

Government Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

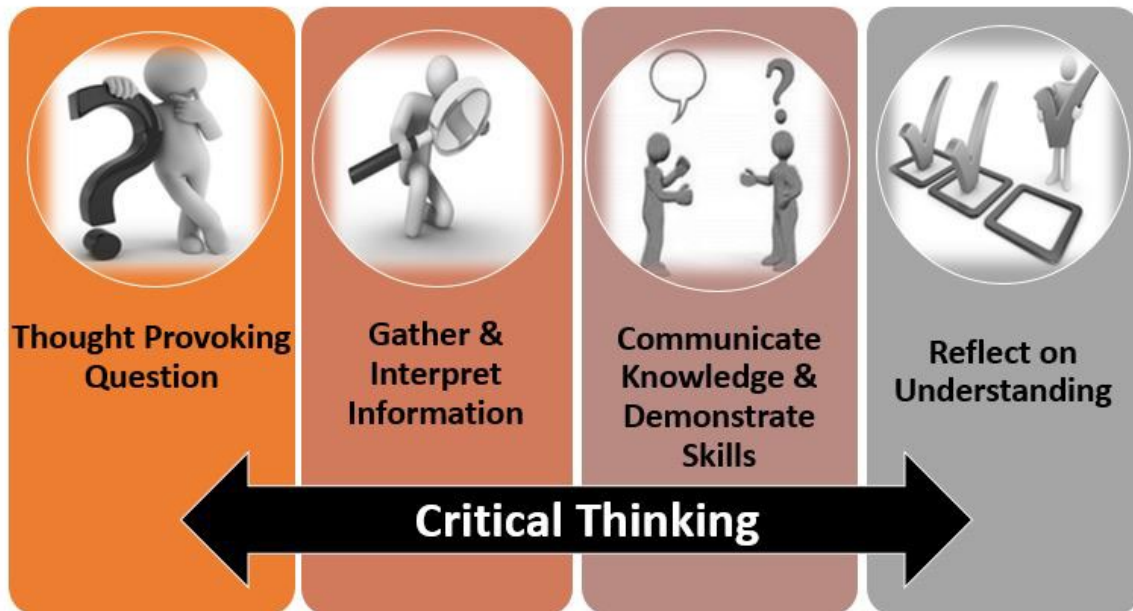
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the course and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

Adopted Resources

[FBISD High School Resources](#)

Process Standards

GOV.19 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

GOV.20 The student communicates in written, oral, and visual forms.

GOV.21 The student uses problem-solving and decision-making skills, working independently and with others.

Grading Period 1/3

Unit 1: Principles and Origins of U.S. Government

Grading Period 1 Estimated Date Range: August 10 – August 26

Grading Period 3 Estimated Date Range: January 5 – January 25

Unit Overview:

In this three-concept unit, students will study the origins of U.S. government and how principles that became the essential framework of the U.S. government derived from a collective of individuals with varying backgrounds, experiences and worldviews, leading to a distinctive form of government that primarily focuses upon core values of inclusion, equality, equity, intersecting with the core American value of individualism. The major focus of this unit is that students build an

understanding of the role of compromise in our diverse democracy, in addition to how compromising impacts the decision making process. With an understanding of the fundamental principles of U.S. government, students will be able to connect basic principles such as "all men are created equal" and "We the people" to issues prevalent to American society today.

Big Ideas:

- There are different types of governments.
- U.S. citizens have rights that are protected by the U.S. Constitution.
- There are different types of governments.

Thought Provoking Questions

- What determines the power of government?
- What and who protects our rights in America?
- Should a government have limited or unlimited power?

Concepts within Unit #1	TEKS Link to TEKS
Concept #1: Systems and Theories	GOV.1A, GOV.1B, GOV.1C, GOV.1D, GO.1E, GOV.8A, GOV.11A, GOV.11B
Concept #2: American Government – Outlining the U.S. Constitution	GOV.6A, GOV.6B, GOV.6C, GOV.6D, GOV.6F, GOV.7E
Concept #3: Federalism	GOV.7H, GOV.8B, GOV.8C, GOV.8D

Unit 2: People and the Political Process

Grading Period 1 Estimated Date Range: August 29 – September 16

Grading Period 3 Estimated Date Range: January 26 – February 15

Unit Overview:

In this three-concept unit, students will study the core of American democracy (personal and civic responsibilities, political parties, elections, etc.). The major focus of this unit is that students build an understanding of how Americans decide to be active members in regards to the governing process and the factors that are associated with why different groups of citizens participate in the governing process either more or less than other groups.

