

U.S. Government

eSchool Course Syllabus

Syllabus for United States Government

The Plano ISD eSchool Mission is to create a borderless classroom based on a positive student-teacher relationship that fosters independent, innovative critical thinking and empowers students to thrive, contribute, and compete in a global society...

Course Number 03330100

Course Title US Government

Communications

All communication with your teacher will be through the utilization of electronic tools such as email, journal, and discussion boards. Your assignments will be submitted directly into the Blackboard Learning Management System. You will receive a Welcome email from your teacher when your course is ready for you. You may email your teacher at any time with questions that you might have.

Course Description

This U.S. Government course is divided into 13 units plus an introductory unit on academic integrity and student responsibility. The majority of the units contain multiple computer-graded activities as well as teacher-graded assignments. Students are to complete the assignments in order at a steady pace. Students will submit teacher-graded activities to the teacher via e-mail or file response.

Course Objectives and Student Learning Outcomes

Please see below for each unit outlined in the course.

Prerequisites

Basic computer skills are necessary to progress normally through your online course. It is not necessary to be an expert, but a student must know how to use the basic capabilities of a computer: e.g. using the keyboard and mouse, Internet browsing, and open/save files on your computer.

Hardware: Students must have a working, current computer available, with adequate storage to download and save large files. A display of at least 1024X768 resolution is preferred. A sound card and speakers will be required for most courses, and a microphone is required for language courses. The availability of a printer is recommended

Software/Applications: Microsoft Office (2007 or higher) or a similar word processing, spreadsheet and presentation manager is required. A current version of a

web browser (such as Internet Explorer, Cortana, Firefox, Safari, Chrome), is required. Adobe Acrobat Reader (free download) is required in many courses.

Internet Connectivity: Students must have availability of a working Internet connection. Direct high-speed Internet connection is recommended.

Email: Students must have an active, functioning email account with an “appropriate” email address to use for communicating with your teacher throughout the course and for communications with the eSchool office.

Course Materials

Readings, lectures, power points, videos and audio lectures are all listed below in detail by unit. Students within and outside the district have access to all of these materials through the course or on the internet.

Course Management Policies

The instructor adapts to the district IEP whenever instructionally and technically possible.

As a first step in collecting all of the information that is needed to work with each student effectively, we ask that the student, or the receiving district site coordinator on the student’s behalf, log onto the website and complete the online registration process. Please complete this registration process as soon as possible to allow time to set up the course and send the student the information to access it and begin working.

Academic Integrity/Copyright Policy:

Academic integrity violations, plagiarism, and copyright violations will not be tolerated. The Introductory unit of your course will teach you the details of PISD’s expectations on such topics. Your teacher will utilize plagiarism check tools throughout the course.

Online Etiquette (“Netiquette”):

Netiquette is meant to help you communicate professionally and effectively in an online collaborative setting. Students will follow all guidelines relating to internet etiquette and will communicate respectfully with all people. The Introductory unit of your course will teach you the details of PISD’s expectations on such topics. Your course will contain discussion boards, journals, blogs and/or wikis where your “netiquette” is important.

Privacy Policy:

Plano ISD’s FERPA policy may be found at
<https://pol.tasb.org/Policy/Code/312?filter=FL>.

Grading and Evaluation

In order to earn credit for an online course, a student must:

1. complete all course work
and
2. in that process of completing all course work, earn a passing average of at least 70.

That average is determined by the number of points that a student earns divided by the total number of points available in the course.

For example, if you earn 1180 points in the course, your grade will be:

$$1180 \div 1230 = 0.959 \text{ for a grade of } 96.$$

A student or parent may check the course grade at any time. The first step is to log into the course. On the toolbar to the left, click the tab for Tools, and then click My Grades.

Teacher discretion may always be used when accepting and grading work. Please note that a teacher may deduct points for work submitted past the student's specific due date/s. If all course work is not submitted before the specified course end date, the student will not be awarded credit for the course.

