

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 12<sup>th</sup> Grade American Government (1<sup>st</sup> Semester)

## 12<sup>th</sup> GRADE AMERICAN GOVERNMENT ESSENTIAL QUESTIONS

To what extent should public opinion shape policy-making?      What is the balance between liberty and security?      How does government policy impact financial decision-making?  
 How does political ideology lead to conflict?      How can people take action to make a change?

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Unit #1 (3-4 Weeks)</b> Foundational Questions	History	Philosophers Foundational Documents (i.e. Federalist Papers, etc.) Causes/ Effects of Revolution Social Contract Popular Sovereignty Rule of Law Separation of Powers Declaration of Independence "Common Sense" Continental Congress Committees of Correspondence Articles of Confederation	<b>DBQ Binder</b> The Ideals of the Declaration: Which is the most important? (3, 6, 7, 8, 9, 10)  What type of citizen does a democracy need? (3, 6, 7, 8, 9, 10)  <b>Library of Congress</b> <u>The Declaration of Independence: Created Equal?</u> (3, 4, 5, 6, 7, 8, 9, 10)  <u>The Declaration of Independence: From Rough Draft to Proclamation</u> (7)  <b>Project Tahoe</b> <u>Federalist #10</u> (Close Read 3, 6, 10)  <u>Constructing a Complex Definition of Democracy</u> (3, 6, 8)  <b>SHEG</b> <u>Federalists v. Anti-Federalists</u> (3, 8)
	Civics		

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<b>Unit #2 (6-7 Weeks)</b> <b>Federal, State, and Local Governments</b>	History	U.S. Constitution Nevada Government Policy & Process Branches of Government Federalism Checks and Balances Separation of Powers Judicial Review Majority Rule v. Minority Rights	<b>DBQ Binder</b> How Did the Constitution Guard Against Tyranny? (3, 6, 7, 8, 9, 10) Is the American Jury System Still a Good Idea? (3, 6, 7, 8, 9, 10)  <b>Library of Congress</b> <u>The Bill of Rights: Debating the Amendments</u> (10) <u>The Constitution: Counter Revolution or Nation Salvation</u> (3, 4, 7, 8, 10) <u>The U.S. Constitution: Continuity and Change in the Governing of the U.S.</u> (3, 6, 8, 10)  <b>National Archives</b> <u>Teaching Six Big Ideas in the Constitution</u> (10) <u>Congress, the President, and the War Powers Act</u> <u>Understanding Federalism</u> (3, 5, 6, 8, 10)  <b>Project Tahoe</b> <u>Federalism, the 10th Amendment, &amp; Medical Marijuana</u> (Discussion 3, 6, 8, 10) <u>State's Rights Regarding Immigration</u> (Discussion 3, 6, 7, 8, 9, 10) <u>Federalist 10</u> (Close Read 3, 6, 10) <u>Majority Rule v. Minority Rights</u> (Controversial Issues 3, 5, 6, 8, 9, 10) <u>Do the presidential term limits set by the 22nd Amendment violate the concept of democracy?</u> (DBQ 3, 6, 7, 8, 9, 10)	
	Multi-Cultural			SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. History. 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. 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.
	Civics			SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government. SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events. SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national level. SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative process and electoral process. SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments. SS.9-12.CE.33. Analyze the collection and purpose of local, state, and federal taxes. SS.9-12.CE.35. Critique the historical debate surrounding majority rule versus minority rights within the U.S. 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.
	Geography			SS.9-12.CE.39. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions. SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Unit #3 (5-6 weeks)</b> <b>Influences on Political Behavior</b>	History	Media Special Interest Groups Political Parties Voting Behaviors Electoral Process NGOs PAC	<b>C3 Inquiry Lessons</b> <u>Campaign Finance: Does money matter in political campaigns?</u> (2, 4, 6-11)  <u>Political Parties: Do any political parties represent me?</u>  <u>Voting: What drives you to the polls?</u> (2, 4, 6-11)
	Multi-Cultural		<b>Inquiry Lesson</b> <u>How do politicians use voter demographics to their benefit?</u> (1, 2, 3)
	Civics		<b>DBQ</b> Should Americans be Required to Vote? (3, 6, 7, 8, 9, 10) Campaign Propaganda: Which Strategies Would You Use? (3, 6, 7, 8, 9, 10) Should the Electoral College Be Abolished? (3, 6, 7, 8, 9, 10)
	Geography		<b>Project Tahoe</b> <u>Role of Mass Media OUT</u> (SS.9-12.CE.3, 6, 8)
	Economics		<u>America's Missing Constitutional Link (Close Reading)</u> (SS.9-12.CE.3, 6, 10)  <u>The Selling of the President 1968 (Close Reading)</u> (SS.9-12.CE.3, 6, 10)  <u>America's Missing Constitutional Link (Close Reading)</u> (SS.9-12.CE.3, 6, 10)
			<b>Streetlaw.org</b> <u>Should Our State Require Voter ID for In-Person Voting? (Deliberation)</u> (SS.9-12.CE. 1, 3, 6, 10) <u>Interest Groups and the US Supreme Court</u> (SS.9-12.CE. 3, 6)

