

| Cycle 4 | 27 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|--|--|---|
| | Jan.19 - Feb. 25, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 1: Foundations and Principles of U.S. Government</p> <p>This three-part unit serves as an introduction to United States Government and Politics. It uses the concepts of political systems, political theories, and principles of government to review the historical foundations of American democracy, to explore the fundamentals of constitutionalism, and to understand basic principles upon which democracies stand.</p> | <p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p> | <p>Part 1: Theories and Types of Governments</p> <p>GOV.1A Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government.</p> <p>GOV.1B 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.</p> <p>GOV.1C 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.</p> <p>GOV.8A Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p> <p>GOV.11A 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.</p> <p>GOV.11B Analyze advantages and disadvantages of presidential and parliamentary systems of government.</p> <p>® GOV.19A 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.</p> <p>® GOV.20A Use social studies terminology correctly.</p> <hr/> <p>Part 2: U.S. Constitution</p> <p>GOV.1D 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.</p> <p>GOV.1E Analyze debates and compromises that impacted the creation of the founding documents.</p> <p>GOV.6A Explain the importance of a written constitution.</p> <p>GOV.6B Explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</p> <p>GOV.6C Analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government.</p> <p>GOV.6D Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>GOV.6E 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.</p> <p>GOV.6F Identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</p> |

| Cycle 4 | 27 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|---|--|--|
| | Jan.19 - Feb. 25, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>GOV.7E Explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> <hr/> <p>Part 3: Federalism</p> <p>GOV.7H Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p> <p>GOV.8B Categorize government powers as national, state, or shared.</p> <p>GOV.8C Analyze historical and contemporary conflicts over the respective roles of national and state governments.</p> <p>GOV.8D Explain how the U.S. Constitution limits the power of national and state governments.</p> <p>ⓅGOV.19A 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.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> |
| <p>Unit 2: Democracy in Action: The People</p> <p>This three-part unit uses the conceptual lens of citizens' rights and responsibilities to establish the importance of civic responsibility, explore methods of political action, and examine how public opinion is transformed into political power.</p> | <p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p> | <p>Part 1: Political Participation and Civic Responsibility</p> <p>GOV.13A Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good.</p> <p>GOV.13B Explain 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.</p> <p>GOV.13C Describe the voter registration process and the criteria for voting in elections.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> <p>ⓅGOV.21 Use problem-solving and decision-making processes 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.</p> <hr/> <p>Part 2: Public Opinion, Interest Groups, and Political Action</p> <p>GOV.2A Describe the processes used by individuals, political parties, interest groups or the media to affect public policy.</p> <p>GOV.2B Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p>GOV.14A Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels.</p> <p>GOV.14B Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.</p> <p>GOV.14C Describe the factors that influence an individual's political attitudes and actions.</p> |

| Cycle 4 | 27 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|---------|------------------------|---|
| | Jan.19 - Feb. 25, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>GOV.15A Analyze 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.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> <p>ⓅGOV.20B Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p>Part 3: Political Parties and Elections</p> <p>GOV.3A Explain how population shifts affect voting patterns.</p> <p>GOV.3B Examine political boundaries to make inferences regarding the distribution of political power.</p> <p>GOV.9A Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p> <p>GOV.10A Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.</p> <p>GOV.10B Explain the two-party system and evaluate the role of third parties in the United States.</p> <p>GOV.13C Describe the voter registration process and the criteria for voting in elections.</p> <p>GOV.18B Evaluate the impact of the Internet and other electronic information on the political process.</p> <p>ⓅGOV.19C Analyze and defend a point of view on a current political issue.</p> <p>ⓅGOV.19D 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.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> |

| Cycle 5 | 33 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|---|---|--|
| | Feb. 28 - Apr. 22, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Unit 3: The Institutions of Government: The Legislative Branch This three-part unit examines the concept of legislative power by focusing on the functions and structure of the national, state, and local legislative bodies. At the national level, students analyze the development and implementation of domestic policy. | 5 class periods (90-min. each) or 10 class periods (45-min. each) <i>Enrichment Opportunities</i> <i>Mar. 14-16</i> | Part 1: The Structure and Function of Congress GOV.7A 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. ^{PS} GOV.19B Create a product on a contemporary government issue or topic using critical methods of inquiry. ^{PS} GOV.20A Use social studies terminology correctly. |
| | <i>Spring Break</i> <i>Mar. 14-18</i> <i>Chávez-Huerta Day</i> <i>Mar. 28</i> <i>Spring Holiday</i> <i>Apr. 15</i> | Part 2: Formation and Impact of Domestic Policy GOV.5B Describe the roles of the executive and legislative branches in setting international trade and fiscal policies. GOV.7G Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense. GOV.16B 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. GOV.17A Explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship. GOV.17B 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. GOV.18A Describe the potential impact of recent scientific discoveries and technological innovations on government policies. ^{PS} GOV.19A 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. |
| | | Part 3: Financing the Federal Government GOV.4A Explain how government fiscal and regulatory policies influence the economy at the local, state, and national levels. GOV.4B Compare the role of government in the U.S. free enterprise system and other economic systems. GOV.4C Explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise. ^{PS} GOV.20A Use social studies terminology correctly. |

