



## **CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT**

North Carolina Department of Public Instruction  
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## Welcome to Civics and Economics

The North Carolina Department of Public Instruction is pleased to provide this revised curriculum support document for *Civics and Economics* teachers on CD. This document is designed to maximize consistency across the state and within the LEA, and to provide guidelines and support for concept-based instruction.

The *Civics and Economics Curriculum Support Document* is a supplemental guide for teaching *Civics and Economics* and features major concepts, factual content, instructional strategies and learning experiences, suggested resources with direct linkage to many web sites, and a list of Curriculum Pathways activities provided by SASinSchool. A suggested pacing guide has been added. *Civics and Economics* is color coded to show the linkage to Constitutional History, United States History, Literature, and Websites.

Green text indicates connections to United States History

Red text indicates connections to Constitutional History

Purple text indicates literature connections

Blue text indicates hyperlinks to Internet sources

Orange text indicates a sample lesson for the objective in the Concept-Based Instruction Document published by DPI.

**(H)** indicates activities and web sites are appropriate for an honors course. However, these activities may be modified for use in any classroom.

This course builds on the knowledge that students gain in K-9 social studies. Every grade, K-8, has a civic and economic strand. From *World History*, students receive the basis for the founding principles of the United States political and economic system, in addition to the many contributions from civilizations that are incorporated in our history and culture. Incorporating this document into the LEA's curriculum guide for *Civics and Economics* will provide teachers with support for teaching this course.

Inquiries about the material should be addressed to Judy U. McInnis or Kelli Thomas, NCDPI, Social Studies, 6345 Mail Service Center, Raleigh, North Carolina 27699-6345 or email at [jmcinnis@dpi.state.nc.us](mailto:jmcinnis@dpi.state.nc.us) or [kthomas@dpi.state.nc.us](mailto:kthomas@dpi.state.nc.us).

## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

The North Carolina Department of Public Instruction is thankful to the teachers listed below, who provided input for 2007 revision of the *Civics and Economics Curriculum support document*.

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John Spicer, Caldwell

A special thanks is also extended to the social studies staff at TOPS for their input in identifying concepts and factual content.

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The North Carolina Department of Public Instruction is thankful to the teachers listed below, who provided input in the development of the 2005 *Honors Civics and Economics support document*.

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Barbara Merritt, Mount Airy  
Tracy Metcalf, Moore  
Marguerite Scott, Wake

## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

The North Carolina Department of Public Instruction is thankful to the many teachers listed below, who provided input in the development of the *Civics and Economics* standards and the 2003 *Civics and Economics Curriculum* document.

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Robert W. Brown, Cleveland  
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Darnell Tabron, Durham  
Julia Timberlake, Durham  
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Denise Hunt, Robeson  
Marie Dunn, Word Processing  
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## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

### Using this Document to Support Concept-Based Instruction

The North Carolina Department of Public Instruction understands the tremendous task teachers face when trying to cover so much information in the course of one school year and therefore, made the revisions in this document to encourage the conceptual teaching of Civics and Economics. Moving towards a more conceptual approach to teaching will provide teachers with the tools necessary for students to acquire the depth and breath needed to know, do, and understand what is being taught. This document provides a framework for identifying concepts, factual information, developing generalizations, and essential questions. The Social Studies Section at the North Carolina Department of Public Instruction encourages teachers to use this document in conjunction with the *Concept-Based Instruction (CBI) Support Document: Civics and Economics and United States History, 2007*.

Categories in this document have been revised to support conceptual teaching. Teachers will need to understand the following components of CBI to more effectively use this document:

#### *Generalizations*

The generalizations are full sentence statements, describing what, specifically, students should understand about the critical concepts in the lesson. Generalizations are written to show how two or more concepts form a relationship that may or may not be true. Generalizations are referred to as “Enduring Understandings” by Grant Wiggins and Jay McTighe in Understanding by Design.

Generalizations should be written as the ultimate goal for what students need to understand about the lesson. Teachers should use the essential questions and factual content to support students to inductively conclude the generalization.

In this document the generalizations have been written to the goal. In this way, the individual objectives support the teaching of the goal, allowing teachers to cluster objectives rather than teaching them in isolation.

#### *Essential Questions*

Essential questions are the guiding questions that promote inquiry and deeper exploration of a subject and lead students to use the factual knowledge to draw conclusions and ultimately deduce the desired generalization. Because the goal of the essential questions is to get students to understand the generalizations, the two are related and questions are written to support the generalization.

Essential questions can be written on three levels: factual, conceptual, and provocative. During a lesson, teachers should use some of each type to engage students. Factual questions are written to cover the content and can be fixed in time and place. Because of this, factual questions can be written using proper nouns and past tense. For instance a unit on political action may cover the factual question “what strategies do lobbyists use to influence Congress?” Conceptual questions are timeless and universal and therefore are written more broadly. For instance a conceptual question for political action may be “What is the role of an active citizen?” Provocative questions are the highest level, have no right or wrong answer and are meant to encourage debate such as, “Should controversial or unpopular groups be excluded from political participation in a democracy?”

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For this document essential questions are written for each objective. These are not the only questions teachers should use, they are meant to be a starting point for the teacher in writing his or her own essential questions.

### *Macro Concepts*

Macro concepts are the broadest and most abstract concepts. They are often used as “conceptual lens” of a unit or lesson plan to provide breadth of knowledge. These concepts are interdisciplinary, timeless, and universal. The conceptual lens can serve as a bridge from one content to another making it possible to teach multiple disciplines in a blended course model.

In this document macro concepts have been identified for each objective. Teachers should use these concepts to establish a “lens” through which to teach the factual content. This means the concepts should be used as the overall theme that helps to pull a student’s thinking together to recognize patterns and make connections. Macro concepts will be the same across all disciplines and are used to provide a breadth of understanding and large categories for students to use to structure knowledge.

### *Micro Concepts*

Micro concepts provide the depth of understanding of a specific subject area. These are the more discipline specific concepts that fall under the broader macro concept. For instance, a unit covering the Declaration of Independence may focus on the micro concept of political action under the macro concept of revolution.

Micro concepts provide the depth of understanding of a specific subject area. These are the concepts that teachers should use to help students make connections to the factual content. Many of the objectives in the *North Carolina Social Studies Standard Course of Study* include these concepts. In this document the micro concepts from the *Standard Course of Study* as well other related concepts have been identified.

### *Factual Content*

The factual content column of this document contains the information which students must know to be competent with the overarching concepts in a lesson. It is virtually impossible to teach conceptually without giving students the background factual knowledge. Facts should always be used as a supporting tool to concepts, for example, when learning about the concept of “democracy” as it relates to America’s “founding fathers,” students would need to know what, when and how the United States developed into a democratic nation.

