

At-A-Glance: 12th Grade American Government Scope and Sequence

	Essential Historical Question (s)	Content Learning Intentions	Disciplinary Skill Standard Focus
Unit 1: Foundations of United States Government	How did the founding fathers work to establish a government that protected individual rights?	<p>Explore the roots of American democracy and the foundations of American political values.</p> <p>Identify the strengths and weaknesses of the Articles of Confederation and explain why many Americans wanted to change the system of government created under the Articles.</p> <p>Evaluate the main issues in the Constitutional debate and analyze the arguments of the federalist and antifederalists.</p> <p>Examine the purposes, organization, and principles of the U.S. Constitution.</p>	SS.9-12.CE.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
Unit 2: Legislative Branch	What are the roles and responsibilities of the Executive branch?	<p>Identify the powers of congress and explain the process of passing a bill.</p> <p>Analyze the roles and responsibilities of the House and Senate and how members of congress are elected.</p> <p>Explain the roles and responsibilities of the Nevada state Legislature.</p>	SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.
Unit 3: The Executive Branch	What are the roles and responsibilities of the Executive branch?	<p>Explain how the executive branch is organized.</p> <p>Evaluate the role and responsibilities of the President and how the President is elected.</p> <p>Examine the relationship between the President and Congress.</p> <p>Describe the roles and responsibilities of the federal bureaucracy.</p> <p>Explain the roles and responsibilities of the Nevada state governor and executive office.</p>	SS.9-12.CE.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.
Unit 4: The Judicial Branch	What are the roles and responsibilities of the Judicial branch?	<p>Describe the federal court system including the appointment process for the federal judiciary.</p> <p>Identify the jurisdiction of the U.S. Supreme court and outline how a case makes its way through the court.</p> <p>Examine the role of the courts as policy makers and how ideology shapes judicial decisions.</p> <p>Evaluate challenges for marginalized groups and winning equal rights and protections under the law.</p> <p>Determine the roles and responsibilities of the Nevada state court system and how judges are selected.</p>	SS.9-12.CE.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
Unit 5: The Political Process	How can people influence democratic institutions?	<p>Explain how the two-party system functions in the U.S and the impact of third parties.</p> <p>Identify qualifications for and restrictions on voting as well as voter registration processes and challenges.</p> <p>Describe how and why voting rights have changed over time as well as debates over the extension and limitation of voting rights today.</p> <p>Identify and describe the factors people consider when choosing whether and how to vote.</p> <p>Explain how news media provides information to the public and helps shape public opinion.</p>	SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Nevada Academic Content Standards for Social Studies

(Revised September 2018)

Civics

Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, the skills necessary to apply civic dispositions and democratic principles, and an understanding of the complex workings of the economy of the United States. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction.

Students analyze the powers and civic responsibilities of citizens and examine the origins, functions and structure of the U.S. government. Content will include multiple historical eras and the multiple changing perspectives in America’s past, as well as connections between historical events. Economics is grounded in knowledge about how people choose to use resources. Decision making within economics involves setting goals and identifying the resources available to achieving those goals. These standards provide students with the concepts and tools necessary for an economic way of thinking and help students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Suggested topics and concepts to study include, but are not limited to: founding documents, federal system, legislative process, judicial system, executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.9-12.CE.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
Creating supporting questions	SS.9-12.CE.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
Gathering and evaluating sources	SS.9-12.CE.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.CE.4. Evaluate the credibility of a source by examining how experts value the source. SS.9-12.CE.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.9-12.CE.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. SS.9-12.CE.7. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Communicating and critiquing conclusions	SS.9-12.CE.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. SS.9-12.CE.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. SS.9-12.CE.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
Taking informed action	SS.9-12.CE.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Themes	Grade 9-12: Civics & Economics
Power and politics (H)	<p>SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.</p> <p>SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.</p>
Identity (H)	<p>SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.</p> <p>SS.9-12.CE.16. Analyze how the interpretation of the founding documents have evolved throughout U.S. history.</p>
People and ideas (H)	SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.
Nevada history (H)	<p>SS.9-12.CE.18. Analyze and evaluate current issues, major legislation, and policies in Nevada politics.</p> <p>SS.9-12.CE.19. Compare and contrast the U.S. and Nevada constitutions.</p>
International relations (H)	<p>SS.9-12.CE.20. Critique the use of conflict and diplomacy in U.S. international relations.</p> <p>SS.9-12.CE.21. Compare and contrast the roles of the President and Congress in U.S. international relations.</p>
Social justice consciousness and action (MC)	<p>SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.</p> <p>SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.</p> <p>SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.</p>
Respectful engagement with diverse people (MC)	SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information regarding contributions and impact (MC)	SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.

