



<b>GRADE 12 U.S. Government</b>	
<b>Unit 4:</b>	The Executive Branch
<b>Time:</b>	4th 6 Weeks

## Social Studies Pacing Guide

Developed 2008      Revised

Universal Generalizations	Unit Understandings	TEKS	Topics/Content
<p>Students will understand the functions of an executive branch in a democratic system.</p>	<p>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>	<p>2(D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders            3(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy            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            6(A) analyze the government policies that influence the economy at the local, state, and national levels            6(B) identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy            7(A) explain the effects of international trade on U.S. economic and political policies            7(B) explain the government's role in setting international trade policies            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            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            9(H) compare the structure and functions of the Texas state government to the federal system            9(D) analyze the functions of selected independent executive agencies and regulatory commissions such as national Aeronautics and Space Administration and the Federal Communications Commission            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:            (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>	<ol style="list-style-type: none"> <li>1. The qualifications, duties, terms, salary of the President and Vice-President</li> <li>2. Succession of the presidency</li> <li>3. The cabinet selection process and role of the bureaucracy</li> <li>4. Foreign policy</li> <li>5. Domestic policy</li> <li>6. Relationship between the executive and the other branches in the policymaking process</li> </ol> <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>

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|  |  | <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>(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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