokratického občana**

**Charakteristika průřezového tématu**

Výchova k demokratickému občanství se zaměřuje na vytváření a upevňování takových postojů a hodnotové orientace žáků, které jsou potřebné pro fungování a zdokonalování demokracie. Nejde však pouze o postoje, hodnoty a jejich preference, ale také o budování občanské gramotnosti žáků, tj. osvojení si faktické, věcné a normativní stránky jednání odpovědného aktivního občana.

Výchova k demokratickému občanství se netýká jen společenskovědní oblasti vzdělávání, v níž se nejvíce realizuje, ale prostupuje celým vzděláváním a nezbytnou podmínkou její realizace je také demokratické klima školy, otevřené k rodičům a k širší občanské komunitě v místě školy.

***Přínos tématu k naplňování cílů rámcového vzdělávacího programu***

K odpovědnému a demokratickému občanství je třeba mít dostatečně rozvinuté klíčové kompetence (komunikativní kompetence, personální a sociální kompetence, kompetence k řešení problémů a k práci s informacemi,…), proto je jejich rozvíjení při výchově k demokratickému občanství velmi významné.

***Kromě toho jsou žáci vedeni k tomu, aby:***

− měli vhodnou míru sebevědomí, sebeodpovědnosti a schopnost morálního úsudku;

− byli připraveni si klást základní existenční otázky a hledat na ně odpovědi a řešení;

− hledali kompromisy mezi osobní svobodou a sociální odpovědností a byli kriticky tolerantní;

− byli schopni odolávat myšlenkové manipulaci;

− dovedli se orientovat v mediálních obsazích, kriticky je hodnotit a optimálně využívat masová média pro své různé potřeby;

− dovedli jednat s lidmi, diskutovat o citlivých nebo kontroverzních otázkách, hledat kompromisní řešení;

− byli ochotni se angažovat nejen pro vlastní prospěch, ale i pro veřejné zájmy a ve prospěch lidí v jiných zemích a na jiných kontinentech;

− vážili si materiálních a duchovních hodnot, dobrého životního prostředí a snažili se je chránit a zachovat pro budoucí generace.

***Obsah tématu a jeho realizace***

Výchova k odpovědnému a aktivnímu občanství v demokratické společnosti zahrnuje vědomosti a dovednosti z těchto oblastí:

− osobnost a její rozvoj;

− komunikace, vyjednávání, řešení konfliktů;

− společnost – jednotlivec a společenské skupiny, kultura, náboženství;

− historický vývoj (především v 19. a 20. století);

− stát, politický systém, politika, soudobý svět;

− masová média;

− morálka, svoboda, odpovědnost, tolerance, solidarita;

− potřebné právní minimum pro soukromý a občanský život.

## Inovace

Při realizaci projektu se chceme zaměřit především na tato témata:

− **ve vytvoření demokratického klimatu školy** (např. dobré přátelské vztahy mezi učiteli a žáky a mezi žáky navzájem);

− v náležitém rozvržení prvků průřezového tématu do jednotlivých částí školního vzdělávacího programu včetně plánované činnosti žáků mimo vyučování;

− v cílevědomém úsilí o dobré **znalosti a dovednosti žáků**, které jsou nezbytně potřebné pro informované a odpovědné občanské a jiné rozhodování a jednání; tyto vědomosti a dovednosti budou žáci nejvíce získávat ve vyučovacích předmětech zaměřených na jazyky, výchovu k občanství, ekonomické předměty a společenskovědní vzdělávání, tedy např. v občanské nauce, v základech společenských věd nebo v dějepisu;

− **v promyšleném a funkčním používání strategií výuky**, např. používání aktivizujících metod a forem práce ve výuce, jako je problémové a projektové učení, kooperativní učení, různé diskusní a simulační metody, metody směřující k rozvoji prosociálního chování, k rozvoji funkční gramotnosti žáků (tj. schopnost číst textový materiál s porozuměním, interpretovat jej, hodnotit a používat pro různé účely) atp.;

− v realizaci mediální výchovy.