| Cycle 5 | 33 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|---|--|--|
| | Feb. 28 - Apr. 22, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 4: The Institutions of Government: The Executive Branch</p> <p>This two-part unit focuses on the executive branch by examining the functions and structure of the executive at the national, state, and local level. At the national level, students analyze the development and implementation of foreign policy.</p> | <p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> | <p>Part 1: The Structure and Function of Executive Branch</p> <p>GOV.1F 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.</p> <p>GOV.7B 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.</p> <p>GOV.7D 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), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC).</p> <p>Ⓢ GOV.20A Use social studies terminology correctly.</p> <p>Ⓢ GOV.21 Use problem-solving and decision-making processes 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.</p> <hr/> <p>Part 2: Foreign Policy and International Relations</p> <p>GOV.5A Analyze how economic and natural resources influence U.S. foreign policy.</p> <p>GOV.5B Describe the roles of the executive and legislative branches in setting international trade and fiscal policies.</p> <p>GOV.7G Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.</p> <p>GOV.9B Explain the process of electing the president of the United States and Analyze the Electoral College.</p> <p>Ⓢ GOV.20A Use social studies terminology correctly.</p> <p>Ⓢ GOV.21 Use problem-solving and decision-making processes 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.</p> |

| Cycle 6 | 31 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|--|---|--|
| | Apr. 25 - Jun. 7, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 5: Institutions of Government: The Judicial Branch</p> <p>This two-part unit examines the concept of judicial power by exploring the functions and structure of the national, state, and local judiciary. This unit also teaches students the impact of court decisions on American citizens and society.</p> | <p>5 class periods (90-min. each) or 8 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p> | <p>Part 1: Functions and Structure of the National, State, and Local Judiciary</p> <p>GOV.1F 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.</p> <p>GOV.7C Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.</p> <p>GOV.7F Analyze selected issues raised by judicial activism and judicial restraint.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> <p>ⓅGOV.20B Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> <hr/> <p>Part 2: Constitutional Law: Individual Rights, States' Rights, Judicial Review</p> <p>GOV.3C Explain how political districts are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i>.</p> <p>GOV.8C Analyze historical and contemporary conflicts over the respective roles of national and state governments.</p> <p>GOV.8D Explain how the U.S. Constitution limits the power of national and state governments.</p> <p>GOV.12A Explain the roles of limited government and the rule of law in the protection of individual rights.</p> <p>GOV.15A Analyze 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.</p> <p>ⓅGOV.20A Use social studies terminology correctly.</p> <p>ⓅGOV.20B Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> |

| Cycle 6 | 31 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
|--|--|--|
| | Apr. 25 - Jun. 7, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 6: Civil Liberties & The Bill of Rights</p> <p>This two-part unit examines the concepts individual rights, responsibilities, and freedoms provided and protected by the Bill of Rights.</p> | <p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> | <p>Part 1: Rights and Freedoms</p> <p>GOV.12B Identify and define the unalienable rights. GOV.12C Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights. GOV.12D Analyze 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 this to the concept of separation of church and state. GOV.12E Analyze U.S. Supreme Court Interpretations of rights guaranteed by the U.S. Constitution in selected cases, <i>including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade.</i> GOV.12G Recall the conditions that produced the 14th Amendment and Describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism. GOV.15B Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms. GOV.16A 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></p> <p>ⓈGOV.19A 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. ⓈGOV.20A Use social studies terminology correctly.</p> <hr/> <p>Part 2: Civil Liberties, Due Process of Law, Equal Protection</p> <p>GOV.8D Explain how the U.S. Constitution limits the power of national and state governments. GOV.12F Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government. GOV.12G Recall the conditions that produced the 14th Amendment and Describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism. ⓈGOV.22A Use social studies terminology correctly.</p> |