### *Instructional Strategies and Learning Experiences*

These are suggested strategies and activities that could be developed and implemented in the classroom to help reinforce both the conceptual and factual content within the *Standard Course of Study*. Teachers are encouraged to differentiate their instructional strategies for students. Activities marked with an (H) have been designated as appropriate for an honors course but that does not mean they can not be revised or scaffold for students at all levels. Teachers should promote higher level thinking and conceptual understanding with all students.

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### *Suggested Resources (and Curriculum Pathways information)*

This section of the document contains several different types of resources which can be used to enhance conceptual instruction of the Civics and Economics content. Suggested websites are included and hyperlinked for additional Internet sources.

The Curriculum Pathways® resources from SASinSchool are also listed. These are available at: [www.sasinschool.com](http://www.sasinschool.com). Curriculum Pathways® provides standards-based online content in all the core disciplines, grades 8-12. It is free of charge to public schools in North Carolina. For more information go to <http://www.sasinschool.com/about/stateprojects/pages/northcarolina.shtml>.

## Teaching Options

The goals and objectives are the solid basis of this document. Concepts and factual content have been provided to assist the teacher in knowing what must be included to provide minimum classroom instruction. Instructional strategies and learning experiences are provided to give the teacher suggestions for making instruction interactive and inclusive of various learning styles. Keep in mind that the concepts, factual content, and instructional strategies and learning experiences, are fluid and provide more than enough information to teach this course. An added feature of this document is the hyperlinked resources, leading to primary documents, government web pages and other pertinent topics. Teachers are encouraged to enhance instruction beyond the minimums required. There are many opportunities for the teacher to provide his or her own areas of interest, additional concepts and factual content. Teaching strategies used to teach students in *Civics and Economics* must include methods that maximize learning for all students.

This document could not include every concept and factual content item in national standards or textbooks for the study of civics, government, the judicial process, and economics. It was difficult to narrow the focus to what is presented in this curriculum document. Do note that teachers have the flexibility to teach these goals, objectives, concepts, and factual content in the order that best fits the needs of the students.

A suggested pacing guide is included. Teachers are encouraged to align this pacing guide and consider their local school system's calendar to maximize the instruction and learning process. Goals and objectives can be clustered for greater effectiveness, and the order in which they are taught is flexible. One suggestion is to group the goals and objectives into four major categories: early U.S. history, legislative (national, state, and local), judicial (national & state), and economics (national, state, and personal). Several objectives provide for continuous learning throughout the course. *Civics and Economics* is designed to include as much hands-on as possible; civic engagement, volunteerism, service learning, and economic simulations are encouraged.

## CIVICS &amp; ECONOMICS

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experience. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects; this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Honors Civics and Economics should cover the material in greater complexity, novelty, acceleration, or pacing, and reflect a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Teachers should incorporate opportunities for each student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishments, exploring areas of his/her interests within the designated course of study. Honor Civics and Economics is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

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**Syllabus**

Each teacher will produce their own syllabus which will be approved by the local administration. Each syllabus must contain the following information:

- Course description with a listing of the topics/goals/objectives to be covered in the course
- Expectations of performance for students
- Required materials
- Time tables and deadlines for the course
- A basis for grading
- Issues particular to the course
- Purpose of individual, formative, and summative assessments

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### Honors Civics and Economics Course Expectations

#### Curriculum

- The course curriculum is specifically designed as an honors course that is more rigorous, experiential, investigative and/or accelerated than a standard course.

#### Instruction

- The instructor requires students to read and/or interact to a wide spectrum of more challenging, thought provoking, relevant instructional materials including, but not limited to, multiple texts, primary sources and multimedia.
- The instructor utilizes appropriate pacing.
- The instructor requires evidence of higher level thinking from students.
- The instructor uses appropriate technology.
- The instructor encourages students to take greater responsibility and increase self-direction in their own learning.
- The instructor includes opportunities for a variety of activities, such as panels, debates, reaction/reflection groups, scholarly dialogue, group investigations, and seminars.
- The instructor requires students to engage in self-directed, advanced historical research.
- The instructor provides multiple opportunities for real world and experiential learning opportunities.
- The instructor requires students to develop and defend a position on a historical issue.

#### Assessment

- There are multiple types of assessment, including formal and informal evaluation.
- Assessment can be conducted by a variety of individuals, including self, peers, instructors and outside experts.

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### Goal 1 Generalizations and Essential Questions

**Competency Goal 1:** The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.

#### Generalizations:

- Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.
- Shared values and principles may be necessary for a group of people to progress and form a political system.
- Despite a diversity of experience, groups may come together to form a political system and adopt shared values and principles.

#### Essential Questions:

- 1.01 How did the unique geographic landscape of each region cause the colonies to develop differently?
- 1.01 In what ways did the purpose and focus of settlement affect the development of each colony?
- 1.01 How did the diversity of the populations in each region lead to varied experiences economically, socially, and politically?
- 1.02 How did the colonists' experiences under the British government influence them to establish a system of self-government?
- 1.02 Which documents and people influenced the colonists' viewpoints on self-government?
- 1.02 How did the successes and failures of the colonial governments influence the colonists' attitude about self-government?
- 1.03 What events and actions led the colonies to rebel against Great Britain?
- 1.03 How did colonists react to the treatment they received from the British government?
- 1.03 How did the events of the Revolutionary time period influence the formation of a national identity?
- 1.04 How did land acquisition after the Revolutionary War lead to conflicts?
- 1.04 How did colonists justify taking land from Native Americans and owning slaves during the time of the 1<sup>st</sup> Great Awakening?
- 1.04 Why was the Treaty of Paris significant in creating a national identity?
- 1.05 How were the Virginia Plan and New Jersey Plan both incorporated in the compromise of the Connecticut Plan?
- 1.05 To what extent were the compromises made during the Constitutional Convention necessary and appropriate?
- 1.05 How was the role of government different under the new Constitution as compared to the Articles of Confederation?
- 1.06 What were the contrasting viewpoints of the Federalists and Anti-Federalists?
- 1.06 How would society be different today if the new Constitution had incorporated only the viewpoints of the Federalists or Anti-Federalists?
- 1.06 What arguments exist today that may be similar to those that occurred between the Federalists and Anti-Federalists?
- 1.07 How does the Bill of Rights offer protection for citizens?
- 1.07 Was the Bill of Rights needed in to guarantee freedoms to citizens?
- 1.07 How are rights granted in the Bill of Rights limited by the interpretation of the judiciary branch?
- 1.08 What affect do the various forms of government have on people around the world?
- 1.08 How do various forms of government provide for individual freedom?
- 1.08 What will likely happen if a government denies all power to the people it governs?