# Učební osnovy

|  |  |  |
| --- | --- | --- |
| **Učivo** | **ŠVP výstupy** | **Inovace** |
| 1. **Řečové dovednosti**  - receptivní řečové dovednosti: poslech s porozuměním monologických i dialogických projevů, čtení textů, včetně odborných, práce s textem  - produktivní řečové dovednosti: ústní a písemné vyjadřování situačně i tematicky zaměřené, písemné zpracování textu (reprodukce, osnova, výpisky), překlad  - interaktivní řečové dovednosti: střídání receptivních a produktivních činností, dialogy, formální i neformální e-mail a dopis, vypravování, popis, charakteristika, vyjádření názoru, úvaha, referát, recenze  **2. Jazykové prostředky** (lingvistické kompetence)  - výslovnost (zvukové prostředky jazyka)  - slovní zásoba a její tvoření  - gramatika (morfologie a syntax)  - grafická podoba jazyka a pravopis  - jazykové reálie související s osvojovanými jazykovými prostředky | žák  - vyslovuje správně a srozumitelně  - má dostatečnou slovní zásobu v rozsahu daných tematických okruhů a základní odbornou slovní zásobu ze svého studijního oboru  - v písemném projevu dodržuje základní pravopisné normy  - řeší standardní řečové situace – domluví se v běžných situacích, získá i podá informace  - používá stylisticky vhodné obraty umožňující nekonfliktní vztahy a komunikaci  - vyjadřuje se ústně i písemně k tématům veřejného a osobního života a k tématům z oblasti zaměření studijního oboru  - pohotově a vhodně řeší standardní řečové situace i jednoduché a frekventované situace týkající se pracovní činnosti  - má základní geografické a kulturní znalosti o vlastní zemi i zemích dané jazykové oblasti | Žák:  - si vylepší svou slovní zásobu a výslovnost  - dokáže se lépe orientovat v časovém průřezu našich politických dějin od roku 1948 do prvních svobodných voleb  - chápe důležitost historických událostí a odkazu našich předků  - uvědomí si roli vlády, prezidenta a politických stran |
| **3. Tematické okruhy,** komunikační situace a jazykové funkce  - osobní údaje, rodina, charakteristika  - životopis  - vyplňování cizojazyčných formulářů, žádost o zaměstnání apod.  - domov, bydlení  - školství, zaměstnání  - doprava a cestování  - peněžní styk  - péče o zdraví  - ekologie a životní prostředí  - volný čas, záliby (kultura, sport, cestování)  - odívání, nakupování  - české a britské reálie  - odborná témata: stravovací a ubytovací zařízení, služby cestovních kanceláří, programy tematických zájezdů s podrobným popisem míst vyhledávaných turisty, jednání s hostem v hotelu a restauraci, ubytovací a stravovací zařízení, služby pro návštěvníky, speciality české i zahraničních kuchyní, výživa a zdravý životní styl, obchodní korespondence  **4. Poznatky o zemích**  - vybrané poznatky všeobecného i odborného charakteru k poznání zemí příslušné jazykové oblasti, tradic a společenských zvyklostí  - informace ze sociokulturního prostředí v kontextu znalostí o České republice | žák  - vyslovuje správně a srozumitelně  - má dostatečnou slovní zásobu v rozsahu daných tematických okruhů a základní odbornou slovní zásobu ze svého studijního oboru  - v písemném projevu dodržuje základní pravopisné normy  - řeší standardní řečové situace – domluví se v běžných situacích, získá i podá informace  - používá stylisticky vhodné obraty umožňující nekonfliktní vztahy a komunikaci  - vyjadřuje se ústně i písemně k tématům veřejného a osobního života a k tématům z oblasti zaměření studijního oboru  - pohotově a vhodně řeší standardní řečové situace i jednoduché a frekventované situace týkající se pracovní činnosti  - má základní geografické a kulturní znalosti o vlastní zemi i zemích dané jazykové oblasti | Žák:  - se orientuje v problémech 3. světa  - je veden k ekologickému myšlení  - zná pojem Food Waste  - je veden ke kritickému myšlení |

# Výukové materiály

**Učivo:**

## Timeline in history in CR

**Vazba na ŠVP:**

Poznatky o zemích- vybrané poznatky všeobecného i historického charakteru k poznání vytváření demokratického vývoje v ČR.

**Organizační formy a metody práce:**

* diskuze k textu
* čtení textu s porozuměním
* kooperativní výuka
* samostatná práce žáků

**Pomůcky:**

* text
* slovník

**Cíl:**

* orientace v problému
* porozumění politických událostí v časovém sledu

**Motivace**:

Je důležité, aby si žáci uvědomili důležitost znalostí našich dějin. Měli by vědět, jaká situace byla před tzv. Sametovou revolucí a co to pro náš národ znamenalo a znamená. Pochopení jim pomůže v dalším vzdělávání a hledáním vlastní úlohy v profesionálním životě.

**Timeline in history in CR**

**Zadání:**

Přečtěte si text a vypište slovíčka, kterým nerozumíte.

Vytvořte dvojice nebo menší skupiny a vyhledejte vybraná slovíčka ve slovníku.

Vyzkoušejte se navzájem se zakrytím textu z událostí

Co si myslíte o událostech, které předcházely demokracii v ČR?

Dokážete vyjmenovat všechny prezidenty ČR od roku 1990?



## Democratisation in Czechoslovakia Political and social institutions

**Vazba na ŠVP:**

Demokracie volně navazuje na téma Vztahy, Kulturu a žáci si také mohou vybrat osobnost, kterou obdivují.

**Organizační formy a metody práce:**

* diskuze k textu
* čtení textu s porozuměním
* kooperativní výuka
* samostatná práce žáků
* reprodukce textu

**Pomůcky:**

* text
* slovník

**Cíl:**

* orientace v problému
* porozumění vytváření demokracie v ČR

**Zadání:**

1. Co bylo spouštěčem kolapsu komunismu v ČR?
2. Řekněte hlavní postavu událostí v listopadu 1989.
3. Diskutujte o událostech.

