



NEVADA
Social Studies Content Standards
Civics – Grade 12
Civics Today: Citizenship, Economics, & You © 2005

STANDARDS	PAGE REFERENCES
Civics – Grade 12	
Content Standard 1.0: Rules and Law: <i>Students know why society needs rules, laws, and governments.</i>	
Students know and are able to do everything required in earlier grades and:	
1.12.1 Explain the concept of the rule of law in the establishment of the U.S. Constitution .	SE: 28-32, 89-90 <i>Evaluating Charts</i> 11 <i>Democratic Ideals</i> 37-38 <i>The Preamble</i> 83 TWE: RT 29
1.12.2 Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.	Social Contract Theory and Natural Rights Theory are not mentioned by name, however, the ideals behind these theories and their major exponents (Locke, Hobbes, Paine), as well as their application to the U.S. government and its major documents can be found in the following references: SE: 6-7, 10-12, 28-32, 33-38, 39-42, 89-90, 98-101 <i>The Preamble</i> 83 <i>Democratic Governments</i> 590-591 TWE: RT 46
1.12.3 Describe the historic influences on early U.S. documents, such as: <ul style="list-style-type: none"> • Greek law • Magna Carta • Iroquois League 	SE: 28-32, 33-38, 39-42, 52-54, 55-59, 344-347 <i>Evaluating Charts</i> 90 <i>Documents of American History</i> 659-660 TWE: RT 40
1.12.4 Analyze the role of citizen participation in U.S. civic life.	SE: 120-124, 125-130, 324-327, 384-387 <i>Analyzing Graphs</i> 129 <i>Why Your Vote Matters</i> 239-240 TWE: RT 121, 126, 325 ICA 123
1.12.5 Identify and explain changes in the interpretation and application of the U.S. Constitution.	SE: 85-87, 109-112, 206-210 <i>Evaluating Charts</i> 85, 110 <i>Analyzing the Court Decision</i> 211, 519 TWE: DI 67 RT 110

STANDARDS	PAGE REFERENCES
Content Standard 2.0: The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i>	
2.12.1 Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.	SE: 60-81, 82-87, 89-93 TWE: RT 63, 83 CLA 70, 81 EC 72 ICA 92
2.12.2 Describe the creation of laws through the legislative process.	SE: 157-161, 287-288 <i>Evaluating Charts</i> 160 <i>Powers and Duties of the Governor</i> 293 TWE: RT 158 CL 161
2.12.3 Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers .	SE: 82-87, 92-93, 146-150, 202-204 <i>Evaluating Charts</i> 91, 92 <i>Analyzing the Court Decision</i> 211, 519 TWE: RT 63 DI 67
2.12.4 Describe the duties of the executive branch, including: • Cabinet/departments • regulatory commissions • White House staff	SE: 166-169, 171-174, 175-178, 179-185 <i>Evaluating Charts</i> 172, 180, 183 TWE: TTA 165 RT 167, 172
2.12.5 Describe the jurisdiction of the federal court system and the power of judicial review.	SE: 192-195, 196-199, 200-204 <i>Interpreting Maps</i> 193 TWE: RT 193, 201 DI 194
2.12.6 Explain the importance of the jury process in a democratic society.	SE: 120-121, 352-358, 364-367 <i>English Law</i> 346-347 <i>Evaluating Charts</i> 353, 371 <i>What Happens in a Criminal Case</i> 370-373 TWE: RT 342, 372
2.12.7 Analyze the effectiveness of checks and balances in maintaining the equal division of power.	SE: 91-92 <i>Interpreting the Constitution</i> 86-87 <i>Evaluating Charts</i> 91 TWE: RT 63, 90 CL 87, 93
Content Standard 3.0: National and State Government: <i>Students can explain the relationship between the states and national government.</i>	
3.12.1 Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).	SE: 92-93, 282-286 <i>Evaluating Charts</i> 92, 284 TWE: ICA 92, 285 CL 93, 286 RT 283
3.12.2 Provide contemporary example of federalism .	SE: 329-333 <i>Americans in Action</i> 282 <i>The Constitution and Federalism</i> 282-283 <i>Problems Facing States</i> 289-290 TWE: RT 280, 283 ICA 285