Assessments:

All courses contain a number of self-assessments (allowing the student to gauge their understanding of the material before proceeding to a graded assessment. Graded assessments include quizzes as well as exams. The student's school district (known as the receiving district), is required to prove proctors for major exams.

Class Participation:

Every student will have a specific schedule for completing and submitting assignments and tests. Students are required to adhere to their schedule. Students must maintain consistent email communication with their teacher. Students must complete the discussion assignments and collaborative activities throughout the course. Students who are not adhering to their course schedule, or students who are not maintaining the basic requirements of participation, such as maintaining email communication with their teacher, may be dropped from the course.

Drop Policy:

Students may choose to drop the course within 15 days from their start date without penalty. Notify your school's/district's site coordinator to have them indicate such a drop situation to TxVSN.

Course Content Outline

| Course Content and Assignments | |
|--------------------------------|--|
| <p>Introductory Unit</p> | <p>Unit Objective</p> <p>Upon completion of this unit, you will understand terms related to academic integrity, such as plagiarism, cheating, paraphrasing, quoting, citing, public domain, fair use, academic dishonesty, copyright, and self-plagiarism. In addition, you will become familiar with the guidelines for avoiding academic dishonesty, Netiquette, and how to respond on discussion boards used in this course.</p> <p>Assignment Journal Activity Introductory Unit Notes and Activities Netiquette Discussion Board</p> |
| <p>Unit 1</p> | <p>Unit 1 Political Heritage</p> <p>Unit Objective</p> <ol style="list-style-type: none"> 1. Identify the beliefs of political philosophers and explain the theories of the origins of governments 2. Trace the political ideas and historic documents that formed the foundation for the U.S. system of government 3. Trace the political ideas and historic documents that formed the foundation for the U.S. system of government <p>Multimedia Presentation</p> <p>Audios and Readings: English History Judeo Christian Influences Greece and Rome Social Contract Theory Colonial Times Articles of Confederation Declaration of Independence</p> <p>PowerPoint: Types of Governments Philosophers</p> |

Course Content and Assignments

Assignment

Locke v. Jefferson PowerPoint

Assessment

English Law Quiz

Political Heritage Timeline Quiz

Political Heritage Test

Unit 2

Unit 2 The United States Constitution

Unit Objective

1. Explain the compromises made while creating the U.S. Constitution
2. Compare arguments for and against ratification of the U.S. Constitution proposed by the Federalists and Anti-Federalists
3. Understand the basic principles and structure of the U.S. Constitution
4. Explain the system of checks and balances and the powers of each branch of government.

Multimedia Presentation

Audios and Readings:

Separation of Powers

Checks and Balances

Three Branches of Government

Federalists and Anti-Federalists

Videos:

Drafting the Constitution

PowerPoint:

Miracle at Philadelphia

Principles of the Constitution

Assignment

Principles of the Constitution Collage

Federalist #51 Assignment

Discussion

Gibbons V. Ogden Discussion Board

Preamble and the Purposes of Government Discussion Board

Assessment

| Course Content and Assignments | |
|--------------------------------|--|
| | US Constitution Quiz Checks and Balances Quiz Principles of the Constitution Test |
| Unit 3 | <p>Unit 3 Political Parties</p> <p>Unit Objective</p> <ol style="list-style-type: none"> 1. Trace the development of the two-party system in the United States: 2. Identify notable individuals who played historic roles in establishing political parties 3. Analyze the functions of political parties in the American political system 4. Identify categories that describe political attitudes 5. Identify factors that influence an individual's political attitudes (Political Socialization) <p>Multimedia Presentation</p> <p>PowerPoint: Political Parties</p> <p>Audios and Readings: Political Spectrum Republican Party Democratic Party Party Platform Two Party System</p> <p>Assignment Platform Activity Worksheet</p> <p>Assessment Party Platform Quiz Political Parties Test</p> |
| Unit 4 | <p>Unit 4 Electoral Process and Voting</p> <p>Unit Objective</p> <ol style="list-style-type: none"> 1. Explain the election process 2. Analyze the role of minor political parties, media, and interest groups in the American political process |