**Democratisation in Czechoslovakia Political and social institutions**

Stanislav Balík

The  trigger for the  collapse of the  Communist regime in Czechoslovakia was the suppression of an authorised student demonstration by the police in Prague on 17th November 1989. The police beat many of the student demonstrators, but the mobilisation of the public is largely attributed to the rumour that a student had been killed. Although disproved by the regime two days later, the psychological impact of the accusation was nevertheless extraordinary. Outraged by the police action, the students called a protest strike and were soon joined by actors from Prague’s theatres. Riding the wave of spontaneous mass protests, the Civic Forum (Občanské fórum, OF) emerged on 19th  November 1989, with Vaclav Havel as the central figure. The existing opposition initiatives, but also many people from outside the known circles of dissent, quickly joined the Forum. In Slovakia the Public Against Violence (Verejnosť proti násiliu, VPN) movement, a “sister” movement to the Forum, emerged practically at the same time. Demonstrations in which hundreds of thousands participated began, first in Prague, before spreading to other large cities as well. They culminated in a successful two-hour general strike on 27th November 1989, confirming that the Forum commanded a broad public support (for more details, see e.g. Suk 2003: 73–92).

### Government

**Zadání:**

1. Přečtěte si text a stručně reprodukujte v angličtině.
2. Odpovězte na otázky k textu.
3. What did the mass media do at that time?
4. When was an extraordinary session of the Communist Party’s Central Committee held?
5. Who was the new Federal Prime Minister?

**Government**

It was symptomatic that when the Civic Forum issued its founding proclamation on 19th  November 1989, it called for the  resignation of eight particularly compromised Communist leaders, but only one was a member of the government (cf. Suk 1997a: 1). Evidently, at that time the Civic Forum was not considering the possibility of assuming executive power. The first phase focused not on altering the government, but on provoking unspecified changes within the Communist Party of Czechoslovakia (Komunistická strana Československa, KSČ). The Czechoslovak opposition was entirely unprepared for the power takeover; it was lacking strategies for how it would proceed.

Dialogue became its chief strategy, but it was between an ill-defined “power” and a similarly vaguely defined “opposition”; the terms of this dialogue were not clearly established in advance. The Forum spoke for the opposition, but the question of who was to represent the state power remained. The leadership of the Communist Party held de facto power, yet it was unable to act and unwilling to engage in the dialogue. An attempt on the part of this leadership to use force (the party paramilitary units of People’s Militia – Lidové milice) ended in a fiasco.

At that time, the mass media, i.e. state-controlled TV, radio, and newspapers also refused to obey the ruling forces in the state, facilitating the spread of protests beyond Prague. The National Front, the body “unifying” all the parties and those mass organisations that were permitted, had also begun to disintegrate (cf. Poslední hurá 1992: 70, Otáhal 1994: 110, Cysařová 1999: 297–307).

An extraordinary session of the Communist Party’s Central Committee, which was held on 24th November 1989, removed only some of the compromised politicians and ruled out the use of force. Thereby demonstrating that the Communist Party was unable to carry out either meaningful coordinated action against the opposition, or accommodate the  latter’s demands. At that point, the  Prime Minister of the Czechoslovak Federation, Ladislav Adamec, began to openly negotiate with the Forum, not in his capacity as a Party official, but in his constitutionally sanctioned political role. Thus, the once proclaimed and respected leading role of the KSČ in state and society came to an abrupt and decisive end, with further developments looking toward a future constitutional democratic political system.

The day before the successful two-hour general strike, in which seventy-five per cent of citizens participated (according to the Public Opinion Research Institute (Suk 1997b: 84)), a delegation of the Forum led by Havel met first with the Prime Minister Adamec. The Forum presented its demands as articulated in its founding proclamation. Adamec asked for the general strike to be limited to a few symbolic minutes in order to limit economic losses. Fearing possible minimisation of the strike’s psychological effect, the Forum rejected Adamec’s request. It also invited him to a rally in Letná, Prague. Facing the crowd of half-a-million people, Adamec misjudged the situation, repeating his demand that the strike should not take place. This triggered the multitude collected there to respond with mass expressions of disagreement (Otáhal 1994: 113, Suk 2003: 49). However, Adamec continued as the Forum’s main partner. After the general strike, the Forum no longer organised mass rallies, focusing on its negotiations with Adamec. Thus, it deprived itself of its strongest means of exerting pressure. A more serious problem was that in early December 1989 the Forum still did not want to take over power, but merely to control it. It also sought constitutional and legal continuity at all costs. In practical terms, this gave Adamec a free hand to form a new government.