Content Themes	Grade 9-12: Civics & Economics
Civic and political institutions (C)	<p>SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.</p> <p>SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events.</p> <p>SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.</p> <p>SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.</p> <p>SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.</p> <p>SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.</p> <p>SS.9-12.CE.33. Analyze the collection and purpose of local, state, and federal taxes.</p>
Civic dispositions and democratic principles (C)	<p>SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.</p> <p>SS.9-12.CE.35. Critique the historical debate surrounding majority rule vs. minority rights within the U.S.</p>
Processes, rules, and laws (C)	<p>SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.</p> <p>SS.9-12.CE.37. Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups.</p>
Geographic representations (G)	<p>SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.</p>
Human environment interaction (G)	<p>SS.9-12.CE.39. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.</p>
Human population, movement, and patterns (G)	<p>SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers.</p>
Global interconnections (G)	<p>SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.</p> <p>SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.</p>

Unit 1: Foundations of United States Government

Time Frame: 3 – 4 Weeks

Essential Historical Question(s):

How did the founding fathers work to establish a government that protected individual rights?

Adopted Instructional Materials:

Chapter 1 Section 1.3 American Representative Democracy
Chapter 2 Section 2.4 The Confederation of States
Chapter 2 Section 2.5 Drafting and Ratifying the Constitution
Chapter 3 The Constitution
Chapter 4 Federalism

NVACS-SS (Content Theme Standards)

Essential Standard(s)

(H) SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.
(C) SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.
(C) SS.9-12.CE.37. Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups.

Supporting Standards

(H) SS.9-12.CE.16. Analyze how the interpretation of the founding documents have evolved throughout U.S. history.
(H) SS.9-12.CE.19. Compare and contrast the U.S. and Nevada constitutions.
(C) SS.9-12.CE.35 Critique the historical debate surrounding majority rule vs. minority rights within the U.S.

Disciplinary Skill Standard Learning Focus:

SS.9-12.CE.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Content Learning Intentions:

Explore the roots of American democracy and the foundations of American political values.
Identify the strengths and weaknesses of the Articles of Confederation and explain why many Americans wanted to change the system of government created under the Articles.
Evaluate the main issues in the Constitutional debate and analyze the arguments of the federalist and antifederalists.
Examine the purposes, organization, and principles of the U.S. Constitution.

Required Content:

Democracy
Philosophy of Government

- Philosophers (Hobbes and Locke)

Social Contract
Liberty/Equality
Declaration of Independence
Articles of Confederation

Supporting Content:

Undemocratic forms of government (monarchies, dictatorships)
Common Sense by Thomas Paine

<ul style="list-style-type: none"> • Federalists and Anti Federalists • Federalist Papers • Constitutional Convention (review compromises) <p>Ratify Amendment Constitutional Principles:</p> <ul style="list-style-type: none"> • Popular Sovereignty • Limited Government • Separation of Powers • Rule of Law • Checks and Balances • Judicial Review • Individual Rights • Federalism <p>Bill of Rights</p>	
<p>Connections to Current Issues: Federalism Debates: Pandemic restrictions, healthcare, voting rights, etc.</p>	<p>Connections to the Past: Magna Carta and limited government English Common Law Mayflower Compact Government in Colonial America Independence and Revolution</p>
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. <i>The Declaration of Independence</i> p. R4 (first two paragraphs) in <i>National Geographic American Government</i> b. <i>Federalist 10</i> p. R9-10 in <i>National Geographic American Government</i> c. <i>Preamble of the U.S. Constitution</i> p. R15 in <i>National Geographic American Government</i> d. <i>Check and Balances</i> Diagram (secondary source) p. 84 in <i>National Geographic American Government</i> 	
<p>Unit Task: TBD</p>	

Unit 2: The Legislative Branch

Time Frame: 2-3 Weeks

Essential Historical Question(s):

- What are the roles and responsibilities of the Legislative Branch?