| Course Content and Assignments | |
|--------------------------------|---|
| | <p>3. Evaluate the involvement of individuals in the American political process</p> <p>4. Trace the expansion of suffrage in American history</p> <p>Multimedia Presentation</p> <p>Audios and Readings</p> <p>Primary</p> <p>Caucus</p> <p>Incumbent</p> <p>Lobbies, PACs, and Interest Groups</p> <p>National Convention</p> <p>Expansion of Suffrage</p> <p>Voting Process and the Electoral College</p> <p>Two Party System</p> <p>Videos</p> <p>The Presidential Election Process: Electoral College</p> <p>Assignment</p> <p>Campaign Strategy Activity</p> <p>Electoral College Map</p> <p>Assessment</p> <p>Electoral College Quiz</p> <p>Election Process Test</p> |
| Unit 5 | <p>Unit 5 Legislative Branch</p> <p>Unit Objective</p> <p>1. Understand the structure and organization of the U.S. Congress</p> <p>2. Evaluate the powers of Congress, State Legislatures, and local governments</p> <p>3. Trace the major steps by which a bill becomes a law</p> <p>Multimedia Presentation</p> <p>PowerPoints:</p> <p>Powers Of Government</p> <p>Audios and Readings:</p> <p>Congress</p> |

| Course Content and Assignments | |
|--------------------------------|---|
| | <p>US Constitution Constitutional Requirements for Office Legislative Terminology Seniority and Committee Systems Congressional Leadership Census, Redistricting, Reapportionment , Gerrymandering Congressional Investigation</p> <p>Videos:</p> <p>Federal, State and Local Government</p> <p>Assignment</p> <p>House, Senate, Congress Worksheet How a Bill becomes a Law</p> <p>Assessment</p> <p>Legislative Branch Test</p> |
| Unit 6 | <p>Unit 6 The Legislative Process</p> <p>Unit Objective</p> <p>1. Analyze various influences on the legislative process</p> <p>Multimedia Presentation</p> <p>Audios and Readings: Influences on Voting in Congress</p> <p>Assignment</p> <p>Legislative Vote Essay Assessment Legislative Vote Essay</p> |
| Unit 7 | <p>Unit 7 The Executive Branch</p> <p>Unit Objective</p> <p>1. Understand the structure and organization of the executive branch 2. Identify the qualifications for the office of President and Vice President 3. Identify the duties of the Vice President 4. Identify the various executive departments and explain the functions of</p> |

| Course Content and Assignments | |
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| | <p>each</p> <p>5. Explain the influence of issue networks (iron triangles) on American domestic policy</p> <p>Multimedia Presentation</p> <p>Audios and Readings:</p> <p>Roles of the President</p> <p>Cabinet Department</p> <p>Bureaucracy</p> <p>Qualifications of the president</p> <p>Iron Triangles</p> <p>Executive Privilege and Executive Orders</p> <p>Assessment</p> <p>Roles of the President Quiz</p> <p>Cabinet Quiz</p> <p>Executive Test</p> |
| Unit 8 | <p>Unit 8 US Domestic Policy</p> <p>Unit Objective</p> <ol style="list-style-type: none"> 1. Analyze the factors influencing American domestic policy. 2. Identify the roles of the President and the bureaucracy in enforcing domestic policy. <p>Multimedia Presentation</p> <p>Audios and Readings:</p> <p>President in Action</p> <p>Budget</p> <p>Federal Reserve System</p> <p>Press and Public Relations</p> <p>Assignment</p> <p>Climate Change Policy – Who Should Lead</p> <p>Executive Branch – Domestic Policy</p> <p>Assessment</p> <p>Climate Change Policy – Who Should Lead</p> <p>Executive Branch – Domestic Policy</p> |