Adamec’s “new” (or in constitutional terms more precisely “reconstructed”) government, known as the  “15 + 5” (i.e. fifteen Communists and five non-Communists) was presented to the public on 3rd December 1989. Initially, some of the Civic Forum’s representatives did not oppose the new government. The public, however, was of a different opinion and soon after the government was unveiled, spontaneous demonstrations again began in earnest, under the influence of which the Forum rejected the government. The Forum then also altered its strategy and resolved to directly participate in the execution of power. The voices of the economists from the Prognostics Institute of the Czechoslovak Academy of Sciences, in particular that of Vaclav Klaus, were instrumental in this change. The economists were pragmatic and understood that by taking up posts in the executive, they would be able to influence the flow of events more effectively than they could by merely exerting external control. In response to this, Adamec resigned (Suk 2003: 58).

The negotiations between Adamec, who had already announced his resignation, and the Civic Forum resulted in the proposal of a new Federal Prime Minister: Marian Calfa, a KSČ member, who had been the minister for legislation until November 1989. The strength of the Forum and its will to govern became apparent for the first time in the composition of Calfa’s “government of national understanding”, which was appointed on 10th December 1989, with the chief task of leading the country to free elections. The Forum obtained a strong position within the Calfa’s government, in particular those ministries concerned with the economy, but non-communists also occupied the posts of the first Deputy Prime Minister, the foreign minister and the minister for labour and social affairs. In terms of party affiliations, the distribution of forces in the government did not secure dominance for the Forum: ten members of the government were Communists, two were from the Czechoslovak Socialist Party (Československá strana socialistická, ČSS), two were from the Czechoslovak People’s Party (Československá strana lidová, ČSL), and seven were non-partisans (nominated by OF and VPN) (Fiala, Holzer, Mareš, Pšeja 1999: 95). However, for some of the Communists, party affiliation was merely a residue of its former meaning, and in practice, they no longer represented the party.

In terms of choosing the occupiers of the “power” ministries of defence and interior, which were of cardinal importance given the yet unachieved regime change, the Forum leaders displayed political naivety. The appointment of the Communist General Miroslav Vacek as Defence Minister, previously the Chief of the General Staff of the Czechoslovak People’s Army (who, on Vaclav Havel’s strange request, remained in office even after the 1990 election, until October 1990), yielded no ill effects. The appointment to the ministry of the interior proved a much more serious problem, however. Until the end of December 1989, it was administered collectively. The  portfolio was then given to Richard Sacher, whom Havel had preferred for the post. The period of collective administration and Sacher’s tenure introduced a period of anarchy at the ministry, which was exploited in particular by representatives of the secret police, who shredded a vast number of documents that had borne witness to the work of secret agents (Suk 2003: 356–360). When Calfa formed his government, Adamec believed that he would preserve some influence over the executive through the new Prime Minister. For its part, the Forum believed that Calfa was only a short-term solution. However, he proved a versatile and agile state official, familiar with both the constitutionally stipulated and informal aspects of the  political structure at that time. He immediately severed his bond with Adamec and his group, reorienting himself in alignment with the Forum’s leadership. Skilfully conducting behind-the-scenes politicking, he crucially secured Havel’s election as the country’s President, thereby winning his confidence. Havel later repaid him by pushing through his appointment as the Prime Minister after free elections in 1990, despite Calfa formerly being a prominent Communist.

## President

**Vazba na ŠVP:**

Osobnosti v politické sféře ČR, prezident.

**Organizační formy a metody práce:**

* diskuze k textu
* čtení textu s porozuměním
* kooperativní výuka
* samostatná práce žáků
* písemný projev

**Pomůcky:**

* text
* slovník

**Cíl:**

* orientace v problému
* porozumění politických událostí v časovém sledu
* poznání význačných politických osobností v ČR

**Zadání:**

1. Přečtěte text a vyhledejte neznámá slovíčka ve slovníku.
2. Napište formální e-mail kamarádovi o českém prezidentovi a jeho pozici ve vládě. Informace čerpejte z následujícího textu.

**President**

In the  Czechoslovak (and later, Czech) case, the  position of the President is more complex than it may appear at first glance. According to the  letter of the  constitution, the  President has never been the  main representative of executive power; that is the role of the government and during the Communist non-democratic regime, the politburo. Although the President’s powers have been and continue to be mostly ceremonial, the office has been considered central to the political system and has been imbued with deep symbolical meaning since the  establishment of Czechoslovakia in 1918. There is no doubt that the  first President, Tomas Garrigue Masaryk (1918–1935) endowed the post with gravitas, yet the roots of the President’s importance are deeper and draw on the tradition of Czech Kings and Princes (the President’s seat is the Prague castle, the residence of historical rulers of the Czech lands). The import attached to the presidency by Czechoslovak society is also apparent from the fact that Czechoslovakia was the only Communist country in Central and Eastern Europe in which this post was never abolished or even suspended. Indeed, the most powerful men of the regime, the successive heads of the Communist Party’s Central Committee, usually felt the need to categorically legitimise their position by election as Prezident of the Republic.

