

**SOCIAL STUDIES**  
**Twelfth Grade – United States Government**  
**American Government, by Magruder**

**FIRST 9 WEEKS:**

**TEKS Subject: Government/Knowledge**

| <b>History/Ideas/Forms of Government</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.1 Explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory.<br>(TEKS/SE)(1A)   |                                     |
| 12.2 Identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.<br>(TEKS/SE)(1B) |                                     |

| <b>History/Constitutional Government</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.3 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.<br>(TEKS/SE)(2A)                        |                                     |
| 12.4 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.<br>(TEKS/SE)(2B) |                                     |
| 12.5 Analyze debates and compromises necessary to reach political decisions using historical documents.<br>(TEKS/SE)(2C)   |                                     |
| 12.6 Identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.<br>(TEKS/SE)(2D)   |                                     |

| <b>History/Roles of Individuals</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.7 Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy.<br>(TEKS/SE)(3A)             | <b>On going</b>                     |
| 12.8 Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.<br>(TEKS/SE)(3B) | <b>On going</b>                     |

| <b>Geography</b>  | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.9 Analyze the political significance to the United States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan.<br>(TEKS/SE)(4A) | <b>On going</b>                     |

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| 12.10 Analyze the economic significance to the United States of the location and geographic characteristics of selected places or regions such as oil fields in the Middle East.<br>(TEKS/SE)(4B) | <b>On going</b> |
| 12.11 Analyze and evaluate the consequences of a government policy that affects physical characteristics of places and regions.<br>(TEKS/SE)(5A)  | <b>On going</b> |
| 12.12 Analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.<br>(TEKS/SE)(5B)  | <b>On going</b> |

| <b>Economics</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.13 Analyze government policies that influence the economy at the local, state, and national levels.<br>(TEKS/SE)(6A)                      |                                     |
| 12.14 Identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.<br>(TEKS/SE)(6B) |                                     |
| 12.15 Compare the role of government in the U.S. free enterprise system and other economic systems.<br>(TEKS/SE)(6C)                         |                                     |
| 12.16 Explain the effects of international trade on U.S. economic and political policies.<br>(TEKS/SE)(7A)                                   |                                     |
| 12.17 Explain the governments role in setting international trade policies.<br>(TEKS/SE)(7B)   |                                     |

| <b>Government/American Beliefs and Principles</b>  | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.18 Explain the importance of a written constitution.<br>(TEKS/SE)(8A)   |                                     |
| 12.19 Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.<br>(TEKS/SE)(8B)   |                                     |
| 12.20 Analyze how the Federalist Papers explain the principles of the American constitutional system of government.<br>(TEKS/SE)(8C)   |                                     |
| 12.21 Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.<br>(TEKS/SE)(8D) |                                     |
| 12.22 Analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness.<br>(TEKS/SE)(8E)   |                                     |
| 12.23 Analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.<br>(TEKS/SE)(8F)   |                                     |

| <b>Government/Structure and Functions</b>  | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.28 Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.<br>(TEKS/SE)(9E) |                                     |

| <b>Government/Federalism</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.33 Explain why the founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.<br>(TEKS/SE)(10A) |                                     |
| 12.34 Categorize government powers as national, state, or shared.<br>(TEKS/SE)(10B)  |                                     |
| 12.35 Analyze historical conflicts over the respective roles of national and state governments.<br>(TEKS/SE)(10C)  |                                     |
| 12.36 Evaluate the limits of the national and state governments in the U.S. federal system of government.<br>(TEKS/SE)(10D)  |                                     |

| <b>Government/Public Offices/Political Parties</b>  | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.39 Identify the functions of political parties.<br>(TEKS/SE)(12A)  | <b>On going</b>                     |
| 12.40 Analyze the two-party system and evaluate the role of third parties in the United States.<br>(TEKS/SE)(12B)                             | <b>On going</b>                     |
| 12.41 Analyze the role of political parties in the electoral process at local, state, and national levels.<br>(TEKS/SE)(12C)                  | <b>On going</b>                     |
| 12.42 Identify opportunities for citizens to participate in political party activities at local, state and national levels.<br>(TEKS/SE)(12D) | <b>On going</b>                     |

| <b>Government/Similarities/Differences</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.43 Compare the U.S. system of government with other political systems.<br>(TEKS/SE)(13A)                              |                                     |
| 12.44 Analyze advantages and disadvantages of federal, confederate, and unitary systems of government.<br>(TEKS/SE)(13B) |                                     |

| <b>Government/Rights in US Constitution</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.46 Understand the roles of limited government and the rule of law to the protections of individual rights.<br>(TEKS/SE)(14A) |                                     |
| 12.47 Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms.<br>(TEKS/SE)(14B)                |                                     |
| 12.49 Analyze the role of each branch of government in protecting the rights of individuals.<br>(TEKS/SE)(14D)                  |                                     |
| 12.51 Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual               |                                     |