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<b>Unit #4 (3-5 Weeks)</b> <b>Global Interconnectedness</b>	History		<b>Bill of Rights Institute</b> <u>Isis and American Foreign Policy</u> (3, 6, 10)
	Multi-Cultural		<b>Inquiry Lesson</b> <u>How might sweatshops impact a country?</u> (1,2, 3, 5, 6, 9, 10, 12)
	Civics		<b>C3 Inquiry Lesson</b> <u>How Should We Talk to North Korea?</u> (5, 6, 8, 11)
	Geography		<b>Choices</b> What should be the role of human rights in U.S. policy? (3, 4, 6-10)
	Economics		<u>China on the World Stage:</u> <u>Weighing the U.S. Response</u> (3, 4, 6-10)
		Foreign Policy Isolationism Comparative Government Global Organizations (i.e. United Nations) International Trade Environmental Policy Diplomacy International Relations Globalization Nevada's Role in Global Markets	<b>Dilemmas of Foreign Aid:</b> <u>Debating U.S. policies</u> (3, 4, 6-10)
			<b>Immigration and the U.S. Policy Debate</b> (3, 4, 6-10)
			<b>SHEG</b> <u>NAFTA</u> (4, 5, 6, 7)
			<u>Kyoto Protocol</u> (4, 5, 7, 8, 9)

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #5 (2-4 weeks)</b> <b>U.S. Economic Systems</b>	History	Supply and Demand Financial Institutions Comparative Economic Systems Labor Markets Standard of Living Economic Indicators	<b>C3 Inquiry Lessons</b> <u>Corporate Social Responsibility: Should Corporations Have a Conscience?</u> (3, 5, 6, 7, 8, 10, 12, 13)  <u>Economic Happiness: How Could Americans Be Happier?</u> (3, 5, 6, 7, 8, 10, 12, 13)  <u>Worth the Price? Gender Wage Gap: What Should Be Done about the Gender Wage Gap?</u> (3, 5, 6, 7, 8, 10, 12, 13)  <u>Free Trade: Is Free Trade Worth the Price?</u> (3, 5, 6, 7, 8, 10, 12, 13)  <b>Library of Congress</b> <u>The Great Depression and the 1990s</u> (3, 8, 10)  <u>Congress, the Great Society, and Today</u> (3, 5, 8, 10)  <b>SHEG</b> <u>Reaganomics</u> (3, 8, 10)	
	Civics			<b>SS.9-12.CE.17.</b> Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S. <b>SS.9-12.CE.18.</b> Analyze and evaluate current issues, major legislation, and policies in Nevada politics.
	Geography			<b>SS.9-12.CE.29.</b> Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national level. <b>SS.9-12.CE.30.</b> 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. <b>SS.9-12.CE.33.</b> Analyze the collection and purpose of local, state, and federal taxes.
	Economics			<b>SS.9-12.CE.39.</b> Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions. <b>SS.9-12.CE.41.</b> Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. <b>SS.9-12.CE.42.</b> Compare and contrast how different political systems currently affect the United States and its citizens. <b>SS.9-12.CE.44.</b> Explain how changes in supply and demand cause changes in goods and services, labor, credit, price, and foreign currencies. <b>SS.9-12.CE.45.</b> Evaluate the effectiveness of government policies to improve market outcomes by using cost-benefit analysis. <b>SS.9-12.CE.46.</b> Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. <b>SS.9-12.CE.47.</b> Identify economic indicators and use them to analyze current and future economies. <b>SS.9-12.CE.48.</b> Evaluate the effectiveness of government policies on the U.S. economy. <b>SS.9-12.CE.49.</b> Explain the influence of changes in spending, production, and the money supply on various economic conditions utilizing current data. <b>SS.9-12.CE.50.</b> Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. <b>SS.9-12.CE.51.</b> Analyze how national and global economic issues and systems impact Nevada's economy. <b>SS.9-12.CE.52.</b> Analyze how governments throughout the world influence international trade of goods and services. <b>SS.9-12.CE.53.</b> Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