This explains why the Velvet revolution culminated in the election of a new President and not a new parliament. The last Communist President resigned on 10th December 1989, having appointed a new government. At that time it was unclear who his successor would be. Promoted vocally by the  Communists, the  direct method of election was not adopted, which left the task of electing the country’s President in the  hands of the  parliament, as had formerly been the  custom in Czechoslovakia. The problem was that the Communist Party wholly controlled the parliament, which had been elected in 1986. Eventually, the new Prime Minister, Marian Calfa, offered “help”in a form of convincing all the MPs to elect the dissident Vaclav Havel, the leading figure of anti-Communist resistance, as the new President. On 29th December 1989, he was unanimously elected in an open parliamentary vote (Fiala, Holzer, Mareš, Pšeja 1999: 99). At this symbolic moment, the fall of the communist regime was complete: the man who, only seven months ago, had been a political prisoner was now the President. This confirmed that Czechoslovakia was taking a democratic course.

**Representative bodies**

Only after the  government and the  office of the President were newly staffed did the attention turn to the legislature, which shows in retrospect the relative importance of the branches of government as they were perceived at the time. In late 1989, an act was adopted allowing the co-option of new MPs into the parliament, to replace those MPs who had resigned from their positions. The empty seats were filled not on the basis of elections, but on the basis of proposals by political forces (in particular the OF and VPN, but the KSČ as well). This was one of the fundamental traits of the earliest post-November 1989 period. The question of elections was pushed into the background and indeed the parliamentary election only took place in June 1990, more than half a year after the November 1989 events and Havel’s election as President.

In January 1990, a constitutional law was adopted permitting the removal of MPs and the co-optation of other people into vacant seats, but this could only take place until the end of March 1990. The term of the parliament elected in 1986 was also shortened and the MPs mandate was changed from imperative to free.

Ultimately, more than half of the MPs were newly co-opted. In the reconstructed 350-strong Federal Assembly (comprised of 200  members in the  Chamber of the People, 150 members in the Chamber of the Nations), the KSČ held 138 seats,ČSL and ČSS 18 seats each, and OF with VPN 119 seats. The remaining seats were given to marginal parties and non-partisans (Suk 2003: 283–295, 492).

The  co-option method, problematic in itself and defensible perhaps only for a necessarily brief period, was therefore used to create a legislature which adopted the first fundamental acts transforming the non-democratic substance of the  Czechoslovak political regime. The  name of the  republic was changed (above all, the  word “socialist” was removed) and new state symbols were adopted; the  socialist preamble to the  constitution was removed (however, the constitution as a whole remained in force; it was “merely” altered by almost fifty constitutional laws); actual, and not solely nominal, federalisation of the country was discussed; the state monopoly on education was lifted, and private and church schools could be established; the first steps towards a fundamental economic reform were taken, etc. However, further and exhaustive changes were only approached by the freely-elected parliament after June 1990. These were concerned with the renewal of territorial self-governance, liberalisation of economy, democratisation of judiciary, adoption of the Charter of Fundamental Rights and Freedoms, etc. (cf. Gerloch 1999: 41–43).

Nevertheless, already before the  1990 election, dysfunctions emerged in the constitutional system and fully developed in the period 1990–1992. As the new regime simply adopted parliamentary rules inherited from the non-democratic period, which did not work in practice, being merely written into the constitution, certain parts of the  political process were blocked. Combined with other factors, this eventually resulted in the disintegration of Czechoslovakia into two independent Czech and Slovak Republics, effective from 1st January 1993. One crucial rule in the federal parliament was zákaz majorizace [ban on majorization], the consequence of which was that when discussing certain issues, the federal parliament effectively operated as a three-chamber body. In an extreme case, one tenth of MPs of either nation was sufficient to veto an important law (Vodička, Cabada 2007: 125–126).

The co-option law was also used to staff local authorities, the národní výbory [national committees], which represented public power in the municipalities and regions. Using this law, the most compromised deputies were removed from office and representatives of the non-communist opposition co-opted in their stead. This only happened on a substantial scale in larger cities. A fundamental change in personnel only took place after the November 1990 local election, which restored democratic local self-governance. This also means that for the entire year following the November 1989 regime change, municipalities and towns remained under the rule of the former exponents of the Communist power (Balík 2009: 57–58).

**Učivo:**

## How Laws Are Made in the USA in 11 Steps

## Food Waste

## Fair Trade

## Democrats and Education

**Vazba na ŠVP:**

Návaznost na témata společnost, rozvojové země, solidarita, tolerance, vzdělávání, ekologie, globální problémy.Rozvoj mezipředmětových vztahů- reálie angloamerických zemí - předmět AJ a CAJ- dějepis-zeměpis- společenské vědy.

