# Scope & Sequence

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| **Course Name**: Planning and Governance  **TSDS PEIMS Code:** 13018700 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Government and Public Administration. |
| **Course Description:** Planning and Governance is a course offering students an opportunity to formulate plans and policies to meet social, economic, and physical needs of communities. | | | |
| **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**  **130.206. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Employer Expectations**  This unit is designed to inform students about expectations for employability skills, professional standards, and personal characteristics. Expectations include effective communication skills, teamwork and collaboration, ethics, integrity, and time-management skills. Students will be given multiple opportunities to review, discuss, and demonstrate these skills and personal qualities in classroom activities and ethical decision-making scenarios throughout the course. | 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. | |
| **Unit 2: The Community Planning Process**  This unit is designed to help students begin to understand community planning. The community planning process includes environmental issues, projected future needs, legal concerns and transportation. Students will discuss and identifies the skills necessary to manage and modify the community planning process, and work together or individually to develop a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. As part of this project, students will incorporate physical design to functioning of environment, perform mapping and graphic functions skills, assess legal aspects of regulatory compliance in planning, and predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future of an activity or project.  After activities/project presentations, students will evaluate the presentation of class activity in regard to regulations and procedures, identify emerging trends and barrier issues, practice or perform problem-solving techniques to overcome barriers to plan implementation, and evaluate the style of strategies available and necessary for achieving goals. | 45 Periods  2,025 Minutes | (2) The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:  (A) relate physical design to functioning of environment;  (B) analyze data relative to a project on present and future needs;  (C) assess legal aspects of regulatory compliance in planning;  (D) evaluate the presentation of class activity in regard to regulations and procedures;  (E) perform mapping and graphic functions skills;  (F) predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future of an activity or project; and  (G) record or document observations about local, state, and federal programs in order to provide future planning recommendations.  (3) The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:  (A) identify emerging trends and barrier issues;  (B) practice or perform problem-solving techniques to overcome barriers to plan implementation; and  (C) evaluate the style of strategies available and necessary for achieving goals. | |
| **Unit 3: Creating a Project Management Plan**  In this unit students will plan, execute, monitor development and close a project to be used as a culminating course activity. Plans for these projects will be coherent and will include securing class or instructor approval of project scope. Students will discuss their plans as well as their projects, maintaining professionalism in challenging group and one-on-one scenarios/situations. | 30 Periods  1,350 Minutes | (4) The student creates a coherent plan for project management. The student is expected to:  (A) initiate a project, including securing class or instructor approval of project scope;  (B) plan a project;  (C) execute a project, including responding to requests for information;  (D) monitor and control a project, including demonstrating effective, cogent presentation skills for public meetings and creating a format to monitor plan budgets;  (E) close a project; and  (F) maintain professionalism in challenging group and one-on-one situations. | |
| **Unit 4: Influencing Public Policy**  Students will use research skills and appropriate online materials and conduct mock/practice interviews with the goal of influencing public policy. Students will learn and discuss how to extract and evaluate ideas from research library resources and appropriate online materials and compile original data and reliable source information into a student-designed objective database. Students will discuss and share their database in a brief presentation and/or other classroom activities. | 25 Periods  1,125 Minutes | (5) The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:  (A) extract and evaluate ideas from research library resources and online materials;  (B) organize, structure, and conduct practice interviews with students; and  (C) compile original data and reliable source information into a student-designed objective database. | |
| **Unit 5: Persuasive Arguments**  In this unit students will follow a provided outline to create a persuasive argument. Students will analyze and implement classical and modern patterns of rhetoric, analyze differing political, social, ideological, and philosophical perspectives, critique facts and statistical claims for accuracy and relevance, and ensure materials meet ethical standards. | 25 Periods  1,125 Minutes | (6) The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:  (A) analyze and implement classical and modern patterns of rhetoric;  (B) analyze differing political, social, ideological, and philosophical perspectives;  (C) critique facts and statistical claims for accuracy and relevance; and  (D) ensure materials meet ethical standards. | |
| **Unit 6: Understanding the Political Process**  Students will use a provided a step-by-step process in an attempt to gain political support for community planning issues. Students will compare and contrast interests of various individuals, groups, and their representatives,  and explore options for promoting tolerance toward individuals and groups. As a unit culminating activity, students will discuss mediation techniques, suggest alternative proposals to keep discussions from collapsing, and discuss methods of openness for decision-making or problem-solving processes. | 20 Periods  900 Minutes | (7) The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:  (A) compare and contrast interests of various individuals, groups, and their representatives;  (B) explore options for promoting tolerance toward individuals and groups;  (C) employ mediation techniques;  (D) suggest alternative proposals that keep discussions from collapsing; and  (E) discuss methods of openness for decision-making or problem-solving processes. | |
| **Unit 7: Gaining Support for New or Revised Policies, Laws and Procedures**  Students in this unit will follow a five-step outline leading to compelling arguments aligned with the support they are seeking. As a course culminating activity, students will create and present a multimedia project and deliver a compelling argument for their issue/proposal. Process reactions will be discussed, and students will adjust appeals accordingly. | 20 Periods  900 Minutes | (8) The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:  (A) deliver compelling arguments regarding issues or proposals;  (B) create effective media presentations and projects;  (C) employ workplace skills to show the process reactions and responses and adjust appeals accordingly;  (D) evaluate and employ techniques for motivating staff; and  (E) create project steps and activities for avoiding ethical pitfalls. | |