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.01:</b> Describe how geographic diversity influenced economic, social and political life in colonial North America.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the unique geographic landscape of each region cause the colonies to develop differently?</li> <li>In what ways did the purpose and focus of settlement affect the development of each colony?</li> <li>How did the diversity of the populations in each region lead to varied experiences economically, socially, and politically?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b></p> <p>Diversity Systems Inclusion Exclusion Dissention</p> <p><b>Micro Concepts:</b></p> <p>Geographic diversity Economic growth Social structure Political Structure Ethnic diversity Religious diversity Plantation system Mercantilism</p>	<p><i>(Geographic Diversity)</i></p> <p>New England Middle Colonies Southern Colonies Jamestown</p> <p><i>(Economic Growth)</i></p> <p>Joint-stock Companies Proprietary/Royal/ Self-Governing Colonies Triangular Trade Route</p> <p><i>(Social Structure)</i></p> <p>Indentured servants Native Americans Public schooling</p> <p><i>(Political Structure)</i></p> <p>Town meetings Bacon’s Rebellion</p> <p><i>(Religious Diversity)</i></p> <p>Pilgrims Puritans Quakers</p>	<p>1.01a Create a mobile about a colony. The mobile should include:</p> <ul style="list-style-type: none"> <li>A map of the 13 colony with the featured colony color coded</li> <li>Date and name of first settlement</li> <li>A paragraph describing the original American Indians in this colony</li> <li>A paragraph describing an important person in the colony</li> <li>A sentence describing the major economic activity</li> <li>A drawing and sentence describing a main event within the colony</li> </ul> <p>Present the project to class.</p> <p>1.01b Research the Lost Colony and make inferences of their final fate. Explore the theory that the Lumbee Indians are descendents of the Lost Colony. <b>(H)</b></p> <p>1.01c Complete a Venn diagram comparing political, social, and economic aspects of the northern and southern colonies.</p> <p>1.01d Assign small groups of students to represent each of the 13 colonies. Have them create posters persuading people to come to their</p>	<p>Bradford’s History of Plymouth Plantation <a href="http://members.aol.com/calebj/bradford_journal.html">http://members.aol.com/calebj/bradford_journal.html</a></p> <p>Maryland’s Religious Toleration Act – 1649 <a href="http://odur.let.rug.nl/~usa/D/1601-1650/maryland/mta.htm">http://odur.let.rug.nl/~usa/D/1601-1650/maryland/mta.htm</a></p> <p>Indentured Servants: Virtual Jamestown example contracts <a href="http://www.virtualjamestown.org/indentures/search_indentures.html">http://www.virtualjamestown.org/indentures/search_indentures.html</a></p> <p>Quakers information and religious tolerance <a href="http://www.quaker.org/">http://www.quaker.org/</a></p> <p>Salem Witch Trials Resources <a href="http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM">http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM</a></p> <p>Religion and the Founding of the American Republic (Library of Congress) <a href="http://www.loc.gov/exhibits/religi">http://www.loc.gov/exhibits/religi</a></p>

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	<p>Catholics Religious dissenters Salem Witch Trials</p>	<p>colony. Call out characteristics of a colony (i.e. arms tobacco, settled by Puritans) Have groups stand if their colony meets the characteristic. Have students identify what region (Southern, Middle, Northern) the standing colonies are in.</p>	<p><a href="#">on/rel04.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Trial of Anne Hutchinson, InterActivity 29</p> <p>Designing a Colonial Investment Brochure, Classroom Activity 1131</p> <p>Mass Media-Colonial Style, Project 399</p>
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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>• Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>• Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.02: Trace and analyze the development of ideas about self-government in British North America.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the colonists’ experiences under the British government influence them to establish a system of self-government?</li> <li>• Which documents and people influenced the colonists’ viewpoints on self-government?</li> <li>• How did the successes and failures of the colonial governments influence the colonists’ attitude about self-government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b></p> <p>Systems Dependence Independence</p> <p><b>Micro Concepts:</b></p> <p>Majority Rule Self Government Limited Government Rebellion Common Law Natural rights Limited government Republic</p>	<p>(Majority Rule) Parliament Republic</p> <p>(Self Government) Mayflower Compact House of Burgesses Fundamental Orders of Connecticut Town meetings</p> <p>(Limited Government) Magna Carta/Great Charter Social Contract theory English Bill of Rights</p> <p>(Rebellion) 1<sup>st</sup>/2<sup>nd</sup> Continental Congress</p>	<p>1.02a Have students begin to set up their own personal government by writing a “preamble” as to why it would be necessary.</p> <p>1.02b Develop an annotated timeline that details the chronology and significance of major events in British North America.</p> <p>1.02c Complete a graphic organizer explaining the reasons for and effects of the English Bill of Rights.</p> <p>1.02d Write an essay explaining why the contributions of selected people were important to the time period, i.e., Roger Williams, William Penn, George Calvert, Anne Hutchinson.</p>	<p>Hobbes, <i>Leviathan</i> excerpts (H) <a href="http://socserv.socsci.mcmaster.ca/~econ/ugcm/3ll3/hobbes/Leviathan.pdf">http://socserv.socsci.mcmaster.ca/~econ/ugcm/3ll3/hobbes/Leviathan.pdf</a></p> <p>Resolution of the Virginia House of Burgesses on Colonial Authority, Nov. 14, 1764</p> <p><i>The Mayflower Compact</i></p> <p><i>Foundations of the Colonial Era, Documents of Destiny, Goldhil Home Video</i></p> <p>Second Treatise of Civil Government (H) <a href="http://www.answers.com/topic/the-second-treatise-of-civil-government">http://www.answers.com/topic/the-second-treatise-of-civil-government</a></p>