**Organizační formy a metody práce:**

* čtení textu s porozuměním- výběr delších, členitějších textů obsahujících vice faktů
* práce s textem- odpovědi na otázky, odpovědi ano-ne
* prohlubování slovní zásoby
* antonyma
* diskuse, zamyšlení nad problematikou
* kolaborativní úkol- práce ve skupinách, dvojicích
* psaní

**Pomůcky:**

* texty
* Internet
* slovník

**Cíl:**

* seznámení s danou problematikou
* orientace v relativně delších a náročnějších textech
* schopnost vhodně a aktivně argumentovat a diskutovat o daném problému, obhájit svůj názor pomocí větných struktur a vhodné slovní zásoby

**Motivace:**

* doplnit si znalosti z oblasti reálií
* zorientovat se v pojmech souvisejících s demokratickým myšlením
* prohloubit řečové dovednosti
* připravit se na maturitní zkoušku z AJ

**How Laws Are Made in the USA in 11 Steps**

Creating laws is the U.S. House of Representatives’ most important job. All laws in the United States begin as bills. Before a bill can become a law, it must be approved by the U.S. House of Representatives, the U.S. Senate, and the President. Let’s follow a bill’s journey to become law.

1. **The Bill Begins**

Laws begin as ideas. These ideas may come from a Representative—or from a citizen. Citizens who have ideas for laws can contact their Representatives to discuss their ideas. If the Representatives agree, they research the ideas and write them into bills.

1. **The Bill Is Proposed**

When a Representative has written a bill, the bill needs a sponsor. The Representative talks with other Representatives about the bill in hopes of getting their support for it. Once a bill has a sponsor and the support of some of the Representatives, it is ready to be introduced.

1. **The Bill Is Introduced**

In the U.S. House of Representatives, a bill is introduced when it is placed in the hopper—a special box on the side of the clerk’s desk. Only Representatives can introduce bills in the U.S. House of Representatives.

When a bill is introduced in the U.S. House of Representatives, a bill clerk assigns it a number that begins with H.R. A reading clerk then reads the bill to all the Representatives, and the Speaker of the House sends the bill to one of the House standing committees.

1. **The Bill Goes to Committee**

When the bill reaches committee, the committee members—groups of Representatives who are experts on topics such as agriculture, education, or international relations—review, research, and revise the bill before voting on whether or not to send the bill back to the House floor.

If the committee members would like more information before deciding if the bill should be sent to the House floor, the bill is sent to a subcommittee. While in subcommittee, the bill is closely examined, and expert opinions are gathered before it is sent back to the committee for approval.

1. **The Bill Is Reported**

When the committee has approved a bill, it is sent—or reported—to the House floor. Once reported, a bill is ready to be debated by the U.S. House of Representatives.

1. **The Bill Is Debated**

When a bill is debated, Representatives discuss the bill and explain why they agree or disagree with it. Then, a reading clerk reads the bill section by section and the Representatives recommend changes. When all changes have been made, the bill is ready to be voted on.

1. **The Bill Is Voted On**

There are three methods for voting on a bill in the U.S. House of Representatives:

1. Viva Voce (voice vote): The Speaker of the House asks the Representatives who support the bill to say “aye” and those that oppose it say “no.”

2. Division: The Speaker of the House asks those Representatives who support the bill to stand up and be counted, and then those who oppose the bill to stand up and be counted.

3. Recorded: Representatives record their vote using the electronic voting system. Representatives can vote yes, no, or present (if they don’t want to vote on the bill).

If a majority of the Representatives say or select yes, the bill passes in the U.S. House of Representatives. The bill is then certified by the Clerk of the House and delivered to the U.S. Senate.

1. **The Bill Is Referred to the Senate**

When a bill reaches the U.S. Senate, it goes through many of the same steps it went through in the U.S. House of Representatives. The bill is discussed in a Senate committee and then reported to the Senate floor to be voted on.

1. **Senators vote by voice.** Those who support the bill say “yea,” and those who oppose it say “nay.” If a majority of the Senators say “yea,” the bill passes in the U.S. Senate and is ready to go to the President.
2. **The Bill Is Sent to the President**

When a bill reaches the President, he has three choices. He can:

a) Sign and pass the bill—the bill becomes a law.

b) Refuse to sign, or veto, the bill—the bill is sent back to the U.S. House of Representatives, along with the President’s reasons for the veto. If the U.S. House of Representatives and the U.S. Senate still believe the bill should become a law, they can hold another vote on the bill. If two-thirds of the Representatives and Senators support the bill, the President’s veto is overridden and the bill becomes a law.

c) Do nothing (pocket veto)—if Congress is in session, the bill automatically becomes law after 10 days. If Congress is not in session, the bill does not become a law.

1. **The Bill Is a Law**

If a bill has passed in both the U.S. House of Representatives and the U.S. Senate and has been approved by the President, or if a presidential veto has been overridden, the bill becomes a law and is enforced by the government.

Task 1: Text comprehension

Answer the following questions regarding the text.

1) How many and what are the methods of voting on a bill in the U.S. House of Representative?

2) What does “veto” mean? Who has this power?

3) Who can introduce bills in the U.S. House of Representatives?

4) What are the three legislative organizations that have to approve the bill?

5) What is the U.S. House of Representatives’ most important job?