Course Content and Assignments

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| <p>Unit 9</p> | <p>Unit 9 US Foreign Policy</p> <p>Unit Objective</p> <ol style="list-style-type: none">1. Trace and analyze the development of U.S. foreign policy.2. Identify the goals of American foreign policy.3. Identify individuals and agencies that contribute to the formation of U.S. foreign policy. <p>Multimedia Presentation</p> <p>PowerPoint:</p> <p>Types of Government</p> <p>Audios and Readings:</p> <p>NATO</p> <p>United Nations</p> <p>History of Foreign Policy</p> <p>National Security Council</p> <p>State Department</p> <p>Defense Department</p> <p>Assignment</p> <p>Types of Government Matrix</p> <p>Foreign Policy Timeline Worksheet</p> <p>Discussion</p> <p>Comparative Systems Essay Discussion Board</p> <p>Global Issues Discussion Board</p> <p>Assessment</p> <p>Foreign Policy Quiz</p> <p>Comparative Systems Essay</p> <p>Global Issues Essay</p> |
| <p>Unit 10</p> | <p>Unit 10 Judicial Branch</p> <p>Unit Objective</p> <ol style="list-style-type: none">1. List the major functions of the Judicial Branch2. Describe the qualifications, appointment procedures, and terms of office for Supreme Court justices and other federal judges |

| Course Content and Assignments | |
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| | <p>3. Evaluate the effectiveness and justness of U.S. criminal trial procedures and recognize the importance of the role of the individual citizen in making our criminal justice system work</p> <p>4. Trace the route of a case through the state and federal courts to the Supreme Court</p> <p>Multimedia Presentation</p> <p>Audios and Readings:</p> <p>Federal Courts Tracing a case Selection Process Judicial Terminology Judicial Review</p> <p>Videos:</p> <p>Federal and State Court Systems The U.S. Supreme Court Marbury v. Madison: Establishing Judicial Review</p> <p>Assignment</p> <p>Which Court is it? Flow Chart</p> <p>Assessment</p> <p>Which Court is it? Quiz Judicial Branch Test</p> |
| Unit 11 | <p>Unit 11 Civil Rights and Liberties</p> <p>Unit Objective</p> <ol style="list-style-type: none"> 1. Analyze the impact of Supreme Court decisions on the American governmental system. 2. Explain due process of law and equal protection of the laws (Bill of Rights and the 14th Amendment). 3. Examine the rights guaranteed to all Americans by the Constitution, and see how they have been applied and extended in practice. <p>Multimedia Presentation</p> <p>Audios and Readings: Bill of Rights</p> |

Course Content and Assignments

Videos:

<http://www.hippocampus.org/US%20History%2011>

PowerPoint:

Bill of Rights

Assignment

Court Case Worksheet

Discussion

Civil Rights Movement

Judicial Restraint v. Judicial Activism

Assessment

Bill of Rights Quiz

Court Case Quiz

Bill of Rights Essay

Unit 12

Unit 12 State Government

Unit Objective

1. Understand the structure and powers of the Texas Legislature
2. Understand the structure and powers of the Texas executive branch
3. Understand the structure and powers of the Texas court system

Multimedia Presentation

Audios and Readings:

