



GRADE 12 U.S. Government

Unit 5: Congress

Time: 5th 6 Weeks

Social Studies Pacing Guide

Developed 2008

Revised

Universal Generalizations	Unit Understandings	TEKS	Topics/Content
<p>Students will understand the functions of a legislature in a democratic system.</p>	<p>Students will gain an understanding of the structure and functions of the legislative branch and its role among the government institutions in the policymaking process.</p>	<p>9(A) analyzes the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws. 5(A) analyze the consequences of a government policy that affects the physical characteristics of a place or region 5(B) analyze the consequences of a government policy that affects the human characteristics of a place or region 9(G) explain the major responsibilities of the federal government for domestic and foreign policy 9(H) Compare the structure and functions of the Texas state government to the federal system 9(I) analyze the structure and functions of local government</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; (B) create a product on a contemporary government issue or topic using critical methods of inquiry; (C) explain a point of view on a government issue; (D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; (E) evaluate government data using charts, tables, graphs, and maps; and (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>	<ol style="list-style-type: none"> 1. Structure and functions of Congress 2. Comparison of the House of Representatives and Senate 3. The constitutional powers of Congress 4. The steps of the lawmaking process and the committee system 5. Budget, expenditures, appropriations and taxation 6. The relationship between the congressmen and their constituents <p>Vocabulary: session, redistrict, gerrymander, incumbent, constituents, caucus, majority leader, bill, quorum, filibuster, cloture, standing committee, subcommittee, expressed power, necessary and proper clause, implied power, impeachment, hearing, veto, entitlement, pork barrel legislation</p> <p>(List is not all inclusive. Individual teachers may add terms.)</p>

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| | | <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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