# Scope & Sequence

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| **Course Name:** Political Science I  **TSDS PEIMS Code:** 13018400 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Government and Public Administration. |
| **Course Description:** Political Science I introduces students to political theory through the study of governments; public policies; and political processes, systems, and behavior. | | | |
| **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**  **130.203. (c) Knowledge and skills.** | |
| **Unit 1: Employer Expectations and Professional Standards**  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 | 5 Periods  225 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: Theories and Historical Origins**  In this unit students will discuss why theories are important to the study of political science and draw conclusions about the classic political theorists. Students will also use appropriate technology and/or assigned materials to research and define the characteristics of contemporary political theories such as behaviorialism, postbehavioralism, systems theory, modernization theory, structural-functionalism, developmentalism, rational-choice theory, and new institutionalism. Students will also compare and contrast the evolution of classic and contemporary theories, make predictions, and defend their opinions about the future of political science theory in classroom activities, written reports, and/or brief presentations.  Students will also participate in group or individual projects/activities to describe the features of different types of government, such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism, use a map to label where each form of government is currently practiced or has been practiced in the past, and explain how each form of government arose throughout history. In classroom discussions or other activities, students will develop a logical argument for the origin of different types of government and hypothesize why some forms of government became obsolete. | 35 Periods  1,575 Minutes | (2) The student compares and contrasts current, classic, or contemporary political theories. The student is expected to:  (A) discuss why theories are important to the study of political science;  (B) draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx;  (C) define the characteristics of contemporary political theories such as behaviorialism, postbehavioralism, systems theory, modernization theory, structural-functionalism, developmentalism, rational-choice theory, and new institutionalism;  (D) compare and contrast the evolution of classic and contemporary theories; and  (E) make predictions and defend opinions about the future of political science theory.  (3) The student explores historical origins of government. The student is expected to:  (A) describe the features of different types of government such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism;  (B) use a map to label where each form of government is currently practiced or has been practiced in the past;  (C) explain how each form of government arose throughout history;  (D) develop a logical argument for the origin of different types of government; and  (E) hypothesize why some forms of government became obsolete. | |
| **Unit 3: Ideologies**  In this unit students will discuss and define political ideologies such as feminism, Marxism, Nazism, and capitalism. In small group discussions and/or other classroom activities, students will also connect and coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies.  As part of the class activities/discussion, students will make observations regarding the political culture of emerging nations or nations with recent current events, and predict what national or global trends could stimulate the formation of a new ideology. | 20 Periods  900 Minutes | (4) The student analyzes belief systems that claim to improve society. The student is expected to:  (A) define political ideologies such as feminism, Marxism, Nazism, and capitalism;  (B) coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies; and  (C) predict what national or global trends could stimulate the formation of a new ideology.  (5) The student applies the concepts learned in the history and ideology of political science. The student is expected to:  (A) make observations regarding the political culture of emerging nations or nations with recent current events; and  (B) research and present the political culture of a country. | |
| **Unit 4: Government Policies and Roles**  Students will use appropriate technology and/or assigned materials to examine and identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. Students will also research and identify the sources of revenue and expenditures of the U.S. government and analyze their impacts on the U.S. economy, compare and contrast the role of government in the U.S. free enterprise system and other economic systems, and explain the effects of international trade on U.S. economic and political policies. Students will present and discuss their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities. | 30 Periods  1,350 Minutes | (6) The student identifies the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. The student is expected to:  (A) recognize that government policies influence the economy at the local, state, and national levels;  (B) identify the sources of revenue of the U.S. government and analyze their impact on the U.S. economy;  (C) identify the sources of expenditures of the U.S. government and analyze their impact on the U.S. economy;  (D) compare and contrast the role of government in the U.S. free enterprise system and other economic systems; and  (E) explain the effects of international trade on U.S. economic and political policies. | |
| **Unit 5: The Election Process**  In this unit, students will use appropriate technology and/or assigned materials to review the process of electing public officials and other methods of filling public offices in the U.S. system of government and compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections. Students will share their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities.  Students will also describe the cause-and-effect relationship of communication style in a campaign in classroom activities and/or mock situations/scenarios, and discuss the influence of political parties in elections as well as the phenomenon of political image. | 30 Periods  1,350 Minutes | (9) The student analyzes the election process. The student is expected to:  (A) review the process of electing public officials;  (B) recognize the influence of political parties in elections;  (C) explore the phenomenon of political image;  (D) describe the cause-and-effect relationship of communication style in a campaign; and  (E) compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections.  (10) The student explores the processes for filling public offices in the U.S. system of government. The student is expected to:  (A) compare and contrast different methods of filling public offices such as elected and appointed offices at the local, state, and national levels; and  (B) analyze and evaluate the processes of electing the president of the United States. | |
| **Unit 6: Political Parties and Interest Groups**  In this unit, students will identify interest groups and compare and contrast the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees. Students will also examine the role of political parties in the U.S. system of government, discuss the functions of the two-party system, compare and contrast the role of third parties in the United States, and identify opportunities for citizens to participate in the electoral process at the local, state, and national levels. | 30 Periods  1,350 Minutes | (8) The student identifies interest groups. The student is expected to compare and contrast the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees.  (11) The student examines the role of political parties in the U.S. system of government. The student is expected to:  (A) discuss the functions of the two-party system;  (B) compare and contrast the role of third parties in the United States;  (C) recognize the role of political parties in the electoral process at the local, state, and national levels; and  (D) identify opportunities for citizens to participate in the electoral process at the local, state, and national levels. | |
| **Unit 7: Public Opinion and Statistical Data and Analysis**  Students in this unit will use appropriate technology and/or assigned materials to investigate sources and influences of public opinion. Students will analyze the effect of public opinion on leadership, critique the reliability of public opinion and how it is measured, and compare and contrast the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection. Students will share their findings with descriptive charts, diagrams, brief reports/presentations, and/or other classroom activities.  As a course culminating activity, students will participate in an activity, project, and/or presentation that applies the concepts of statistical analysis to political science. Projects/activities will compare and contrast types of statistical data, such as in political science journals, public opinion polls, and surveys, and include one or more concepts used in statistical research. | 25 Periods  1,125 Minutes | (7) The student analyzes public opinion. The student is expected to:  (A) investigate sources and influences of public opinion;  (B) analyze the effect of public opinion on leadership;  (C) critique the reliability of public opinion and how it is measured; and  (D) compare and contrast the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection.  (12) The student applies the concepts of statistical analysis to political science. The student is expected to:  (A) examine concepts used in research such as theories, hypotheses, independent and dependent variables, sampling, reliability, validity, and generalizability; and  (B) compare and contrast the types of statistical data such as in political science journals, public opinion polls, and surveys. | |