Adopted Instructional Materials:

Chapter 7 The Structure of Congress (Focus on Section 7.2, 7.3, 7.5)

Chapter 8 The Powers of Congress (focus on Section 8.1)

Chapter 9 The Legislative Process (Focus on Section 9.1)

Chapter 20 Section 20.2 State Legislative Branches

NVACS-SS (Content Theme Standards)

Essential Standard(s)

(C) SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.

(C) SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.

Supporting Standards

(C) SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events.

(G) SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting and regional political ideology.

Disciplinary Skill Standard Learning Focus:

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Learning Intentions:

Identify the powers of congress and explain the process of passing a bill.

Analyze the roles and responsibilities of the House and Senate and how members of congress are elected.

Explain the roles and responsibilities of the Nevada state Legislature.

Required Content:

Bicameral (House and Senate)

Members of Congress

- Nevada's members of Congress

Redistricting/Gerrymandering

Speaker of the House

Congressional Committees

Powers of Congress

Implied Powers

Bill

Nevada State Legislature

Electoral College

Supporting Content:

Necessary and Proper Clause (Elastic Clause)

McCulloch v. Maryland, 1819

Gibbons v. Ogden, 1824

Constituent

Earmark

Baker v. Carr, 1962

Filibuster

Inherent powers

Oversight

Connections to Current Issues:

Congressional debates over appointments

Current Leadership in House and Senate

Connections to the Past:

English Legacy of Representative Government

Required Primary and Secondary Sources:

- a. *U.S. Constitution Article I, Section 8: Powers of Congress* p. R18-19 in *National Geographic American Government*
- b. *The Gerry Mander*, 1813 cartoon in *The Boston Gazette* p. 237 in *National Geographic American Government*
- c. *How a Bill Becomes a Law* Chart (secondary source) p. 277 in *National Geographic American Government*

Unit Task: TBD

Unit 3: The Executive Branch

Time Frame: 2-3

Essential Historical Question(s):

- What are the roles and responsibilities of the Executive branch?

Adopted Instructional Materials:

Chapter 10 The Presidency

Chapter 11 The Bureaucracy (Focus on Sections 11.1 and 11.2)

Chapter 20 Section 20.3 States Executive branches

NVACS-SS (Content Theme Standards)

Essential Standard(s)

(H) SS.9-12.CE.21. Compare and contrast the roles of the President and Congress in U.S. international relations.

(C) SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.

Supporting Standard(s)

(C) SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events.

Disciplinary Skill Standard Learning Focus:

SS.9-12.CE.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.

Content Learning Intentions:

Explain how the executive branch is organized.

Evaluate the role and responsibilities of the President and how the President is elected.

Examine the relationship between the President and Congress.

Describe the roles and responsibilities of the federal bureaucracy.

Explain the roles and responsibilities of the Nevada state governor and executive office.

Required Content:

Chief Executive

Pardon

Veto

Head of State

Treaty

Commander in Chief

State of the Union

Cabinet

Inherent Powers

Executive Order

Bureaucracy

Nevada State Executive Branch

Supporting Content:

Amnesty

Executive Privilege

Pocket Veto

Trade Agreements

25th Amendment

Civil Service

Regulation

Agencies

Whistleblower

Freedom of Information Act

Connections to Current Issues:

Impeachments (President Clinton and President Trump)

Current (most recent) Presidential Election

Connections to the Past:

Impacts of early presidents

Essential Primary and Secondary Sources:	
a. <i>U.S. Constitution Article II, Section 2: Executive Powers</i> p. R22 in <i>National Geographic American Government</i>	
b. <i>Keystone Pipeline</i> cartoon p. 311 in <i>National Geographic American Government</i>	
Unit Task: TBD	

Unit 4: The Judicial Branch

Time Frame: 3 – 4 Weeks

Essential Historical Question(s):

What are the roles and responsibilities of the Judicial branch?

Adopted Instructional Materials:

Chapter 12 The American Court System (Focus on Section 12.2 The Federal Court System)

Chapter 13 The Supreme Court

Chapter 20 Lesson 20.4 State Judicial Systems

Chapter 5 Civil Liberties

Chapter 6 Citizenship and Civil Rights

NVACS-SS (Content Theme Standards)

Essential Standard(s)

(H) SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.

(MC) SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.

(C) SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.

Supporting Standard(s)

(H) SS.9-12.CE.16. Analyze how the interpretation of the founding documents have evolved throughout U.S. history.

(MC) SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.

