# Scope & Sequence

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| **Course Name:** Principles of Government and Public Administration  **TSDS PEIMS Code:** 13018200 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement: 9 – 11.  **Prerequisites:** None. |
| **Course Description:** Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.202. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Employer Expectations**  In this unit, students will discuss employer expectations, professional standards, and personal characteristics. Expectations include effective communication skills, workplace collaboration, ethical decision-making, and time-management skills. Students will be given multiple opportunities to review, develop, discuss, and demonstrate professional standards and employability skills in classroom activities/mock scenarios in this unit and throughout the course. In this introductory unit, students will develop their collaboration and communication skills as they explore and discuss aspects of public service and related careers at international, federal, state, and local levels. | 10 Periods  450 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (2) The student explores major political ideas and forms of government in history. The student is expected to:  (C) explore aspects of public service and related careers at international, federal, state, and local levels. | |
| **Unit 2: Forms of Government**  In this unit, students will explore major political ideas and forms of government in history. Students will create and/or use diagrams, charts, and/or text to explore and explain major political ideas in history, such as natural law, natural rights, divine right of kings, and social contract theory as well as the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism. In activities and/or discussions, students will compare and contrast the U.S. system of government with other political systems and analyze advantages and disadvantages of presidential and parliamentary systems of government. | 20 Periods  900 Minutes | (2) The student explores major political ideas and forms of government in history. The student is expected to:  (A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and  (B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.  (4) The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:  (A) compare and contrast the U.S. system of government with other political systems; and  (B) analyze advantages and disadvantages of presidential and parliamentary systems of government. | |
| **Unit 3: Constitutional Government**  In this unit, students will learn and explain how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. Students will analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution and explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution. In classroom activities and/or mock scenarios, students will discuss and identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials, and categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government.  Students will also use appropriate technology and/or assigned materials to research and analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system and historical conflicts over the respective roles of national and state governments in the United States.  As a unit culminating activity, students will participate in a class discussion/activity to evaluate the limits on the national and state governments in the U.S. federal system of government as well as discuss how the U.S. Constitution can be amended. | 20 Periods  900 Minutes | (3) The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:  (A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution;  (B) explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution;  (C) explore how the Federalist Papers explain the principles of the U.S. constitutional system of government;  (D) evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;  (E) analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;  (F) evaluate the limits on the national and state governments in the U.S. federal system of government and how the U.S. Constitution can be amended;  (G) categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government;  (H) analyze historical conflicts over the respective roles of national and state governments in the United States; and  (I) identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials. | |
| **Unit 4: The Bill of Rights**  In this unit, students willidentify the rights guaranteed by the Bill of Rights, define the roles of each branch of government in protecting the rights of individuals, and explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government. In classroom activities and/or mock scenarios, students will demonstrate an understanding of issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution and the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. | 15 Periods  675 Minutes | (5) The student explores rights guaranteed by the U.S. Constitution. The student is expected to:  (A) identify the rights guaranteed by the Bill of Rights;  (B) evaluate the role of limited government and the rule of law for the protection of individual rights;  (C) identify and recognize issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution;  (D) define the roles of each branch of government in protecting the rights of individuals;  (E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and  (F) recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. | |
| **Unit 5: Personal and Civic Responsibilities**  In this unit, students willresearch and explain the importance of voluntary individual participation in the U.S. democratic society. Students will create presentations that include how to measure the effectiveness of participation in the political process at local, state, and national levels, how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity, the importance of volunteer public service in bringing about political change and maintaining continuity, and the difference between personal and civic responsibilities. Students will present their findings in class discussions and/or other classroom activities. Students will also discuss present how, why, and when the rights of individuals are inviolable even against claims for the public good and analyze the consequences on society of political decisions and actions.  As a unit culminating activity, students will research and discuss leadership styles and leadership characteristics as well as the opportunities offered by CTSO and/or other extracurricular activities to practice leadership, teamwork, and public service. | 20 Periods  900 Minutes | (7) The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:  (A) present how to measure the effectiveness of participation in the political process at local, state, and national levels;  (B) review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity;  (C) evaluate different leadership styles and their impact on participation;  (D) explain the factors that influence an individual's political attitudes and actions;  (E) compare effectiveness of leadership characteristics of state and national leaders; and  (F) explain the importance of volunteer public service in bringing about political change and maintaining continuity.  (6) The student recognizes the difference between personal and civic responsibilities. The student is expected to:  (A) explain the difference between personal and civic responsibilities of citizens versus non-citizens;  (B) present how, why, and when the rights of individuals are inviolable even against claims for the public good;  (C) analyze the consequences on society of political decisions and actions; and  (D) investigate the role of municipal management in serving public and personal good. | |