Big Ideas:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People have a voice in limited governments.
- The government and the people develop systems to manage conflict and create order.

Essential Questions

- What responsibilities do you have as a citizen?
- How do people/groups influence politics?
- How is power gained, used, and justified?

Concepts within Unit #2	TEKS Link to TEKS
Concept #1: Personal and Civic Responsibilities	GOV.13A, GOV.13B
Concept #2: Individuals, Political Parties, Interest Groups	GOV.2A, GOV.2B, GOV.14A, GOV.14B, GOV.14C, GOV.15A
Concept #3: Elections and Appointments	GOV.3A, GOV.3B, GOV.9A, GOV.10A, GOV.10B, GOV.13C, GOV.18B

Unit 3: Legislative Process

Grading Period 1 Estimated Date Range: September 19 – October 7

Grading Period 3 Estimated Date Range: February 21 – March 10

Unit Overview:

In this three-concept unit, students will study the structure of the legislative branch, analyzing each component in addition to how the legislative process interacts with the other branches of government in terms of creating policies aimed with American interests in mind. The major focus of this unit is that students build an understanding of the legislative structure and process of governing the United States of America and how events both past and current, lead to an ever evolving branch of government responsible for the creation of policies.

Big Ideas:

- The powers of the US government are divided among branches, each with their own duties and responsibilities.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.
- All societies have systems in place to support how they function.

Essential Questions

- How much power should one branch of government have?
- How is society impacted by governmental policies (or lack of policies)?
- Why do societies have systems in place?

Concepts within Unit #3	TEKS Link to TEKS
Concept #1: Congress	GOV.6E, GOV.7A, GOV.9C
Concept #2: Roles and Policies	GOV.5B, GOV.7G, GOV.16B, GOV.17B, GOV.18A
Concept #3: Government and the Free Enterprise System	GOV.4A, GOV.4B, GOV.4C, GOV.17A

Grading Period 2/4

Unit 4: Executive Branch in Action

Grading Period 2 Estimated Date Range: October 11 – October 28
Grading Period 4 Estimated Date Range: March 20 – April 4

Unit Overview:

In this two-concept unit, students will study the role the executive branch. The major focus of this unit is that students build an understanding of how the executive branch of government extends beyond American borders and influences both domestic and international policies.

Big Ideas:

- The powers of the U.S. government are divided among branches, each with their own duties and responsibilities.
- The powers of the U.S. government are divided among branches, each with their own duties and responsibilities.

Essential Questions

- How much power should one branch of government have?
- How much power should one branch of government have?

Concepts within Unit #4	TEKS Link to TEKS
Concept #1: The Presidency	GOV.1F, GOV.7B, GOV.7D, GOV.9B
Concept #2: Roles and Policies	GOV.5A, GOV.5B, GOV.7G

Unit 5: Judicial Branch

Grading Period 2 Estimated Date Range: November 1 – November 18
Grading Period 4 Estimated Date Range: April 5 – April 26

Unit Overview:

In this two-concept unit, students will study the judicial branch. The major focus of this unit is that students build an understanding of the purpose of a judicial branch, how it safeguards core principles for American citizens, and how decisions made by the judicial branch impact Americans.

Big Ideas:

- The powers of the U.S. government are divided among branches, each with their own duties and responsibilities.
- The aim of a constitutional government is to create a more fair and peaceful society.

Essential Questions

- How much power should one branch of government have?
- How can a government ensure fairness and peace in a society?

Concepts within Unit #5	TEKS Link to TEKS
Concept #1: National, State, and Local Courts	GOV.1F, GOV.7C, GOV.7F
Concept #2: Constitutional Law	GOV.3C, GOV.8C, GOV.8D, GOV.12A, GOV.15A

Unit 6: Civil Liberties and Rights

Grading Period 2 Estimated Date Range: November 28 – December 12

Grading Period 4 Estimated Date Range: April 27 – May 19

Unit Overview:

In this one-concept unit, students will study the basic outline of civil liberties and rights. The major focus of this unit is that students build an understanding of the evolution of civil liberties and rights over time, and how the American government has responded.

Big Ideas:

- The aim of a constitutional government is to create a more fair and peaceful society.

Essential Questions

- How can a government ensure fairness and peace in a society?

Concepts within Unit #6	TEKS Link to TEKS
Concept #1: Rights, Freedoms, and Liberties	GOV.8D, GOV.12B, GOV.12C, GOV.12D, GOV.12E, GOV.12F, GOV.12G, GOV.15B, GOV.16A