(C) SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.

Disciplinary Skill Standard Learning Focus:

SS.9-12.CE.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.

Content Learning Intentions:

Describe the federal court system including the appointment process for the federal judiciary.

Identify the jurisdiction of the U.S. Supreme court and outline how a case makes its way through the court.

Examine the role of the courts as policy makers and how ideology shapes judicial decisions.

Evaluate challenges for marginalized groups and winning equal rights and protections under the law.

Determine the roles and responsibilities of the Nevada state court system and how judges are selected.

Required Content:

Civil Rights

Civil Liberties

Bill of Rights

Judicial Review

Marbury vs Madison

Due Process

Incorporation

14th Amendment

Organization of Federal Court System

Supporting Content:

Civil Law and Criminal Law

Jurisdiction

Judicial Activism

Judicial Restraint

Original Intent

Establishment Clause

Civil Disobedience

<p>Majority Rule v. Minority Rights Nevada State Court System Precedent Dissent</p>	
<p>Connections to Current Issues: Public perception of Supreme Court Supreme Court Appointments (recent debates) Recent Supreme Court decisions (e.g. Dobbs v. Jackson, 2022 Biden v. Nebraska, 303 Creative v. Elenis, Students for Fair Admissions v. University of NC and Students for Fair Admissions v. Harvard)</p>	<p>Connections to the Past: Common Law Legacy of Slavery Jim Crow Laws</p>
<p>Essential Primary and Secondary Sources:</p> <ul style="list-style-type: none"> a. <i>Marbury v Madison</i>, 1803 (secondary source) Chart p. 101 in National Geographic <i>American Government</i> b. <i>Provisions of the Bill of Rights</i> Chart (secondary source) p. 92 in National Geographic <i>American Government</i> c. Choice Court Case: Select ONE of the Supreme Court Feature options. 	
<p>Unit Task: TBD</p>	

Unit 5: Political Process

Time Frame: 3 – 4 Weeks

Essential Historical Question(s):

- How can people influence democratic institutions?

Adopted Instructional Materials:

Chapter 14 Political Parties and Interest Groups (Focus on Section 14.2 and 14.3)

Chapter 15 The Electoral Process (Focus on 15.3)

Chapter 16 Voting and Voting Rights (Focus on 16.1, 16.2, 16.3, and 16.4)

Chapter 19 Government, Politics, and the Media

NVACS-SS (Content Theme Standards)

Essential Standard(s)

(H) SS.9-12.CE.13. Assess the factors that influence political identity and ideology including but not limited to; age, race, class, gender, religion and geography.

(MC) SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.

(C) SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.

(C) SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.

Supporting Standards

(C) SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.

(G) SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting and regional political ideology.

(G) SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers.

Disciplinary Skill Standard Learning Focus:

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Learning Intentions:

Explain how the two-party system functions in the U.S and the impact of third parties.

Identify qualifications for and restrictions on voting as well as voter registration processes and challenges.

Describe how and why voting rights have changed over time as well as debates over the extension and limitation of voting rights today.

Identify and describe the factors people consider when choosing whether and how to vote.

Explain how news media provides information to the public and helps shape public opinion.

Required Content:

Media

Political Parties

Partisanship

Democratic Party

Republican Party

Third Party

Supporting Content:

Party platform

Electorate

Interest Groups

Super PACs

Nominating Convention

Primary

<p>Electoral Process Lobby Voters and Voter Behavior Ballot Disenfranchised Electoral College Polarization Methods for civic action U.S census</p>	<p>National Nominating Convention Endorsed Campaign Financing Naturalization Special Elections Polling place</p>
<p>Connections to Current Issues: Voting Rights (mail-in, voter restrictions) Election Security Increased Polarization</p>	<p>Connections to the Past: History of political parties in U.S. (chart p.407) Voting Rights Act of 1965 26th Amendment</p>
<p>Essential Primary and Secondary Sources:</p> <ul style="list-style-type: none"> a. <i>The Rights and Responsibilities of Citizens</i> (secondary source) p. R40 in National Geographic <i>American Government</i> b. <i>Bush v. Gore</i>, 2000 (secondary source) p. 461 in National Geographic <i>American Government</i> d. Voting by Groups in the 2016 Presidential Election Graph (secondary source) p. 499 in National Geographic <i>American Government</i> 	
<p>Unit Task: TBD</p>	