



Secondary School@Home Lessons

School Name	Stephenville High School
Grade Level/ Subject	12th - Government
Week of	March 30 - April 3
Virtual Office Hours	Monday - Friday 10am - 12pm

	Monday	Tuesday	Wednesday	Thursday	Friday
Student Expectation:	<p>- 27 Amendments Assignment. - DBQ Online # 5: Should Schools be Allowed to Limit Students' Online Speech? All assignments, rubrics and instructions are located in Google Classroom.</p> <p><u>TEKS:</u></p> <p><u>(6) Government.</u> <u>The student understands the American beliefs and principles</u></p>	<p>- 27 Amendments Assignment. - DBQ Online # 5: Should Schools be Allowed to Limit Students' Online Speech? All assignments, rubrics and instructions are located in Google Classroom.</p> <p><u>TEKS:</u></p>	<p>- 27 Amendments Assignment. - DBQ Online # 5: Should Schools be Allowed to Limit Students' Online Speech? All assignments, rubrics and instructions are located in Google Classroom.</p> <p><u>TEKS:</u></p> <p><u>(6) Government.</u> <u>The student understands the American beliefs and principles</u></p>	<p>- 27 Amendments Assignment. - DBQ Online # 5: Should Schools be Allowed to Limit Students' Online Speech? All assignments, rubrics and instructions are located in Google Classroom.</p> <p><u>TEKS:</u></p> <p><u>(6) Government.</u> <u>The student understands the American beliefs and principles</u></p>	<p>- 27 Amendments Assignment. - DBQ Online # 5: Should Schools be Allowed to Limit Students' Online Speech? All assignments, rubrics and instructions are located in Google Classroom.</p> <p><u>TEKS:</u></p> <p><u>(6) Government.</u> <u>The student understands the American beliefs and principles</u></p>



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	<p><u>reflected in the U.S. Constitution and why these are significant. The student is expected to:</u></p> <p><u>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</u></p> <p><u>(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</u></p> <p><u>(12) Citizenship. The student</u></p>	<p><u>(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</u></p> <p><u>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</u></p> <p><u>(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape</u></p>	<p><u>reflected in the U.S. Constitution and why these are significant. The student is expected to:</u></p> <p><u>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</u></p> <p><u>(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</u></p> <p><u>(12) Citizenship. The student</u></p>	<p><u>reflected in the U.S. Constitution and why these are significant. The student is expected to:</u></p> <p><u>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</u></p> <p><u>(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</u></p> <p><u>(12) Citizenship. The student</u></p>	<p><u>reflected in the U.S. Constitution and why these are significant. The student is expected to:</u></p> <p><u>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</u></p> <p><u>(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</u></p> <p><u>(12) Citizenship. The student</u></p>
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	<p><u>understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:</u></p> <p><u>(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;</u></p>	<p><u>American beliefs and principles in the United States today.</u></p> <p><u>(12) Citizenship.</u></p> <p><u>The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:</u></p> <p><u>(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;</u></p>	<p><u>understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:</u></p> <p><u>(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;</u></p>	<p><u>understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:</u></p> <p><u>(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;</u></p>	<p><u>understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:</u></p> <p><u>(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;</u></p>
Work to Turn In and Where	All assignments are due in Google Classroom or hard copies turned in to the high school.	All assignments are due in Google Classroom or hard copies turned in to the high school.	All assignments are due in Google Classroom or hard copies turned in to the high school.	All assignments are due in Google Classroom or hard copies turned in to the high school.	All assignments are due in Google Classroom or hard copies turned in to the high school.



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***For those without reliable internet access, a paper-version of work is available in the front of the school, organized by subject and grade level. Our Foyer is open from 8am-4pm Monday-Friday. Work is made available in 2-week increments and can be turned in using our homework turn-in box in the foyer or you can take a picture and email it directly to your teacher.