| **Unit 6: Government Policies and U.S. Culture**  In this unit, students will discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration. Students will identify a political policy or decision in the United States that was a result of changes in American culture as well as an example of a government policy that has affected a particular racial, ethnic, or religious group, and present/discuss their examples in small groups and/or other classroom activities. | 20 Periods  900 Minutes | (8) The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:  (A) identify a political policy or decision in the United States that was a result of changes in American culture;  (B) discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;  (C) present an example of a government policy that has affected a particular racial, ethnic, or religious group; and  (D) explain the influence of individuals and/or groups that have affected change in society. | |
| **Unit 7: Geography’s Influence**  Students will research and identify the influence of geography on governmental and public administrative functions and draw conclusions about the political significance to the United States. Students will use maps and Global Positioning System (GPS) locations to compare the economic significance of the geographic characteristics of selected places, such as oil fields in the Middle East, and interpret geographical influences on requirements for international, national, state, and local governments. Students will work together or individually to predict how geographical considerations impact regional change over time and connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region. In brief presentations, reports, and/or discussions, students will explore how geographic information systems assist in gathering information and interpret the importance of cultural symbols in the planning of government activities. | 20 Periods  900 Minutes | (9) The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:  (A) draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations;  (B) interpret geographical influences on requirements for international, national, state, and local governments;  (C) predict how geographical considerations impact regional change over time;  (D) interpret the importance of cultural symbols in the planning of government activities;  (E) explore how geographic information systems assist in gathering information; and  (F) connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region. | |
| **Unit 8: Government Functions and Public Policy**  In unit culminating assignments, simulations, scenarios, and/or other activities, students will demonstrate their understanding of concepts of governance and functions of government and public administration.  Students will also create and/or use descriptive diagrams, charts, and/or brief oral or written presentations to recall historical debates and the compromises necessary to reach landmark political decisions, give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy, and explore the impact of political changes brought about by individuals, political parties, interest groups, or the media. | 15 Periods  675 Minutes | (10) The student interprets and applies concepts of governance to assess functions of government and public administration in society. The student is expected to:  (A) recall historical debates and recognize the compromises necessary to reach landmark political decisions;  (B) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;  (C) explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;  (D) recognize how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity;  (E) evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development; and  (F) analyze how U.S. foreign policy affects other countries. | |
| **Unit 9: Communication and Structures**  In this unit students will work with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. In assignments, simulations, scenarios, and/or other classroom activities, students will demonstrate their understanding of the structure and functions of the legislative, executive, and judicial branches of government as well as the functions of selected independent executive and regulatory agencies.  Students will also create and/or use descriptive diagrams, charts, and/or brief oral or written presentations to explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government and to compare and contrast the structures and functions of the Texas state government to the federal system.  In unit culminating activities, students will research safety standards and practices ensuring public safety and environmental protection, investigate how to comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee, describe the accepted principles of financial management to administer budgets, programs, and human resources, and demonstrate how to document, report, and record information to conform to legal requirements. | 20 Periods  900 Minutes | (11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:  (A) analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;  (B) analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments;  (C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;  (D) analyze the functions of selected independent executive and regulatory agencies;  (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;  (F) analyze selected issues raised by judicial activism and judicial restraint;  (G) compare and contrast the structures and functions of the Texas state government to the federal system;  (H) analyze the structure and functions of local government;  (I) document, report, and record information to conform to legal requirements;  (J) research safety standards and practices ensuring public safety and environmental protection;  (K) investigate how to comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee;  (L) compare and contrast the concepts of ethical conduct to comply with all laws and regulations affecting governmental agencies; and  (M) describe the accepted principles of financial management to administer budgets, programs, and human resources. | |
| **Unit 10: Technology and Innovation**  In this unit, students will first review and discuss appropriate and ethical use of technology, the concept of intellectual property, and how to recognize reliable resources. Students will then access and integrate appropriate information technologies to research common objectives of government and public administration. Students will research and identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies as well as research and analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations. In course culminating activities, students will share their findings, and discuss the reaction of the government as well as the potential impact on society of recent scientific discoveries and technological innovations. | 15 Periods  675 Minutes | (12) The student uses technologies to research common objectives of government and public administration. The student is expected to:  (A) access appropriate information technologies to accomplish tasks;  (B) integrate appropriate information technologies to accomplish tasks;  (C) identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies;  (D) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations;  (E) analyze the potential impact on society of recent scientific discoveries and technological innovations;  (F) analyze the reaction of government to scientific discoveries and technological innovations; and  (G) explain the concept of intellectual property. | |