Texas Executive

Roles of the President

Texas Legislative Branch

Texas Judicial Branch

Assignment

Texas Executive Activity

Texas House, Senate, Congress

Which Court is it? Worksheet

Assessment

Texas Executive Branch Quiz

Texas House, Senate, Congress Quiz

Course Content and Assignments

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|-----------------------------|--|
| <p>Unit 13</p> | <p>Unit 13 Citizen Participation</p> <p>Unit Objective</p> <ol style="list-style-type: none">1. Understand the structure and powers of the Plano legislative and executive branches2. Understand the structure and powers of the Plano municipal court system.3. Identify the powers of county and city governments. <p>Multimedia Presentation</p> <p>Audios and Readings:</p> <p>County Government</p> <p>City Government</p> <p>School Districts</p> <p>Assignment</p> <p>City Council Meeting</p> <p>Scavenger Hunt</p> <p>Civic Responsibility Assignment</p> |
| <p>Final Exam and Essay</p> | <p>Final Exam Multiple Choice</p> <p>Final Exam Essay</p> |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|--|------------------|---|
| (G.1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. | A. Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights natural law, natural rights , divine right of kings, social contract theory, and the rights of resistance to illegitimate government; | understand | Unit 1-Reading Assignment, English Law Quiz |
| | B. Identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals. | identify | Unit 1 - Reading Assignment; Unit 2 - Principles of the Constitution Presentation, Principles of the Constitution Lecture; Miracle at Philadelphia Lecture; Principles Collage Assignment |
| | C. Identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu; | analyze | Unit 1 - Reading Assignment, Locke v. Jefferson PowerPoint Assignment, Test |
| | D. Identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government; | analyze | Unit 1 - Locke v. Jefferson PowerPoint Assignment, Unit 1 Test; Unit 2 - Miracle at Philly Presentation; Federalist #51 |
| | E. Examine debates and compromises that impacted the creation of the founding documents; and | analyze | Unit 2 - Compromises of the Constitutional Convention |
| | F. Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan. | understand | Unit 1 - Readings; Unit 2 - Reading Assignment; Unit 3 - Reading Assignment; Unit 10 - Reading Assignment |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|--|------------------|--|
| (G.2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. | A. Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and | understand | Unit 3 - Political Spectrum Quiz; Unit 4 - Campaign Strategy Activity |
| | B. Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present. | analyze | Unit 4 - Campaign Strategy Activity, Test |
| (G.3) Geography. The student understands how geography can influence U.S. political divisions and policies. | A. Understand how population shifts affect voting patterns; | understand | Unit 5 - Reapportionment presentation |
| | B. Examine political boundaries to make inferences regarding the distribution of political power; and | analyze | Unit 5 - Reapportionment presentation |
| | C. Explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v Carr. | understand | Unit 5 - Reapportionment presentation |
| (G.4) Geography. The student understands why certain places or regions are important to the United States. | A. Identify the significance to the United States of the location and key natural resources of selected global places or regions; and | analyze | Unit 9 - Comparative Systems Essay, Comparative Systems Discussion Board |
| | B. Analyze how U.S. foreign policy affects selected places and regions. | create | Unit 9 - Comparative Systems Essay, Comparative Systems Discussion Board |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|---|---|------------------|--|
| (G.5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. | A. Explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels; | analyze | Unit 8 - Climate Change Policy, Budget Process Presentation |
| | B. Identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy; and | understand | Unit 8 - Executive Branch - Domestic Policy, Budget Process Presentation |
| | C. Compare the role of government in the U.S. free enterprise system and other economic systems; and | analyze | Unit 9 - Comparative Systems Essay, Comparative Systems Discussion Board |
| | D. Understand how government taxation and regulation can serve as restrictions to private enterprise. | understand | Unit 7 - Reading -Bureaucracy Notes |
| (G.6) Economics. The student understands the relationship between U.S. government policies and the economy. | A. Examine how the U.S. government uses economic resources in foreign policy; and | create | Unit 9 - Comparative Systems Essay, Comparative Systems Discussion Board |
| | B. Understand the roles of the executive and legislative branches in setting international trade and fiscal policies. | understand | Unit 7 - Cabinet Quiz |
| (G.7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. | A. Explain the importance of a written constitution; | understand | Unit 2 - Reading Assignments, US Constitution Quiz |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|--|------------------|---|
| | B. Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution; | evaluate | Unit 2 - Purpose of Government Discussion Board |
| | C. Analyze how the Federalist Papers such as Number 10 , Number 39, and Number 51 explain the principles of the American constitutional system of government; | analyze | Unit 2 - Miracle at Philly presentation, Reading Assignments |
| | D. Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; | evaluate | Unit 2 - US Constitution Quiz, Checks and Balances Quiz |
| | E. Describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and | understand | Unit 2 - Principles of the Constitution Presentation, US Constitution Quiz |
| | F. Identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national and federal identity and are embodied in the United States today; and | analyze | Unit 2 - Principles of the Constitution Collage |
