



GRADE 12 U.S. Government

Unit 1: Constitutional Roots

Time: 1st 6 Weeks

Social Studies Pacing Guide

Developed 2008

Revised

Universal Generalizations	Unit Understandings	TEKS	Topics/Content
<p>Students will understand how governments are formed.</p>	<p>Students will gain an understanding of political ideas and how they develop different forms of government.</p>	<p>1(A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory 1(B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism 2(A) analyze the principles and ideas that underlie the Declaration of Independence, and the U.S. constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu 2(B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government 2(C) analyze debates and compromises necessary to reach political decisions using historical documents 2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders. 10(A) 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>Any of the following Social Studies Skills may be used: (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:(A) 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>(B) create a product on a contemporary government issue or topic using critical methods of inquiry;</p> <p>(C) explain a point of view on a government issue;</p> <p>(D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>	<ol style="list-style-type: none"> Political ideas and principles of world philosophers and the Founding Fathers that impacted influential documents. Characteristics of classic forms of government. Historical events such as the American Revolution and the government under the Articles of Confederation that preceded the Constitutional Convention. <p>Vocabulary:</p> <p>State, sovereignty, democracy, constitution, autocracy, republic, capitalism, free market, communism, command economy, limited government, cede, representative government, revenue, ratify, anarchy, ordinance, interstate commerce</p> <p>(List is not all inclusive. Individual teachers may add terms.)</p>

		<p>(E) evaluate government data using charts, tables, graphs, and maps; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) use standard grammar, spelling, sentence structure, and punctuation;</p> <p>(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p>(D) create written, oral, and visual presentations of social studies information.</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process 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; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
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