# Scope & Sequence

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| **Course Name:** Political Science II  **TSDS PEIMS Code:** 13018400 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Government and Public Administration and Political Science I. |
| **Course Description:** Political Science II uses a variety of learning methods and approaches to examine the processes, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current U.S. and world events. | | | |
| **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**  **130.204. (c) Knowledge and skills.** | |
| **Unit 1: Employer Expectations and Professional Standards**  This unit is designed to inform students about industry expectations for employability skills, professional standards and personal characteristics. Those expectations include effective communication skills, workplace collaboration, ethics, and time-management skills. Students will be given multiple opportunities to review, discuss, and demonstrate collaboration skills, integrity, teamwork, ethical decision-making, and effective time management and communications skills in classroom activities and 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: Understanding Public Administration and Public Affairs**  In this unit students will learn about public administration and public affairs. Students will consider the history of public administration and discuss whether current practices of public administration are improvements upon older practices. Students will also research the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor. In addition, students will use appropriate technology and/or assigned materials to research and analyze political pluralism, displacement and concentration hypothesis, and the effects of poor public perception on leadership style Students will also research, investigate, and explain specific examples of ethics issues in public administration, and share their findings in classroom activities, written reports, and/or brief presentations. | 30 Periods  1,350 Minutes | (2) The student analyzes public administration and public affairs. The student is expected to:  (A) explore the ancient history of public administration;  (B) consider whether current practices of public administration are improvements upon older practices;  (C) explain the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor;  (D) analyze the effects of poor public perception on leadership style;  (E) analyze political pluralism, displacement and concentration hypothesis, and technological complexity;  (F) recognize that public management involves evaluation of productivity, budgets, and human resources; and  (G) research, investigate, and explain specific examples of ethics issues in public administration. | |
| **Unit 3: Democratic Societies**  In this unit students will research, express, and compare the different points of view of political parties and interest groups on important contemporary issues. As part of the class activities/discussion, students will analyze the importance of free speech and press in a democratic society. | 20 Periods  900 Minutes | (3) The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:  (A) compare different points of view of political parties and interest groups on important contemporary issues;  (B) analyze the importance of free speech and press in a democratic society; and  (C) express the student's point of view on an issue of contemporary interest in the United States. | |
| **Unit 4: International Relations**  Students will use appropriate technology and/or assigned materials to examine the historical development of the international system, compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system, and draw conclusions about the role of morality in decision making such as Cold War spying and humanitarian intervention. Students will also research national actors and international interactions, examine the rational actor model, and analyze what a nation-state does when faced with a problem that requires resolution. Students will present their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities, and make observations about ethics in foreign policy. | 30 Periods  1,350 Minutes | (4) The student analyzes international relations. The student is expected to:  (A) examine the historical development of the international system;  (B) compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system;  (C) research national actors and international interactions;  (D) examine the rational actor model;  (E) analyze what a nation-state does when faced with a problem that requires resolution;  (F) make observations about ethics in foreign policy; and  (G) draw conclusions about the role of morality in decision making such as Cold War spying and humanitarian intervention. | |
| **Unit 5: Negotiation**  In this unit, students will explore the concept of diplomacy as the management of international relations by negotiation. Students will use appropriate technology and/or assigned materials to compare and contrast the ancient practice of sending emissaries with current embassy activities, identify embassy and ambassador roles in international relations, and distinguish between types of diplomacy such as public versus secret, multilateral versus bilateral, and tacit versus formal. Students will share their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities. Students will also use concepts of bargaining and game theory to solve international problems in classroom activities and/or mock situations/scenarios, and discuss the role of international law in treaties, customs, immigration, and human rights. | 30 Periods  1,350 Minutes | (5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:  (A) compare and contrast the ancient practice of sending emissaries with current embassy activities;  (B) identify embassy and ambassador roles in international relations;  (C) distinguish between types of diplomacy such as public versus secret, multilateral versus bilateral, and tacit versus formal;  (D) use concepts of bargaining and game theory to solve problems;  (G) analyze the role of international law in treaties, customs, immigration, and human rights. | |
| **Unit 6: International Organizations**  In this unit, students will identify prominent international governmental organizations and non-governmental organizations, explain their methods of operation, and propose a solution for an international relations problem such as arms control, terrorism, commerce, currency, natural resource management, food, or population control. | 30 Periods  1,350 Minutes | (6) The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:  (A) identify prominent international governmental organizations and non-governmental organizations;  (B) explore the methods of operation and function of international governmental organizations and non-governmental organizations in global problem solving; and  (C) propose a solution for an international relations problem such as arms control, terrorism, commerce, currency, natural resource management, food, or population control. | |
| **Unit 7: Ideas and Information**  Students in this unit will learn how communication and ideas are shared between the federal government, public administration, the business community, and global societies. Students will use appropriate technology and/or assigned materials to examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies and to interpret the impact of international, national, state, or local politics on the goals of governmental or public administrative agencies. Students will also use descriptive charts, diagrams, posters, presentations, and/or other classroom activities to explain the major responsibilities of the federal government for domestic and foreign policy.  As a course culminating activity, students will participate in an activity, project, and/or presentation that analyzes approaches to armed force when diplomacy breaks down, force without war, causes of war, and the consequences of war. | 25 Periods  1,125 Minutes | (5) The student explores diplomacy as the management of international relations by negotiation. The student is expected to:  (E) recognize national versus state approaches to armed force when diplomacy breaks down; and  (F) analyze force without war, causes of war, and the consequences of war.  (7) The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:  (A) examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies;  (B) explain the major responsibilities of the federal government for domestic and foreign policy;  (C) practice communication techniques used to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish governmental goals; and  (D) interpret the impact of international, national, state, or local politics on the goals of governmental or public administrative agencies. | |