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.03: Examine the causes of the American Revolution.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What events and actions led the colonies to rebel against Great Britain?</li> <li>How did colonists react to the treatment they received from the British government?</li> <li>How did the events of the Revolutionary time period influence the formation of a national identity?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b>                      Revolution                      Discontent                      Cooperation                      Conflict</p> <p><b>Micro Concepts:</b>                      Mercantilism                      Self-government                      Civil liberties                      Rebellion                      War                      Salutary Neglect</p>	<p><i>(Self-government)</i>                      Albany Plan of Union</p> <p><i>(Revolution/Causes)</i>                      French and Indian War                      Proclamation of 1763                      Quartering Act                      Stamp Act/Stamp Act                      Congress                      Sons of Liberty                      Boston Massacre                      Committees of Correspondence                      John Peter Zenger                      “Shot heard around the world”                      Boston Tea Party                      Intolerable Acts/Coercive Acts                      Writs of Assistance                      “No Taxation without representation”                      1<sup>st</sup>/2<sup>nd</sup> Continental Congress                      Thomas Paine’s <i>Common Sense</i>                      Navigation Acts                      Declaration of</p>	<p>1.03a Write a position paper justifying the colonies’ right to rebel against the British or the British right to keep their colonies.</p> <p>1.03b Discuss the use of propaganda to sway public opinion regarding war with Britain. Consider the views of colonists such as Paul Revere, Samuel Adams, Mercy Otis Warren, Patrick Henry, Thomas Jefferson, Thomas Paine, and Abigail and John Adams.</p> <p>1.03c Using a graphic organizer, compare British actions and colonists’ reactions during the pre-Revolutionary Period.</p> <p>1.03d Post Cards Home – Students should take the position of a Patriot or Loyalist in the American Revolution. Select a battle and research information about that battle. Illustrate three post cards from this battle depicting:</p> <ul style="list-style-type: none"> <li>Location</li> <li>A peaceful activity</li> <li>Results of the battle</li> </ul> <p>On the reverse side of the postcard write</p>	<p><a href="http://xroads.virginia.edu/~Hyper2/CDFinal/Paine/cover.html">Excerpts from Paine’s <i>Common Sense</i> <a href="http://xroads.virginia.edu/~Hyper2/CDFinal/Paine/cover.html">http://xroads.virginia.edu/~Hyper2/CDFinal/Paine/cover.html</a></a></p> <p>The Declaration of Independence  <a href="http://www.archives.gov/national_archives_experience/charters.html">http://www.archives.gov/national_archives_experience/charters.html</a></p> <p>John Dickinson’s Letters from a Farmer 1767-68  <a href="http://www.earlyamerica.com/earlyamerica/bookmarks/farmer/">http://www.earlyamerica.com/earlyamerica/bookmarks/farmer/</a></p> <p>Edmund Burke - Speech on Conciliation with America, March 22, 1775.  <a href="http://www.earlyamerica.com/earlyamerica/firsts/cartoon/snake.html">http://www.earlyamerica.com/earlyamerica/firsts/cartoon/snake.html</a></p> <p>PBS Video – “Liberty! The American Revolution”</p> <p><i>The Revolutionary Era</i>, Documents of Destiny, <i>Goldhil</i> Home Videos Chronicle of the Revolution &amp; The Road to Revolution  <a href="http://pbs.org/liberty/">http://pbs.org/liberty/</a></p>

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	<p><b>Independence</b></p>	<p>home to a loved one, describing experiences in the war and include two facts gathered from the research.</p> <p>1.03e Analyze the causes of the American and French Revolutions. Chart and discuss how the revolution in America influenced the French to rebel. <b>(H)</b></p> <p>1.03f Write a short excerpt for a British history textbook that includes a description and interpretation of several events such as: the Proclamation of 1763, Quartering Act, Stamp Act, Boston Massacre, Boston Party.</p>	<p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Becoming “Enlightened”: Generating a Group Quiz from Primary Source Documents, Web Lesson 594</p> <p>The Influence of John Locke, Web Lesson 616</p> <p>The Stamp Act, InterActivity 30</p> <p>What was the strongest grievance against King George III in the Declaration of Independence? Web Inquiry 210</p>
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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.04: Elaborate on the emergence of an American identity.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did land acquisition after the Revolutionary War lead to conflicts?</li> <li>How did colonists justify taking land from Native Americans and owning slaves during the time of the 1<sup>st</sup> Great Awakening?</li> <li>Why was the Treaty of Paris significant in creating a national identity?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Change Conflict</p> <p><b>Micro Concepts:</b> Property Rights National Identity Land acquisition Separation of church and state Slavery Religious pluralism Egalitarianism</p>	<p>(National Identity) Treaty of Paris</p> <p>(Land acquisition) Land ownership Bacon’s Rebellion Land Ordinance of 1785 Northwest Ordinance of 1787</p> <p>(Slavery) Slave trade Middle Passage</p> <p>(Religious Pluralism) 1<sup>st</sup> Great Awakening</p>	<p>1.04a What values and ideals for/by Americans emerged in this period? Research several historical sources and discuss the results.</p> <p>1.04b Read an excerpt from Crèvecoeur’s, <i>What is an American?</i> Discuss appropriate answers to his question, “What then is this new American, this new man?” (H)</p> <p>1.04c Analyze quotes of significant speakers and authors of the time period and how they reflect the American ideals, i.e. Jonathan Edwards, Phyllis Wheatley, and Thomas Paine.</p> <p>1.04d Analyze primary source writings of those involved in the slave trade. Describe the middle passage from a first person experience.</p>	<p>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself</p> <p><a href="http://www.antislavery.org/breakingthesilence/main/PickandMix/04_Equiano.pdf">http://www.antislavery.org/breakingthesilence/main/PickandMix/04_Equiano.pdf</a></p> <p>Alexis de Tocqueville <a href="http://www.tocqueville.org/">http://www.tocqueville.org/</a></p> <p>The Constitution <a href="http://www.archives.gov/national_archives_experience/charters.html">http://www.archives.gov/national_archives_experience/charters.html</a></p> <p>Articles of Confederation <a href="http://www.yale.edu/lawweb/avalon/artconf.htm">http://www.yale.edu/lawweb/avalon/artconf.htm</a></p> <p>Traveling De Tocqueville’s America and A Conversation in Democracy, C-SPAN Video</p> <p>Text of “Sinners in the Hands of an Angry God” <a href="http://edwards.yale.edu/images/pdf/sinners.pdf">http://edwards.yale.edu/images/pdf/sinners.pdf</a> (H)</p>

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>• Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>• Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.05: Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How were the Virginia Plan and New Jersey Plan incorporated in the compromise of the Connecticut Plan?</li> <li>• To what extent were the compromises made during the Constitutional Convention necessary and appropriate?</li> <li>• How was the role of government different under the new Constitution as compared to the Articles of Confederation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Compromise Conflict</p> <p><b>Micro Concepts:</b> Confederation Rebellion Central government Bill of Rights Constitution</p>	<p><i>(Confederation)</i> Characteristics of Articles of Confederation</p> <p><i>(Central Government)</i> <b>The Virginia Plan</b> <b>The New Jersey Plan</b> <b>The Great Compromise/ Connecticut Plan</b> <b>The three/fifths Compromise</b> <b>The Commerce and Slave Trade Compromise</b> <b>The Electoral College</b></p> <p><i>(Rebellion)</i> Shay’s Rebellion Whiskey Rebellion</p>	<p>1.05a Using a “fishbone” diagram and the term Articles of Confederation, chart and categorize the strengths and weaknesses in the new government.</p> <p>1.05b With a Venn Diagram show how the weaknesses of the Articles of Confederation were corrected in the Constitution.</p> <p>1.05c Create a timeline of events leading to the Constitutional Convention. Choose the three most significant events and discuss how the Constitution may have been different if they had not occurred.</p> <p>1.05d Stage a mock Constitutional Convention; allow students to represent the identities and positions of various delegates.</p> <p>1.05e Create a “Story of the U.S. Constitution” through a creative medium such as a comic book, song, multimedia presentation, performance or a written work.</p>	<p>The Articles of Confederation</p> <p>The Constitution</p> <p><i>Creating a New Nation</i>, Documents of Destiny, Goldhil Home Videos</p> <p><i>We the People, Unit 2, Lesson 10-15</i></p> <p>Youth Leadership Initiative <a href="http://www.youthleadership.net/">http://www.youthleadership.net/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Personal Handbook to the U. S. Constitution, Classroom Activity 1140</p> <p>The Constitutional Convention, InterActivity 1180</p> <p>The Federalist Assignment: Advertising the Constitution, Project 400</p>