| | G. Examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase "separation of church and state." | evaluate | Unit 11 - Bill of Rights Presentation |
| (G.8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. | A. Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws; | analyze | Unit 5 - House, Senate, Congress Assignment, How a Bill Be Becomes a Law, Powers of Government Quiz |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|----------------------|---|------------------|--|
| | B. Analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments; | analyze | Unit 7 - Reading Assignments, Cabinet Quiz; Unit 8 - Executive Branch- Domestic Policy |
| | C. Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review; | analyze | Unit 10 - Which Court - Flow Chart |
| | D. Identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), the Food and Drug Administration (FDA), and the Federal Communications Commission (FCC); | analyze | Unit 7 - Office of Management and Budget Activity, Cabinet Quiz |
| | E. Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government; | understand | Unit 2 - US Constitution Quiz, Checks and Balances Quiz, Test; Unit 10 - Which Court? Quiz, Test |
| | F. Analyze selected issues raised by judicial activism and judicial restraint; | analyze | Unit 11 - Judicial Restraint v. Activism Discussion Board |
| | G. Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and | understanding | Unit 7 -Office of Management and Budget Activity; All units discuss the policy making process |
| | H. Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system. | analyze | Unit 12 - Texas House, Senate, Legislature Assignment; Unit 13 - Scavenger Hunt/City Council |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|---|------------------|--|
| (G.9) Government. The student understands the concept of federalism. | A. Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system; | analyze | Unit 2 - Federalist reading assignment |
| | B. Categorize government powers as national, state, or shared; | analyze | Unit 2 - Powers of Government presentation, US Constitution Quiz; Unit 5 - Powers of Government Presentation |
| | C. Analyze historical and contemporary conflicts over the respective roles of national and state governments; and | analyze | Unit 2 - Gibbons v. Ogden Reading and Discussion Board |
| | D. Understand the limits on the national and state governments in the U.S. federal system of government. | analyze | Unit 2 - Gibbons v. Ogden Reading and Discussion Board |
| (G.10) Government. The student understands the processes for filling public offices in the U.S. system of government. | A. compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and | analyze | Unit 4 - Election Process Presentation, Campaign Strategy Activity, Test |
| | B. Explain the process of electing the president of the United States and analyze the Electoral College; and | analyze | Unit 4 - Election Process Presentation, Test |
| | C. Analyze the impact of the 17th Amendment. | analyze | Unit 5 - House, Senate, Congress Chart, Test |
| (G.11) Government. The student understands the role of political parties in the U.S. system of government. | A. Analyze the functions of political parties and their role in the electoral process at local, state, and national levels; | understand | Unit 3 - Political Spectrum Quiz, Political Platform Activity, Political Parties - Organization and Functions of Parties |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|--|------------------|--|
| | B. Explain the two-party system and evaluate the role of third parties in the United States; and | analyze | Unit 3 - Political Parties - Organization and Functions of Parties, Test |
| | C. Identify opportunities for citizens to participate in political party activities at local, state, and national levels. | analyze | Unit 4 - Campaign Strategy Activity |
| (G.12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. | A. Compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; | Understand | Unit 1 - Types of Government Presentation, Test; Unit 9 - Comparative Systems Essay |
| | B. Analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and | analyze | Unit 2 - Miracle at Philly Presentation; Principles of the Constitution Presentation |
| | C. Analyze advantages and disadvantages of presidential and parliamentary systems of government. | analyze | Unit 9 - Comparative Systems Essay |
| (G.13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. | A. Understand the roles of limited government and the rule of law in the protection of individual rights; | understand | Unit 2 - Principles of the Constitution Presentation; Unit 11 - Bill of Rights Quiz |
| | B. Identify and define the unalienable rights; | understand | Unit 1 - Locke v. Jefferson PowerPoint Assignment |
| | C. Identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; | understand | Unit 11 - Bill of Rights Quiz, Bill of Rights Essay |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|--|--|------------------|---|
| | D. Analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. U.S., Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade; | analyze | Unit 11 - Court Case Worksheet, Bill of Rights Essay |
| | E. Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and | analyze | Unit 11 - Court Case Worksheet, Bill of Rights Essay |
| | F. Recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism. | understand | Unit 11 - Bill of Rights Presentation |
| (G.14) Citizenship. The student understands the difference between personal and civic responsibilities. | A. Explain the difference between personal and civic responsibilities; | evaluate | Unit 13 - Civic Responsibility Assignment |
| | B. Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; | evaluate | Unit 13 - Civic Responsibility Assignment |
| | C. Understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and | evaluate | Unit 13 - Civic Responsibility Assignment |
| | D. Understand the voter registration process and the criteria for voting in elections. | understand | Unit 4 - Voting Process and Electoral College Reading |