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<p>3.12.3 Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.</p>	<p>SE: 113-115 <i>Articles IV-VII</i> 85 <i>The Supremacy of the Constitution</i> 93 <i>The Fourteenth Amendment (1868)</i> 110-111 <i>Evaluating Charts</i> 114 <i>Federal Supremacy</i> 284 <i>Legal Protections in the U.S. Constitution</i> 352-354 <i>Analyzing the Court Decision</i> 374, 519 TWE: RT 10</p>
<p>Content Standard 4.0: The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i></p>	
<p>4.12.1 Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.</p>	<p>SE: 10-11, 166-169, 227-230, 236-240, 241-244 <i>Speak Up and Vote</i> 122-123 <i>Issues to Debate</i> 245 TWE: RT 167, 234 ICA 239</p>
<p>4.12.2 Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.</p>	<p>SE: 218-222, 223-226, 227-230 TWE: ICA 221 RT 224, 228 CL 226</p>
<p>4.12.3 Evaluate the significance of interest groups in the political process of a democratic society.</p>	<p>SE: 270-275 <i>Soft Money and PACS</i> 249 <i>Interest Groups</i> 259-260 TWE: RT 271, 274 DI 272 ICA 273</p>
<p>4.12.4 Analyze the role that television and other media play in the process of political persuasion.</p>	<p>SE: 264-268 <i>Citizenship Skillbuilder</i> 231, 269 <i>The Mass Media</i> 259 <i>Analyzing Graphs</i> 267 <i>Evaluating Charts</i> 274 TWE: RT 265 DI 266 ICA 267</p>
<p>4.12.5 Evaluate propaganda in both historic and current political communication.</p>	<p>SE: <i>Citizenship Skillbuilder</i> 231, 269 <i>Critical Thinking Skillbuilder</i> 251 <i>The Media's Impact on Politics and Government</i> 265-267 <i>Techniques of Interest Groups</i> 273-274 <i>Evaluating Charts</i> 274 <i>Technology Skillbuilder</i> 388 TWE: RT 265, 274 ICA 273</p>

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<p>4.12.6 Describe the process by which public policy is formed and carried out.</p>	<p>SE: 146-149, 324-327 <i>Members of Congress at Work</i> 153-155 <i>Roles of the President</i> 172-174 <i>Reasons for Court Decisions</i> 208-209 <i>Setting the Public Agenda</i> 265 <i>Influencing Government</i> 272-274 TWE: ICA 160 RT 325 DI 326</p>
<p>Content Standard 5.0: Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.</i></p>	
<p>5.12.1 Examine the rights of citizens and how these rights may be restricted.</p>	<p>SE: 98-101, 103-107, 109-112 <i>Issues to Debate</i> 13, 291 <i>Analyzing the Court Decision</i> 108, 263 TWE: RT 96 CL 101, 107</p>
<p>5.12.2 Examine the responsibilities of U.S. citizens.</p>	<p>SE: 120-124, 125-130, 438-442 <i>The Law and You</i> 12 <i>Evaluating Charts</i> 122 <i>Why Your Vote Matters</i> 239-240 <i>Our Legal Responsibilities</i> 358 TWE: ICA 123 RT 126, 129</p>
<p>5.12.3 Explain symbols and documents of a nation and how they represent its identity.</p>	<p>SE: 23, 36-38, 44-47 <i>The Law and You</i> 12 <i>The Preamble</i> 83 <i>Honoring America</i> 634 <i>Documents of American History</i> 659-670 TWE: RT 15, 46 CL 23</p>
<p>5.12.4 Describe the development of the Bill of Rights and provide a contemporary application.</p>	<p>SE: 98-101, 103-107, 109-112, 113-115 <i>Evaluating Charts</i> 114 TWE: CLA 70 EC 72, 74, 75 CTA 73</p>
<p>5.12.5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection.</p>	<p>SE: 98-101, 103-107, 109-112, 113-115, 352-358 <i>Evaluating Charts</i> 110 TWE: CTA 73 EC 75 RT 110, 356</p>
<p>5.12.6 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.</p>	<p>SE: 113-115, 324-327, 329-333 <i>Principles of American Democracy</i> 10-12 <i>Unity Among Citizens</i> 23 <i>Civic Responsibilities</i> 122-124 <i>Citizenship Skillbuilder</i> 379 TWE: CL 115 RT 325, 330</p>