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.06: Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What were the contrasting viewpoints of the Federalists and Anti-Federalists?</li> <li>How would society be different today if the new Constitution had incorporated only the viewpoints of the Federalists or Anti-Federalists?</li> <li>What arguments exist today that may be similar to those that occurred between the Federalists and Anti-Federalists?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Compromise</p> <p><b>Micro Concepts:</b> Federalism Individual rights States rights Centralized government Ratification Role of government Separation of Powers Checks and Balances Bill of Rights</p>	<p>(Individual rights/ States rights) <b>Anti-federalists</b> <b>Strict Interpretation</b></p> <p>(Centralized government) <b>Federalists</b> <b>Loose Interpretation</b> <b>Factions</b> <b>Federalist Papers</b> <b>Anti-Federalist Papers</b></p> <p>(Separation of Powers) <b>The Judiciary</b> <b>The Executive Branch</b></p> <p>(Ratification) <b>Adoption of the Constitution</b></p>	<p>1.06a Examine Federalist Paper #51. Write a paragraph explaining the following excerpt, “If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.”</p> <p>1.06b Using Federalist Paper #10, compare and contrast representative and direct democracy.</p> <p>1.06c Using <i>We the People</i> Activity 16 &amp; 17, conduct a debate between Federalists and Anti-Federalists.</p> <p>1.06d Identify arguments in the Federalists’ and Anti-Federalists’ writings that are relevant to current events.</p> <p>1.06e Compare and contrast the viewpoints about the function of government as expressed by John Jay, Alexander Hamilton, James Madison, George Mason, and James Monroe.</p>	<p>Jefferson’s letter to Madison on the Constitution, December 20, 1787</p> <p>The Federalist Papers <a href="http://lcweb2.loc.gov/const/fed/fedpapers.html">http://lcweb2.loc.gov/const/fed/fedpapers.html</a></p> <p>The Anti-Federalists Papers <a href="http://www.constitution.org/afp/afp.htm">http://www.constitution.org/afp/afp.htm</a> <a href="http://www.yale.edu/lawweb/avalon/const/mchenry.htm">http://www.yale.edu/lawweb/avalon/const/mchenry.htm</a></p> <p><i>We The People</i>, Unit 2, Lesson 16-17</p> <p>Patrick &amp; Keller, <i>Lessons on the Federalist Papers</i>. 1986. ISBN-0-941339-00-9</p> <p>Gilbert-Rolfe, <i>The Federalist Papers: A Modern Translation</i>, 2000.</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Federalist Assignment: Advertising the Constitution, Project 400</p> <p>The War Powers Act, InterActivity 1186</p>

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.07:</b> Evaluate the extent to which the Bill of Rights extended the Constitution.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does the Bill of Rights offer protection for citizens?</li> <li>Was the Bill of Rights needed in to guarantee freedoms to citizens?</li> <li>How are rights granted in the Bill of Rights limited by the interpretation of the judiciary branch?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Protection Compromise Adoption Powers</p> <p><b>Micro Concepts:</b> Bill of Rights Personal Liberties Natural Rights Freedoms</p> <ul style="list-style-type: none"> <li>expression</li> <li>assembly</li> <li>petition</li> <li>religion</li> </ul> <p>Due Process Eminent Domain</p>	<p><i>(Natural rights)</i> Powers of people Powers of the states</p> <p><i>(Freedoms)</i> Free Exercise Clause Establishment Clause Right to Bear Arms Rights of the Accused</p> <p><i>(Due Process)</i> Quartering Search &amp; Seizure Fines and punishments Trial Double Jeopardy Self-Incrimination</p>	<p>1.07a Create a board game to reinforce concepts and content associated with the constitutional amendments, i.e., Bingo, Jeopardy.</p> <p>1.07b Summarize the views on the issue of assisted suicide and euthanasia. Debate whether these issues should be protected as an individual right. <b>(H)</b></p> <p>1.07c Examine the checks and balances of the three branches of government and develop a visual representation of how they are connected.</p> <p>1.07d Using a graphic organizer, compare and contrast current viewpoints on the Establishment Clause of the Constitution.</p>	<p>ABC'S "Schoolhouse Rock" Series - "History Rock" <a href="http://www.school-house-rock.com/AmericaRock.html">http://www.school-house-rock.com/AmericaRock.html</a></p> <p><i>Bill of Rights, A Users Guide</i>, Close-Up, ISBN 0-932765-67-X</p> <p><i>We The People</i>, Lesson 19 &amp; 29</p> <p>Bill of Rights Institute <a href="http://www.billofrightsinstitute.org/">http://www.billofrightsinstitute.org/</a></p> <p>National Constitution Center, Interactive Constitution <a href="http://www.constitutioncenter.org/">http://www.constitutioncenter.org/</a></p> <p>On the Establishment of Religion: What the Constitution Really Says <a href="http://www.renewamerica.us/readings/keyes.pdf">http://www.renewamerica.us/readings/keyes.pdf</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Freedom of Speech in School, Interactivity 1186</p> <p>Personal Handbook to the Constitution, Classroom Activity 1140</p>

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<p><b>Competency Goal 1:</b> The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Regions may experience differences in economic growth, political systems, and social structures due to geographic diversity.</li> <li>Shared values and principles may be necessary for a group of people to progress and form a political system.</li> <li>Despite a diversity of experiences, groups may come together to form a political system and adopt shared values and principles.</li> </ul>			
<p><b>Objective 1.08: Compare the American system of government to other forms of government.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What affect do the various forms of government have on people around the world?</li> <li>How do various forms of government provide for individual freedom?</li> <li>What will likely happen if a government denies all power to the people it governs?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Order</p> <p><b>Micro Concept:</b> Governments Anarchy Autocracy Theocracy Oligarchy Monarchy Totalitarianism Dictatorship Aristocracy Democracy Federalism</p>	<p>Various forms of government</p>	<p>1.08a Create a graphic organizer listing the basic features of each form of government. Discuss why a country may choose one form of government over another.</p> <p>1.08b Using a world political map, identify the different forms of government throughout the world.</p> <p>1.08c Write an essay that identifies the characteristics of the United States as a democratic republic.</p> <p>1.08d Design a role-play situation where one person is a dictator and the other is an elected official from a democratic-style government. Have the students address problems to each person and observe how they are answered. <b>(H)</b></p>	<p><i>Quick Tips To Learning Government and Citizenship: Forms of Government</i>, VHS The School Company PCL309 © 2001</p>

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Goal 2 Generalizations and Essential Questions

**Competency Goal 2:**        **The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American Democracy.**

**Generalizations:**

- Governments can be structured in order to address the needs of the people who are governed.
- Leaders are often elected by the people and are expected to represent the interests of the electorate.
- Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.