6) Why would a bill go to committee? Subcommittee?

Task 2: Discussion

Discuss the following tasks in pairs or small groups:

1) Either individually or as a group, brainstorm ideas for new laws. Why would your ideas make good laws and who would those laws help?

2) In your opinion, are there any laws in the Czech Republic that are redundant?

Task 3: Writing

Write a proposal of a bill to a fictional Representative. Mention your ideas and people who would benefit from the bill. (Write no more than 200-250 words.)

**Food Waste**

World Food Day is held on October 16. On this day, we recognise the importance of ensuring a global sustainable food supply, which will become increasingly threatened as global temperatures rise. We also need to be more mindful of the immense amount of food that we waste. Food waste is a pervasive problem all around the world, not just among developed nations. Currently, over 800 million people are suffering from severe malnutrition, a shocking thought when one third of all the food that is intended for human consumption is wasted or lost. Food waste negatively affects the environment, the economy, food security and nutrition. Successfully dealing with the issue remains a great challenge for the coming years. Here are 13 facts about food waste that you need to know.

1. Roughly [one third](https://stopwastingfoodmovement.org/food-waste/food-waste-facts/) of the food produced that is intended for human consumption every year- around 1.3 billion tons and valued at USD$1 trillion- is wasted or lost. This is enough to feed 3 billion people.
2. The water used to produce the food wasted could be used by 9 billion people at around 200 litres per person per day.
3. The food currently wasted in Europe could feed 200 million people, in Latin America 300 million people and in Africa 300 million people.
4. Annual per capita waste by consumers is between 95-115kgs a year for Europeans and North Americans, while in south and southeastern Asia, it is 6-11kgs.
5. Food loss and waste accounts for about 4.4 gigatons of greenhouse gas emissions annually.
6. If food loss were a country, it would be the third largest greenhouse gas emitter, behind China and the US.
7. Developed and developing countries waste or lose [roughly the same](https://stopwastingfoodmovement.org/food-waste/food-waste-facts/) amount of food every year, at 670 and 630 million tons respectively. Around 88 million tons of this is in the EU alone.
8. Breaking it down by food group, losses and waste per year are roughly 30% for cereals, 40-50% for root crops and fruit and vegetables, 20% for oil seed and meat and dairy and 35% for fish.
9. If 25% of the food currently being lost or wasted globally were saved, it would be enough to feed 870 million people around the world.
10. By mid-century, the world population will hit 9 billion people. By then, food production must be increased by 70% to meet this demand.
11. Food losses translate into lost income for farmers and higher prices for consumers, giving us an economic incentive to reduce food waste.
12. Crops are sometimes left unharvested because they do not meet supermarket quality, which is often determined by appearance.
13. In Europe, 40-60% of fish caught are discarded because they do not meet supermarket quality standards.

These facts tell us that we need to reduce the amount of food waste that we produce or at the very least, learn how to reuse leftover food to feed humans and animals or to produce energy and compost in order to close nutrient cycles. We hope that these facts about food waste have inspired you to rethink your consumption habits!

Task 1: Vocabulary – Translation

Translate the following words or compound nouns:

1) sustainable food supply

2) immense amount

3) pervasive problem

4) nutrition and malnutrition

5) per capita

6) greenhouse gas emitter

7) economic incentive

8) crops are left unharvested

9) discarded fish

10) leftover food

Task 2: Discussion

1) How is your household trying to reduce its daily food waste?

2) Did you know that food waste was such a massive issue? Will you change your behaviour now that you know about it?

3) What are some of the ways restaurants reduce food waste?

4) Do you mind eating fruit that is either ill-shaped or slightly damaged?

Task 3: Text comprehension

Answer the following questions regarding the text.

1) Which food group is the most wasted one?

2) What impact has the food waste on the economy?

3) Why is 40-60% of fish being discarded in Europe?

4) What is the solution to the problem according to the text?

**Fair Trade**

Fair trade is an arrangement designed to help producers in growing countries achieve sustainable trade relationships. Members of the fair trade movement add the payment of higher prices to exporters, as well as improved social and environmental standards. The movement focuses in particular on commodities, or products that are typically exported from developing countries to developed countries, but is also used in domestic markets (e.g.,Brazil, England, and Bangladesh), most notably for handicrafts, coffee, cocoa, wine, sugar, fruit, flowers, and gold.

The movement seeks to promote greater equity in international trading partnerships through dialogue, transparency, and respect. It promotes sustainable development by offering better trading conditions to producers and workers in developing countries. Fair trade is grounded in three core beliefs; first, producers have the power to express unity with consumers. Secondly, the world trade practices that currently exist promote the unequal distribution of wealth between nations. Lastly, buying products from producers in developing countries at a fair price is a more efficient way of promoting sustainable development than traditional charity and aid.