STANDARDS	PAGE REFERENCES
5.12.7 Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including: <ul style="list-style-type: none"> • <i>Brown v. Board of Education of Topeka</i> • <i>Gideon v. Wainwright</i> • <i>Miranda v. Arizona</i> • <i>Tinker v. Des Moines Independent Community School District.</i> 	SE: 113-115, 202-203, 206-210 <i>Analyzing the Court Decision</i> 108, 374 <i>Evaluating Charts</i> 207, 355 <i>Rights of People Accused of Crimes</i> 354-358 <i>Historical Documents</i> 668
Content Standard 6.0: State and Local Government: <i>Students know the structure and functions of state and local governments.</i>	
6.12.1 Explain the structure and function of state and local governments.	SE: 282-286, 287-290, 292-295, 297-300, 306-311, 312-314, 315-318, 324-327 TWE: TTA 281 RT 304
6.12.2 Describe the unique role of tribal governments within the United States.	The following references to diversity and civil rights can be used with adjunct materials) to initiate/facilitate discussions and activities related to Native Americans and tribal government: SE: 11-12, 19-23, 113-115 <i>Historical Documents</i> 662, 666 <i>Supreme Court Cases, Worcester v. Georgia (1832)</i> 674 TWE: CL 115
6.12.3 Compare and contrast the structure of the Nevada and United States Constitutions.	The following references cover state constitutions and their relationship to the federal constitution. The references can be used to facilitate lessons/activities specific to Nevada with adjunct materials, such as a copy of the Nevada Constitution: SE: 92-93, 282-286 <i>Evaluating Charts</i> 92, 284 TWE: ICA 92 RT 283 TE 283 CL 286
6.12.4 Describe the differences between the local, state, and federal court systems.	SE: 192-195, 196-199, 200-204, 206-210, 297-300 <i>Evaluating Charts</i> 197, 298 TWE: RT 193, 207, 298
Content Standard 7.0: Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i>	
7.12.1 Summarize and evaluate the significant characteristics of the world's major political systems, including: <ul style="list-style-type: none"> • monarchy • totalitarian dictatorship • presidential system • parliamentary system communism 	SE: 588-593, 595-598, 599-604 <i>Democratic Government</i> 11-12 <i>Evaluating Charts</i> 590, 596 TWE: RT 589, 600 ICA 591, 602

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7.12.2 Define and analyze the major economic systems of the world, including: <ul style="list-style-type: none"> • capitalism • mixed economy • socialism • command economy 	SE: 434-437, 502-506, 572-575, 576-580 <i>Evaluating Charts</i> 579 TWE: RT 435, 503, 562 DI 504, 574
Content Standard 8.0: International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>	
8.12.1 Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.	SE: 175-178, 610-615 <i>Commander in Chief</i> 173 <i>Relations with the United States</i> 603-604 <i>The Purpose of the United Nations</i> 617-618 <i>Spread of Democracy and Liberty</i> 624-627 <i>Historical Documents</i> 667 TWE: RT 176
8.12.2 Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including: <ul style="list-style-type: none"> • diplomacy • economic policy • humanitarian aid • military intervention 	SE: 175-178, 564-570, 610-615 <i>Relations with the United States</i> 603-604 <i>The Purpose of the United Nations</i> 617-618 <i>Recent Activities of the United Nations</i> 620-621 <i>Spread of Democracy and Liberty</i> 624-627 TWE: RT 176, 611, 614
8.12.3 Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs.	SE: 617-621, 622-627 <i>Regional Trade Agreements</i> 567-570 <i>Helping Developing Countries</i> 580 TWE: EC 569 ICA 620 RT 623, 626

Codes Used for TWE Pages

CL	Close
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
RT	Reading the Text
TE	Teach
TTA	Teacher-to-Teacher Activity