**Essential Questions:**

- 2.01 How does the system of checks and balances limit the power of government officials?
- 2.01 How is the idea of limited government promoted in the United States Constitution?
- 2.01 Should Congress be able to pass a law that is unpopular with citizens?
- 2.02 How do the three branches of government work together in order to provide leadership for the people?
- 2.02 How does the Constitution provide for leadership within each of the three branches of government?
- 2.02 Should Supreme Court Justices be elected by the people?
- 2.03 In what ways does the U.S. Constitution limit the power of public officials?
- 2.03 What limits does the U.S. Constitution place on the powers of Congress?
- 2.03 Should the Supreme Court be the ultimate authority in interpreting the Constitution?
- 2.04 How has the Constitution provided the government the ability to adjust to a changing society?
- 2.04 How have constitutional amendments changed suffrage rights throughout the United States' history?
- 2.04 Is it necessary to treat all people the same in order to ensure justice and equality?
- 2.05 How has the Supreme Court used its power of judicial review to ensure equality for all citizens?
- 2.05 How has the Supreme Court changed its views to adjust to changing times?
- 2.05 Is the Supreme Court the most powerful of the three branches of government?
- 2.06 How has the U.S. Supreme Court protected the rights of citizens under the age of 18?
- 2.06 In what ways has the U.S. Supreme Court protected unpopular speech?
- 2.06 Should criminals have the same rights as law-abiding citizens?
- 2.07 How are modern political conflicts similar to the issues debated by the Federalists and Anti-Federalists?
- 2.07 In what ways have civil liberties been limited by the government during times of crisis?
- 2.07 Should states have certain rights over the federal government?
- 2.08 How can the different types of revenue impact the government's ability to operate in the best interest of its citizenry?
- 2.08 How might the government's power to tax impact citizens of varying degrees of wealth?
- 2.08 Should everyone be forced to pay taxes?
- 2.09 In what ways do government agencies protect the safety of citizens?
- 2.09 How are various government agencies funded?
- 2.09 Should immigration to the United States be limited?

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<p><b>Competency Goal 2:</b>     <b>The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American Democracy.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Governments can be structured in order to address the needs of the people who are governed.</li> <li>• Leaders are often elected by the people and are expected to represent the interests of the electorate.</li> <li>• Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.</li> </ul>			
<p><b>Objective 2.01: Identify principles in the United States Constitution.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the system of checks and balances limit the power of government officials?</li> <li>• How is the idea of limited government promoted in the United States Constitution?</li> <li>• Should Congress be able to pass a law that is unpopular with citizens?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concept:</b> Structure</p> <p><b>Micro Concepts:</b> Constitution Popular Sovereignty Federalism Separation of Powers Checks &amp; Balances Limited Government Flexibility</p>	<p><i>(Popular Sovereignty)</i> Preamble</p> <p><i>(Federalism)</i> Full Faith and Credit Clause Supremacy Clause</p> <p><i>(Separation of Powers/ Checks and Balances)</i> Legislative Branch Executive Branch Judicial Branch Enumerated Powers Un-enumerated Powers Expressed Powers Delegated Powers Reserved Powers Concurrent Powers</p> <p><i>(Flexibility)</i> Elastic Clause (Necessary and Proper Clause) Implied Powers "Living Document"</p>	<p>2.01a Create a brochure to be sent to students in a foreign country that depicts American rights and freedoms guaranteed to all citizens.</p> <p>2.01b Examine current events involving controversy about the full faith and credit clause. Explain how these issues may be resolved.</p> <p>2.01c Determine ways each branch of government influence our laws. Write a two-page paper citing examples from 1789-present. Include topics such as the appointment of a UN representative or a judicial appointment. <b>(H)</b></p> <p>2.01d Predict future needs or inventions that might require Congress to use the elastic clause (i.e. cloning or robots).</p> <p>2.01e Develop a graphic organizer that shows the relationships between the three branches of government. Then explain to your classmates how each branch impacts our lives. Cite examples from newspapers, news magazines, and other forms of media. <b>(H)</b></p>	<p>We the People, The Citizen and the Constitution, Unit 1, Lessons 1,2,3,4,5,6; Unit 2, Lessons 11,12,13,14,15,16,17; Unit 5, Lessons 24,25,26,27,28,29,30</p> <p>Bill of Rights Institute <a href="http://www.billofrightsinstitute.org/">http://www.billofrightsinstitute.org/</a></p> <p>The U. S. Constitution <a href="http://www.usconstitution.net/constam.html">http://www.usconstitution.net/constam.html</a></p> <p>The U.S. House of Representatives <a href="http://www.house.gov/">http://www.house.gov/</a></p> <p>The U.S. Senate <a href="http://www.senate.gov/">http://www.senate.gov/</a></p> <p>Federalism <a href="http://plato.stanford.edu/entries/federalism/">http://plato.stanford.edu/entries/federalism/</a></p> <p><i>Federalism, Government by Consent Series, GPN, 1800 North 33<sup>rd</sup> Street, P. O. Box 80669, Lincoln, NE 68501</i></p> <p><i>The Almost Painless Guide to the U. S. Constitution, United Learning, 1560</i></p>

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			<p>Sherman Avenue, Evanston, IL 60201</p> <p><i>Background of the U.S. Constitution</i>, VHS, BFA Educational Media: Phoenix Learning Group</p> <p>US Government Manual: <b>(H)</b> <a href="http://bensguide.gpo.gov/files/gov_c_hart.pdf">http://bensguide.gpo.gov/files/gov_c_hart.pdf</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>How has the Electoral College Changed Since the Constitution was First Written?, Web Inquiry 213</p> <p>Personal Handbook to the US Constitution, Classroom Activity, 1140</p> <p>Stretching Exercises for the Constitution: Changes After the Bill of Rights, Project 408</p> <p>The Influence of John Locke, Web Lesson 616</p> <p>The War Powers Act, InterActivity 1181</p>
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<p><b>Competency Goal 2:</b> The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American Democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Governments can be structured in order to address the needs of the people who are governed.</li> <li>• Leaders are often elected by the people and are expected to represent the interests of the electorate.</li> <li>• Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.</li> </ul>			
<p><b>Objective 2.02:</b> Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do the three branches of government work together in order to provide leadership for the people?</li> <li>• How does the Constitution provide for leadership within each of the three branches of government?</li> <li>• Should Supreme Court Justices be elected by the people?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Structure Interdependence</p> <p><b>Micro Concept:</b> Leadership Branches of Government Separation of Power</p>	<p><i>(Legislative Branch)</i> Speaker of the House President Pro Tempore President of the Senate House of Representatives Senate Bill/Law The Committee System Cloture Filibuster Apportionment Non-legislative Powers Seniority System Majority &amp; Minority Leaders Party Whips Impeachment</p>	<p>2.02a Using a graphic organizer, compare and contrast the role of the Senate and the House of Representatives.</p> <p>2.02b Have students familiarize themselves with their U.S. Congressional and Senate members; select one, and email him or her about a key issue or concern.</p> <p>2.02c Create a chart on the justices of the Supreme Court listing their background, past judicial opinions, presidential appointment and age. Predict whether this court will have a “loose” or “strict” interpretation of court cases. What other conclusions can be drawn based on the composition of the court? <b>(H)</b></p>	<p><i>We the People</i>, Unit 2: Lessons 13, 14; Unit 3: Lessons 18,  <i>Mr. Smith Goes To Washington</i> video  The American President, PBS video series <a href="http://www.americanpresident.org">http://www.americanpresident.org</a>  The U.S. Senate <a href="http://www.senate.gov/">http://www.senate.gov/</a>  The U.S. House of Representatives <a href="http://www.house.gov/">http://www.house.gov/</a>  Congress for Kids <a href="http://www.congressforkids.net/">http://www.congressforkids.net/</a></p>
	<p><i>(Executive Branch)</i> Presidential Succession State of the Union Address Veto Power Executive Order Executive Agreement</p>	<p>2.02d Use magazine and newspaper articles to identify specific duties and roles of the president.</p> <p>2.02e Review a recent State of the Union Address. Have students identify the central elements of the speech, examine</p>	<p>State of the Union Address - Archives <a href="http://www.c-span.org/executive/stateoftheunion.asp">http://www.c-span.org/executive/stateoftheunion.asp</a>  <i>The Almost Painless Guide to the Executive Branch</i>, <i>The Almost Painless Guide to the</i></p>