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Unit #6 (2-3 weeks) Financial Literacy	Civics	SS.9-12.CE.33. Analyze the collection and purpose of local, state, and federal taxes.	Financial Decision-Making Saving and Spending Credit and Debt Insurance Investing and Risk College and Career Preparedness	<p><b>Mini DBQ</b>                      The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? (3, 6, 7, 8, 9, 10)                      Is College Worth It? (SS.9-12.CE. 3, 6, 7, 8, 9, 10)</p> <p><b>EverFi</b>  <a href="#">Everfi Login</a>  <a href="#">Everfi Course</a></p> <p><b>iCivics</b>  <a href="#">Kids &amp; Credit</a>  <a href="#">Banks, Credit, and the Economy</a></p> <p><b>Miscellaneous Financial Literacy</b>  <a href="#">Smart Borrowing</a>  <a href="#">Loot, Inc. (Columbia University)</a>  <a href="#">How Credit Works</a>  <a href="#">Video: Student Debt Roulette</a>  <a href="#">40 Money Tips Every College Student Should Know</a>  <a href="#">Foundation for Teaching Economics</a>  <a href="#">Build Your Wealth</a>  <a href="#">FDIC</a>  <a href="#">Practical Money Skills</a>  <a href="#">Earning Credit</a>  <a href="#">Inflation Data</a>  <a href="#">EconEd</a>  <a href="#">Next Gen Personal Finance</a></p>
	Economics	SS.9-12.CE.44. Explain how changes in supply and demand cause changes in goods and services, labor, credit, price, and foreign currencies. SS.9-12.CE.46. Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. SS.9-12.CE.50. Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. SS.9-12.CE.51. Analyze how national and global economic issues and systems impact Nevada's economy.		
	Financial Literacy	SS.9-12.FL.1. Analyze the alternatives and consequences of financial decision-making in the development of financial goals. SS.9-12.FL.2. Evaluate assessment and computation of taxes at the local, state, and federal level. SS.9-12.FL.3. Locate and evaluate financial information from various sources. SS.9-12.FL.4. Develop and evaluate a personal financial plan, including a savings plan, utilizing a financial record keeping system for accounts. SS.9-12.FL.5. Analyze the cost and benefits of different types of credit and debt including how to avoid and resolve debt problems. SS.9-12.FL.6. Explain the purpose of a credit report, how that report is used by lenders, employers, and insurers, and the borrower's access, rights, and responsibilities related to a credit report. SS.912.FL.7. Compare and contrast different types of loans with attention to interest rates, terms of the loan, compounding frequency in relation to managing debt, and consequences of acquiring debt. SS.9-12.FL.8. Analyze methods to prevent and limit the consequences of identity theft and fraud. SS.9-12.FL.9. Distinguish the cost and benefits of various investment strategies including securities, stocks, and bonds with attention to compound interest, risk, and methods of buying and selling investments. SS.9-12.FL.10. Analyze the purpose and specifics of various insurance plans and compare quality of insurance providers. SS.9-12.FL.11. Evaluate college and career choices and their effect on income, disposable income, unemployment, and underemployment. SS.9-12.FL.12. Practice completing important financial, academic, and career documents including, but not limited to: loan applications, scholarship applications, job applications, resumes, etc. SS.9-12.FL.13. Analyze the requirements and benefits of postsecondary financing options.		

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<b>Unit #7 (6-7 weeks)</b> <b>Successes &amp; Struggles within Government</b>	History	Civil Rights Civil Liberties Bill of Rights Individual Rights Judicial Review 14th Amendment Supreme Court Cases Concerning Rights (i.e. Brown v. Board) Incorporation Disenfranchisement Diverse Leaders Majority Rule v. Minority Rights	<b>Choices</b> <u>Paris Agreement</u> (3, 5, 6, 8, 9, 10, 13) <u>Iran Nuclear Deal</u> (3, 5, 6, 8, 9, 10, 13) <u>Refugee Policy</u> (3, 5, 6, 8, 9, 10, 13) <b>DBQ</b> Should Americans be Required to Vote? (3, 6, 7, 8, 9, 10) <b>Inquiry Lessons</b> <u>Is the war on drugs a success?</u> (2, 4, 6, 8, 10, 11, 12) <u>Mini-Inquiry- Equality of Opportunity in America</u> (2, 6, 8, 11) <b>National Archives</b> <u>Woman's Place in America: Congress and Woman Suffrage</u> (3, 5, 6, 8, 10) <u>Congress Protects the Right to Vote: The Voting Rights Act of 1965</u> (3, 5, 6, 8, 10) <b>Project Tahoe</b> <u>Citizenship &amp; the 14th Amendment</u> (Discussion 3, 5, 6, 7, 8, 10) <u>Gender Bias</u> (Discussion 3, 8, 10) <u>Security vs. Civil Liberties</u> (Close Read) <u>Debt and Consumerism</u> (Mini-inquiry) <u>Structured Academic Controversy</u> (Credit Cards) <u>Retired Inspired</u> (Enrichment Activity) <u>The Dirty Secret of the Middle Class</u> (Financial Fragility Inquiry) <b>University of Michigan Investigation</b> <u>Would the Founders have approved of Executive Actions regarding DACA?</u> (1, 3, 4, 5, 6, 7, 8, 10, 11) <b>Population Education.org Lesson</b> <u>Trash Trouble in Paradise</u> (2, 3, 5, 8, 10, 11, 12)	
	Multi-Cultural			SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. History. SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or to take action to fight for civil liberties and social justice. 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. 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. SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.
	Civics			SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government. SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events. SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national level. SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments. SS.9-12.CE.35. Critique the historical debate surrounding majority rule versus minority rights within the U.S. 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.
	Geography			SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology. SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.