The fair trade movement is popular in the UK, where there are 500 Fairtrade towns, 118 universities, over 6,000 churches, and over 4,000 UK schools registered in the Fairtrade Schools Scheme. In 2011, over 1.2 million farmers and workers in more than 60 countries participated in Fairtrade International's fair trade system, which included €65 million in fairtrade premium paid to producers for use developing their communities. According to Fairtrade International, nearly six out of ten consumers have seen the Fairtrade mark and almost nine in ten of them trust it.

Coffee is the most well-established fair trade commodity. Most Fair Trade coffee is *Coffea arabica,* a type of coffee known to be grown at high altitudes. A lot of emphasis is put on the quality of the coffee when dealing in Fair Trade markets because Fair Trade markets are usually specialized markets that appeal to customers who are motivated by taste rather than price. The fair trade movement fixated on coffee first because it is a highly traded commodity for most producing countries, and almost half the world's coffee is produced by smallholder farmers. While initially sold at small scale, currently multinationals like Starbucks and Nestlé use fair trade coffee.

Task 1: Vocabulary – Word explanation

Explain the following words or compound nouns.

1.environmental standards

2. commodities

3. domestic markets

4. transparency

5. sustainable development

6. distribution of wealth

7. community

8. high altitudes

9. smallholder farmers

Task 2: Vocabulary – Word explanation

Explain the difference between:

developed countries and developing countries

fair trade and trade fair

commodity and good

consumers and customers

altitude and longitude

equal and unequal

Task 3: Text comprehension

Answer the following questions.

1. What commodities is fair trade focused on?

2. Where is fair trade popular?

3. Is charity a better solution for traders in developing countries?

4. What kind of coffee is grown at high altitudes?

5. Is quality important for coffee producers?

6. Could you name the companies that use fair trade coffee?

Task 4: Vocabulary – Translation

Translate the following phrases and short sentences:

1. Fair trade means that producers of coffee or cocoa are offered better trading conditions.

2. Fair trade supporters say that wealth is distributed unequally between nations.

3. Less than one million farmers participated in Fairtrade International’s fair trade system.

4. Fair trade coffee customers are motivated by price rather than taste.

5. 70 per cent of coffee is produced by big farmers.

**Democrats and Education**

“Democrats know that every child, no matter who they are, how much their families earn, or where they live, should have access to a high-quality education, from preschool through high school and beyond. ” *Democratic Party Platform*

Democrats believe all children should be able to lead happy, successful lives. That’s why we’re dedicated to ensuring the next generation has access to a quality education and the tools to drive our economy forward. Our country is strongest when our workers are trained with the knowledge to perform at the highest levels. Every child should have the opportunity to reach that horizon and to fulfill the American Dream.

Democrats have long valued education as the key to success, both for individuals and for our nation. In 1944, Democratic President Franklin Roosevelt enacted the G.I. Bill, a landmark piece of legislation that provided World War II veterans with opportunities for higher education. The G.I. Bill helped create the modern middle class in America. And in 1965, Lyndon B. Johnson and a Democratic Congress enacted the Elementary and Secondary Education Act with the goal of providing a quality education to every child.

In recent years, Democrats have further increased access to higher education, restructured and dramatically expanded college financial aid — while making federal programs simpler, more reliable, and more efficient for students. In 2010, President Obama signed into law student loan reform that cut out the role of big banks. The Obama administration also doubled our investment in Pell Grants and made it easier for students to pay back student loans. As Donald Trump and Betsy DeVos attempt to roll back the progress we’ve made on education by stripping protections for students and student loan borrowers, we’ll keep fighting to elect Democrats who will advocate for education.

Democrats want every child – no matter their ZIP code – to have access to a quality public education, and for college to be affordable for every American. We know that as the global marketplace grows more competitive, we need to expand opportunities for higher education and job training. Democrats are committed to increasing the college-completion rate as well as the share of students who are prepared for budding industries with specific job-related skills.

Democrats recognize education as the most pressing economic issue in America’s future, and we cannot allow our country to fall behind in a global economy. We must prepare the next generation for success in college and the workforce.

Task 1: Word explanation

Explain these words or terms from the text:

1. American Dream

2. middle class

3. enact

4. college financial aid

5. ZIP code

6. affordable

7. competitive

8. budding

Task 2: Reading comprehension

Answer the following qustions:

1. Should all the children have access to higher education?

2. Which acts or bills enacted education in the USA?

3. What social class was created thanks to the G.I. Bill?

4. Do budding industries speed up the process of inclusion of students in education ?

Task 3: Reading comprehension

Decide whether the following sentences are true (T) or false (F)?

1. Every child should fulfill the American Dream.

2. In 1966 the Elementary and Secondary Act was enacted.

3. Democrats didn‘t increase access to higher education by expanding the college financial aid.

4. President Obama made it easier for students to pay back student loans.

5. The address of the student should influence the access to education.

6. Donald Trump and Betsy DeVos slow down the progress Democrats have made.

Task 4: Vocabulary

Write down the opposite expressions of the following words:

1. high-quality education

2. borrowers

3. competitive

4. public education

5. affordable

6. speed up

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