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	<p>Commander-in-Chief                  Chief Diplomat                  Chief Executive                  Party Leader                  Legislative Leader                  Head-of-State                  Economic Leader                  Executive Orders                  Treaty</p> <p><i>(Judicial Branch)</i>                  U.S. Supreme Court                  Chief Justice                  Associate Justices                  Original Jurisdiction                  Appellate Jurisdiction                  Concurrent Jurisdiction                  Exclusive Jurisdiction</p>	<p>the history of the State of the Union speech, and explain the purposes for the speech. Direct the students to develop a list of five issues that they believe are important to the welfare of the nation. Instruct the students to prioritize their responses from the most important to the least important. <b>(H)</b></p>	<p><i>Judicial Branch, and The Almost Painless Guide to the Legislative Branch</i>, United Learning, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201</p> <p><b>Curriculum Pathways Resources</b>                  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>How do the leaders of the House and Senate influence legislation in Congress, Web Inquiry 211</p> <p>Personal Handbook to the U.S. Constitution, Classroom Activity 1140</p> <p>Presenting the Executive Departments, Project 409</p> <p>The Supreme Court, Web Lesson 617</p>
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<p><b>Competency Goal 2:</b> The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American Democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Governments can be structured in order to address the needs of the people who are governed.</li> <li>• Leaders are often elected by the people and are expected to represent the interests of the electorate.</li> <li>• Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.</li> </ul>			
<p><b>Objective 2.03: Explain how the United States Constitution grants and limits the authority of public officials and government agencies.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways does the U.S. Constitution limit the power of public officials?</li> <li>• What limits does the U.S. Constitution place on the powers of Congress?</li> <li>• Should the Supreme Court be the ultimate authority in interpreting the Constitution?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Authority</p> <p><b>Micro Concept:</b> Governmental restraint</p>	<p><i>(Governmental restraint)</i> Impeachment Pardons Commutations Reprieve Writ of habeas corpus Bill of Attainder Ex post facto laws Judicial Review Veto Power Supremacy Clause Articles 1, 2, &amp; 3 Censure Expulsion Immunity</p>	<p>2.03a Create posters or use a Venn Diagram showing powers delegated to the United States Government, powers reserved to the states, and powers that are considered concurrent.</p> <p>2.03b Conduct research to identify relevant examples of how excess power is addressed.</p> <p>2.03c Create a timeline reflecting President Bill Clinton’s impeachment and trial in the Senate. Evaluate how the impeachment procedure limits the authority of public officials. <b>(H)</b></p> <p>2.03d Research the controversy of the 2000 presidential election. Evaluate the role of the Supreme Court and discuss whether their action was constitutionally appropriate and what impact this may have on future elections.</p>	<p><i>We the People</i>, Unit 3: Lessons 21, 22</p> <p>Federalism <a href="http://socialscience.tyler.cc.tx.us/mkh/o/Online_Courses/American_Textbook_Outlines/ap/ch3-out.htm">http://socialscience.tyler.cc.tx.us/mkh/o/Online_Courses/American_Textbook_Outlines/ap/ch3-out.htm</a></p> <p>National Supremacy <a href="http://caselaw.lp.findlaw.com/data/constitution/article06/02.html">http://caselaw.lp.findlaw.com/data/constitution/article06/02.html</a></p> <p>Guide to the President Clinton’s Impeachment Trial <a href="http://www.pbs.org/newshour/impeachment/">http://www.pbs.org/newshour/impeachment/</a> <b>(H)</b></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Personal Handbook to the US Constitution, Classroom Activity, 1140</p> <p>Stretching Exercises for the Constitution: Changes After the Bill of Rights, Project 408</p> <p>The War Powers Act, InterActivity 1181</p>

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<p><b>Objective 2.04:</b> Describe how the United States Constitution may be changed and analyze the impact of specific changes.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the Constitution provided the government the ability to adjust to a changing society?</li> <li>• How have constitutional amendments changed suffrage rights throughout the United States' history?</li> <li>• Is it necessary to treat all people the same in order to ensure justice and equality?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concept:</b> Amendment Interpretation</p>	<p>(Amendment) Constitutional Convention Amendments 1 – 27 Citizenship Suffrage Presidential Succession</p> <p>(Interpretation) Judicial Decisions and Review Equal protection Due Process Term Limits</p>	<p>2.04a Research the demise of the Equal Rights Amendment. Write an essay on why the Equal Rights Amendment failed.</p> <p>2.04b Imagine that a convention is being called to revise the United States Constitution. Generate a class list of desired changes. Select the five most important and prepare a briefing paper for a delegate to the convention showing how these changes would alter government.</p> <p>2.04c Create a list of ways the Constitution has been changed other than through the amendment process (for example: legislation, court decision, custom, political party practices). Select one method of change and create a PowerPoint presentation describing it.</p> <p>2.04d Have students write and perform skits to act out an example of one of the rights in the Bill of Rights.</p> <p>2.04e Have students draw a number from 1-27 and create a visual representation of the amendment that corresponds to their number.</p>	<p><i>We the People</i>, Unit 3: Lesson 19 Unit 4: Lessons 24, 25, 26, 27</p> <p>Literacy Test <a href="http://www.texancultures.utsa.edu/new_texans/literacy.htm">http://www.texancultures.utsa.edu/new_texans/literacy.htm</a></p> <p>Amendments to the Constitution <a href="http://www.house.gov/Constitution/Amend.html">http://www.house.gov/Constitution/Amend.html</a></p> <p>Equal Protection <a href="http://www.law.cornell.edu/topics/equal_protection.html">http://www.law.cornell.edu/topics/equal_protection.html</a></p> <p>National Constitution Center <a href="http://www.constitutioncenter.org/">http://www.constitutioncenter.org/</a></p> <p>Temperance Movement, Interactive <a href="http://search.eb.com/women/articles/temperance_movement.html">http://search.eb.com/women/articles/temperance_movement.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>How has the Electoral College Changed Since the Constitution was First Written?</p>

