



GRADE 12 U.S. Government		Social Studies Pacing Guide	
Unit 3:	Political Process and Participation		
Time:	2nd 6 Weeks (weeks 1-3)	Developed 2008	Revised 2009

Universal Generalizations	Unit Understandings	Student-Friendly TEKS	Topics/Content	Unit Questions	Resources
Students will understand the importance of political participation in a democratic form of government.	Students will gain an understanding of the impact of individuals, political parties, interest groups, and the media on the American political system, and evaluate the importance of voluntary individual participation in a democratic society.	<p>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</p> <p>2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders</p> <p>3(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy</p> <p>3(B) analyze the impact of policies changes brought about by individuals, political parties, interest groups, or the media, past and present</p> <p>12(A) identify the functions of political parties</p> <p>12(B) analyze the two-party system and evaluate the role of third parties in the United States</p>	<ol style="list-style-type: none"> The development of the two party system and the role of third parties Party organization and, its membership and functions The nomination process in the presidential election Campaigns purpose and functions Expanding the voting rights of minority groups The voting process Political socialization of voters <p>Vocabulary: Political party, theocracy, ideologies, coalition</p>	<ol style="list-style-type: none"> What is a multiparty system and how does it affect governing? Why have third parties played a minor role in the U.S. politics? How are parties organized on the national, state, and the local levels? How do political parties assist in educating the public? How are primaries conducted as a method of choosing candidates? 	<p>Textbook: <u>United States Government: Democracy in Action</u>, Remy, 2003. Chapters 16-19</p> <p>Newspapers, various articles, political web sites, etc.</p>

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		<p>12(C) analyze the role of political parties in the electoral process at local, state, and national levels</p> <p>12(D) identify opportunities for citizens to participate in political party activities at local state, and national levels</p> <p>11(A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels</p> <p>11(B) analyze and evaluate the process of electing the President of the United States</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</p>	<p>government, third party, single-member district, proportional representation, independent, precinct, precinct captain, ward, state central committee, national convention, national committee, patronage, caucus, image, straight party ticket, nominating convention, direct primary, closed primary, open primary, plurality, runoff, primary ticket, platform, planks, campaign manager, political action committee, suffrage, grandfather clause, poll tax, cross-pressured voter, propaganda</p> <p>(List is not all inclusive. Individual teachers may add terms.)</p>	<ol style="list-style-type: none"> 6. What are the processes followed at a national nominating convention? 7. What are the basic elements of a presidential campaign? 8. Why were the Federal Election Campaign Acts passes? 9. Why did it take so long for African Americans and women to win voting rights? 10. What did each of the voting rights acts achieve? 11. What personal background factors do you believe will influence your decision as a voter? 12. What outside influences affect how a person votes? 	
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		<p>for bias, propaganda, point of view, and frame of reference;</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,</p>			
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		<p>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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	GRADE 12 U.S. Government		Social Studies Pacing Guide	
	Unit 4:	The Executive Branch		
	Time:	2nd 6 Weeks (weeks 3-6)	Developed 2008	Revised 2009

Universal Generalizations	Unit Understandings	Student-Friendly TEKS	Topics/Content	Unit Questions	Resources
Students will understand the functions of an executive branch in a democratic system.	Students will gain an understanding of the structure and functions of the executive branch and its role among the government institutions in the policymaking process.	<p>2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders</p> <p>3(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy</p>	<p>8. The qualifications, duties, terms, salary of the President and Vice-President</p> <p>9. Succession of the presidency</p> <p>10. The cabinet selection process and role of the</p>	<p>13. What are the constitutional and customary qualifications of the President?</p> <p>14. What is the order of presidential succession?</p>	<p>Textbook: <u>United States Government: Democracy in Action</u>, Remy, 2003. Chapters 16-19</p> <p>Newspapers, various articles, political web sites, etc.</p>

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		<p>4(A) analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan</p> <p>6(A) analyze the government policies that influence the economy at the local, state, and national levels</p> <p>6(B) identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy</p> <p>7(A) explain the effects of international trade on U.S. economic and political policies</p> <p>7(B) explain the government's role in setting international trade policies</p> <p>8(D) evaluate the constitutional provisions for limiting the role of government, including republican ism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p> <p>9(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and role of the Cabinet and executive departments</p> <p>9(H) compare the structure and functions of the Texas state government to the federal system</p> <p>9(D) analyze the functions of selected independent executive agencies and</p>	<p>bureaucracy</p> <p>11. Foreign policy</p> <p>12. Domestic policy</p> <p>13. Relationship between the executive and the other branches in the policymaking process</p> <p>Vocabulary:</p> <p>succession, elector, cabinet, executive order, treaty, patronage, impoundment, reprieve, pardon, amnesty, executive agreement, compensation, electoral vote, winner take all, mandate, forum, bureaucrat, civil service system, foreign policy, national security, isolationism, containment, embassy</p> <p>(List is not all inclusive. Individual teachers may add terms.)</p>	<p>15. How well has the Electoral College performed in the U.S. elections?</p> <p>16. What role does politics play in the role of cabinet secretaries?</p> <p>17. In what ways are members of the White House office similar to and different from the cabinet?</p> <p>18. What are the sources and limits to the President's powers?</p> <p>19. What is the general organizational structure of the bureaucracy?</p> <p>20. How do the various presidential roles work together to provide leadership in foreign relations?</p>	
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		<p>regulatory commissions such as national Aeronautics and Space Administration and the Federal Communications Commission</p> <p>9(G) explain the major responsibilities of the federal government for domestic and foreign policy</p> <p>Any of the following Social Studies Skills may be used:</p> <p>(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> <p>(E) evaluate government data using charts, tables, graphs, and maps; and</p>		<p>21. What is the major objective s of foreign policy?</p> <p>22. Why has a re-evaluation of foreign policy been necessary since the end of the Cold War?</p> <p>23. What are the foreign policy powers of the President? Congress?</p> <p>24. How do the President and Congress create a budget?</p>	
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		<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</p>			
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		information, identify options, predict consequences, and take action to implement a decision.			
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