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| rights, federalism, and majority rule.<br>(TEKS/SE)(14F) |  |
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| <b>Citizenship/Personal and Civic Responsibilities</b>  | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.52 Explain the difference between personal and civic responsibilities.<br>(TEKS/SE)(15A)   |                                     |
| 12.53 Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good.<br>(TEKS/SE)(15B) |                                     |
| 12.54 Evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good.<br>(TEKS/SE)(15C)                              |                                     |
| 12.55 Analyze the consequences of political decisions and actions on society.<br>(TEKS/SE)(15D)   | <b>On going</b>                     |

| <b>Citizenship/Democratic Society</b>  | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.56 Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels.<br>(TEKS/SE)(16A) | <b>On going</b>                     |
| 12.57 Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.<br>(TEKS/SE)(16B) | <b>On going</b>                     |
| 12.58 Analyze the factors that influence an individual's political attitudes and actions.<br>(TEKS/SE)(16C)  | <b>On going</b>                     |
| 12.59 Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.<br>(TEKS/SE)(16D)              | <b>On going</b>                     |
| 12.60 Analyze different points of view of political parties and interest groups on important contemporary issues.<br>(TEKS/SE)(17A)                  | <b>On going</b>                     |
| 12.61 Analyze the importance of free speech and press in a democratic society.<br>(TEKS/SE)(17B)   | <b>On going</b>                     |
| 12.62 Express and defend a point of view on an issue of contemporary interest in the United States.<br>(TEKS/SE)(17C)                                | <b>On going</b>                     |

| <b>Culture</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.63 Evaluate a political policy or decision in the United States that was a result of changes in American culture.<br>(TEKS/SE)(18A)                       |                                     |
| 12.64 Analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration.<br>(TEKS/SE)(18B) | <b>On going</b>                     |
| 12.65 Describe an example of a government policy that has affected a particular racial, ethnic, or religious group.<br>(TEKS/SE)(18C)                        | <b>On going</b>                     |

**TEKS Subject: Government/Social Studies Skills**

| <b>Critical Thinking Skills</b>  | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.70 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.<br>(TEKS/SE)(21A) | <b>On going</b>                     |
| 12.71 Create a product on a contemporary government issue or topic using critical methods of inquiry.<br>(TEKS/SE)(21B)  | <b>On going</b>                     |
| 12.72 Explain a point of view on a government issue.<br>(TEKS/SE)(21C)   | <b>On going</b>                     |
| 12.73 Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.<br>(TEKS/SE)(21D)   | <b>On going</b>                     |
| 12.74 Evaluate government data using charts, tables, graphs, and maps.<br>(TEKS/SE)(21E)   | <b>On going</b>                     |
| 12.75 Use appropriate mathematical skills to interpret social studies information such as maps and graphs.<br>(TEKS/SE)(21F)   | <b>On going</b>                     |

| <b>Communication Skills</b>  | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.76 Use social studies terminology correctly.<br>(TEKS/SE)(22A)  | <b>On going</b>                     |
| 12.77 Use standard grammar, spelling, sentence structure, and punctuation.<br>(TEKS/SE)(22B)   | <b>On going</b>                     |
| 12.78 Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.<br>(TEKS/SE)(22C) | <b>On going</b>                     |
| 12.79 Create written, oral and visual presentations of social studies information.<br>(TEKS/SE)(22D)   | <b>On going</b>                     |

| <b>Problem-Solving and Decision-Making Skills</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.80 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.<br>(TEKS/SE)(23A) | <b>On going</b>                     |
| 12.81 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.<br>(TEKS/SE)(23B)  | <b>On going</b>                     |

**SECOND 9 WEEKS:**

| <b>Government/Structure and Function</b> | <b>District Focus and Resources</b> |
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| 12.24 Analyze the structure and functions of the legislative branch of government, including the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws. (TEKS/SE)(9A) |  |
| 12.25 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. (TEKS/SE)(9B)                |  |
| 12.26 Analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction. (TEKS/SE)(9C)  |  |
| 12.27 Analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission. (TEKS/SE)(9D)   |  |
| 12.29 Analyze selected issues raised by judicial activism and judicial restraint. (TEKS/SE)(9F)  |  |
| 12.30 Explain the major responsibilities of the federal government for domestic and foreign policy. (TEKS/SE)(9G)  |  |
| 12.31 Compare the structure and function of the Texas state government to the federal system. (TEKS/SE)(9H)  |  |
| 12.32 Analyze the structure and functions of local government. (TEKS/SE)(9I)   |  |

| <b>Government/Public Offices/Political Parties</b>  | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.37 Compare different methods of filling public offices, including elected and appointed offices, at the local state, and national levels. (TEKS/SE)(11A) |                                     |
| 12.38 Analyze and evaluate the process of electing the President of the United States. (TEKS/SE)(11B)   |                                     |

| <b>Government/Similarities/Differences</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.45 Analyze advantages and disadvantages of presidential and parliamentary systems of government. (TEKS/SE)(13C) |                                     |

| <b>Citizenship Rights in US Constitution</b>   | <b>District Focus and Resources</b> |
|--|-------------------------------------|
| 12.48 Analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme court interpretations of rights guaranteed by the U.S. Constitution. (TEKS/SE)(14C) |                                     |
| 12.50 Explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government. (TEKS/SE)(14E)  |                                     |

| <b>Science, Technology, and Society</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.66 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.<br>(TEKS/SE)(19A) |                                     |
| 12.67 Analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.<br>(TEKS/SE)(19B)                                    |                                     |
| 12.68 Analyze the potential impact on society of recent scientific discoveries and technological innovations.<br>(TEKS/SE)(20A)   |                                     |
| 12.69 Analyze the reaction of government to scientific discoveries and technological innovations.<br>(TEKS/SE)(20B)   |                                     |

**TEKS Subject: *Government/Social Studies Skills***

| <b>Critical Thinking Skills</b>   | <b>District Focus and Resources</b> |
|---|-------------------------------------|
| 12.71 Create a product on a contemporary government issue or topic using critical methods of inquiry.<br>(TEKS/SE)(21F) |                                     |