Texas Essential Knowledge and Skills – United States Government – Plano eSchool

| Knowledge and Skills | Student Expectations | Bloom's Taxonomy | Where Addressed |
|---|--|------------------|---|
| (G.15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. | A. Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels; | analyze | Unit 4 - Campaign Strategy Activity, Test; Unit 13 - Civic Responsibility Assignment |
| | B. Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and | analyze | Unit 11 - Court Case Worksheet, Bill of Rights Essay, Civil Unrest Discussion Board |
| | C. Understand the factors that influence an individual's political attitudes and actions. | analyze | Unit 4 - Campaign Strategy Activity |
| (G.16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. | A. Examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and | analyze | Unit 3 - Political Spectrum Quiz, Unit 4 - Campaign Strategy Activity, Test |
| | B. Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms. | analyze | Unit 11 - Bill of Rights Discussion Board |
| (G.17) Culture. The student understands the relationship between government policies and the culture of the United States. | A. Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of <i>Hernandez v. Texas</i> and <i>Grutter v. Bollinger</i> ; and | understand | Unit 11 - Court Case Worksheet, Bill of Rights Essay |
| | B. Explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration. | analyze | Unit 11 Civil Unrest Discussion Board, Bill of Rights Discussion Board, other unit 11 assignments |

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|---|---|------------------|--|
| (G.18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. | A. Understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and | understand | Unit 2 - Gibbons v. Ogden Discussion Board |
| | B. Identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies. | identify | Unit 7 - NASA Technology Spinoff Catalog |
| (G.19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. | A. Understand the potential impact on society of recent scientific discoveries and technological innovations; and | analyze | Unit 7 - Office of Management and Budget Activity; Unit 9 - Global Issues Discussion board |
| | B. Evaluate the impact of the Internet and other electronic information on the political process. | evaluate | Unit 3 - Technology and Campaigns Reading Assignment, Test |
| (G.20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | A. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | analyze | Unit 11 - Bill of Rights Essay |
| | B. Create a product on a contemporary government issue or topic using critical methods of inquiry; | create | Unit 4 - Campaign Strategy Activity |
| | C. Analyze and defend a point of view on a current political issue; | analyze | Unit 6 - Legislative Vote Essay |

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| | D. Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; | analyze | Unit 2 - Federalist #51 |
| | E. Evaluate government data using charts, tables, graphs, and maps; and | evaluate | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay |
| | F. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. | apply | Unit 4 - Campaign Strategy Activity, Electoral College Map; Unit 6 - Legislative Vote Essay |
| (G.21) Social studies skills. The student communicates in written, oral, and visual forms. | A. Use social studies terminology correctly; | apply | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay; Unit 9 - Comparative Systems Essay |
| | B. Use standard grammar, spelling, sentence structure, and punctuation; | apply | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay; Unit 8 – Climate Change Policy Essay, Executive Branch – Domestic Policy Essay; Unit 9 - Comparative Systems Essay |
| | C. Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and | understand | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay |
| | D. Create written, oral, and visual presentations of social studies information. | create | Unit 4 - Campaign Strategy Activity, Test; Unit 6 - Legislative Vote Essay |
| (G.22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. | A. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | apply | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay; Unit 9 - Comparative Systems Essay |

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| | B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. | apply | Unit 4 - Campaign Strategy Activity; Unit 6 - Legislative Vote Essay; Unit 9 - Comparative Systems Essay |