

**12th Grade U.S. Government
Scope and Sequence 2010-2011**

2nd Quarter of Course

	Concept	Foundational Topic	TEKS Statement	Specificity	Resources, Activities and Strategies Textbook (TB- Government Alive [GA] or TB- Democracy in Action [DIA]), Technology (TA), Other (OT), United Streaming (USV)	Time Allotment In Days
Government	The student understands the structure and functions of the government created by the U.S. Constitution.	The student understands the structure and functions of the government created by the U.S. Constitution.	9(A) analyze 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;	Identify the powers of the legislative branch and the role of committees in making laws.	TB: DIA pp. 120-200 TB: GA pp. 202-239 USV: The Legislative Branch OT: YouTube video, School House Rock of "I'm Just a Bill"	9
Government	The student understands the structure and functions of the government created by the U.S. Constitution.	The student understands the structure and functions of the government created by the U.S. Constitution.	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 the role of the Cabinet and executive departments; (D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;	Identify the powers of the executive branch including the role of the independent agencies and their relationship with Congress.	TB: DIA pp. 210-301 TB: GA pp. 240-279 USV: The Executive Branch OT: West Wing video clips	9

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Government	The student understands the structure and functions of the government created by the U.S. Constitution.	9(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction; (F) analyze selected issues raised by judicial activism and judicial restraint;	Explain the structure and function of the court system in the U.S. and how some court decisions have affected government policy.		TB: DIA pp. 302-351 TB: GA pp. 280-321 USV: The Judicial Branch/Supreme Court OT: Video “Gideon’s Trumpet” OT: LRE’s Pick Twelve – online game of jury selection	9
Geography	The student understands how government policies can affect the physical and human characteristics of places and regions	5(A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and (B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.	Identify issues where government policy has affected the people and/or natural resources such environmental laws or immigration policies.		TB: DIA pp. 662-685 TB: GA pp. 322-359	1
Government	The student understands the structure and functions of the government created by the U.S. Constitution.	9(G) explain the major responsibilities of the federal government for domestic and foreign policy;	Explain how foreign policy decisions are made.		TB: DIA pp. 606-633 TB: GA pp. 322-359	1

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Geography	The student understands why certain places and regions are important to the United States.	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; and (B) analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East.	Explain the importance of various foreign countries to the U.S.'s security and economy.		TB: DIA pp. 686-732 TB: GA pp. 322-359	1
Economics	The student understands the relationship between U.S. government policies and international trade.	7(A) explain the effects of international trade on U.S. economic and political policies; and (B) explain the government's role in setting international trade policies.	Explain the importance of foreign trade to our economy and foreign policy.		TB: DIA pp. 26-33; 708-715 TB: GA pp. 322-359	1
Science, technology, and society	The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations.	19(A) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies; and	Identify examples and explain how government has partnered with private businesses that has led to new scientific discoveries, improved consumer products and technology.		TB: DIA pp. 274-301, 716-735 TB: GA pp. 322-359	1

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		(B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.				
Science, technology, and society	The student understands the impact of advances in science and technology on government and society.	20(A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and (B) analyze the reaction of government to scientific discoveries and technological innovations.	Explain how government and society are affected by scientific and technological advances.	TB: DIA pp. 274-301, 716-735 TB: GA pp. 322-359		1
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	21(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	Evaluate information in different forms such as charts, maps, and graphs.	Throughout all media.		

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		<p>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>				
Social studies skills	The student communicates in written, oral, and visual forms.	<p>22(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</p>	Use social studies vocabulary correctly in oral and written form when presenting and writing.	Throughout the whole course.		

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		<p>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>				
Social studies skills	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	<p>23(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>	Examine information, consider options and choose solutions based on advantages and disadvantages of the consequences for decision making.	Use throughout the whole course.		

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