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			Web Inquiry 213  Personal Handbook to the US Constitution, Classroom Activity, 1140  Stretching Exercises for the Constitution: Changes After the Bill of Rights, Project 408
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<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Governments can be structured in order to address the needs of the people who are governed.</li> <li>• Leaders are often elected by the people and are expected to represent the interests of the electorate.</li> <li>• Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.</li> </ul>			
<p><b>Objective 2.05: Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the Supreme Court used its power of judicial review to ensure equality for all citizens?</li> <li>• How has the Supreme Court changed its views to adjust to changing times?</li> <li>• Is the Supreme Court the most powerful of the three branches of government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concept:</b> Implied Powers Judicial review Elastic clause National Supremacy</p>	<p><i>(Implied Powers)</i> Plessy v. Ferguson 1896 Brown v. Board of Education 1954 Swann v. Charlotte-Mecklenburg Board of Education 1969 Korematsu v. US 1944 Heart of Atlanta Motel, Inc. v. United States 1964</p> <p><i>(Judicial review)</i> Marbury v. Madison 1803</p> <p><i>(Elastic clause)</i> McCulloch v. Maryland 1819 Gibbons v. Ogden 1824</p>	<p>2.05a In groups of two, have students review a Supreme Court case, define unfamiliar terms and write questions in the margins about the selected readings. Have students write a summary statement about a court case. Students then move from one group to another, teaching the new group about their court case.</p> <p>2.05b Create a chart answering the following for each Supreme Court case:</p> <ol style="list-style-type: none"> <li>1. Issue before the court</li> <li>2. Facts of the case</li> <li>3. Decision of the court</li> <li>4. Effects of decision</li> </ol> <p>2.05c After learning about the decisions in McCulloch v. Maryland and Gibbons v. Ogden, argue for or against the defendant's position from the Federalist or Anti-Federalist point-of-view. <b>(H)</b></p> <p>2.05d After studying the landmark Supreme Court cases, play the song <i>Black and White</i> by Three Dog Night. Listen to the lyrics and discuss how this song was a reaction to the Brown v. Board decision.</p>	<p><i>We the People</i>, Unit 3: Lesson 21, Landmark Supreme Court Cases <a href="http://www.landmarkcases.org/">http://www.landmarkcases.org/</a> Bethel School District vs. Frasier, 1986 <a href="http://www.law.umkc.edu/faculty/projects/ftrials/firstamendment/bethel.html">http://www.law.umkc.edu/faculty/projects/ftrials/firstamendment/bethel.html</a> <i>Plessy v. Ferguson</i>, Supreme Court Decisions That Changed the Nation Series, Guidance Associates Video, Mt. Kisco, New York 10549 Gideon's Trumpet <b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>) Evolution of the Supreme Court, Web Lesson 617 Freedom of Speech in School, InterActivity 614 How did the case of Ernesto Miranda affect arrest procedures in America? Web Inquiry 216</p>

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		<p>2.05e Have students create “law case bags” by bringing in tangible artifacts to represent an assigned case. (For example, students assigned Texas v. Johnson may bring in a flag, a picture of Reagan, and an empty match book.) Have them share their bags with the class.</p>	<p>The Supreme Court, Web lesson 617</p>
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<p><b>Objective 2.06:</b> Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the U.S. Supreme Court protected the rights of citizens under the age of 18?</li> <li>• In what ways has the U.S. Supreme Court protected unpopular speech?</li> <li>• Should criminals have the same rights as law-abiding citizens?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concept:</b> Individual Rights</p>	<p>(Individual Rights)</p> <p>Furman v. Georgia, 1972</p> <p>Gregg v. Georgia, 1976</p> <p>Gideon V. Wainwright, 1963</p> <p>Regents of the University of California vs. Bakke, 1978</p> <p>New Jersey vs. T.L.O., 1985</p> <p>Bethel School District vs. Frasier, 1986</p> <p>Tinker v. Des Moines, 1969</p> <p>Hazelwood v. Kuhlmeier, 1988</p> <p>Texas v. Johnson, 1989</p> <p>Engel v. Vitale, 1962</p> <p>Miranda v. Arizona, 1966</p> <p>Mapp v. Ohio, 1961</p> <p>In Re Gault, 1967</p>	<p>2.06a Give each student a case analysis sheet and a Supreme Court case. Have students teach the class about the case by creating a visual that illustrates the constitutional issues and background of the court case.</p> <p>2.06b Select a landmark Supreme Court Case and predict what life in the United States would be like if these cases had been decided differently. Write an essay or a scenario of life in the United States if the Supreme Court decision had an alternative outcome.</p> <p>2.06c Hold a Socratic seminar on a controversial issue such as abortion or flag burning. Remember to keep the discussion centered on the source documents: the Constitution and the Bill of Rights. <b>(H)</b></p>	<p><i>Gideon v. Wainwright, Miranda v. Arizona, Scott v. Sandford</i>, Supreme Court Decisions That Changed the Nation Series Guidance Associates Video, Mt. Kisco, New York 10549</p> <p>New Jersey vs. T.L.O. 1985 <a href="http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/tlo.html">http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/tlo.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Evolution of the Supreme Court, Web Lesson 617</p> <p>Freedom of Speech in School, InterActivity 1186</p> <p>How did the case of Ernesto Miranda affect arrest procedures in America? Web Inquiry 216</p> <p>The Influence of John Locke, Web Lesson 616</p> <p>The Supreme Court, Web Lesson 617</p>

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<p><b>Objective 2.07: Identify modern controversies related to the powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are modern political conflicts similar to the issues debated by the Federalists and Anti-Federalists?</li> <li>• In what ways have civil liberties been limited by the government during times of crisis?</li> <li>• Should states have certain rights over the federal government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Conflict</p> <p><b>Micro Concepts:</b> Civil Liberties Personal Liberties Political Conflict</p>	<p>(Civil and Personal Liberties)</p> <p>Majority rule/Minority rights</p> <p>Homeland Security Patriot Act</p> <p>Right to bear arms Separation of church and state</p> <p>(Political Conflict)</p> <p>Federalists Anti-Federalists Term limits for government officials Redistricting Interest Groups Strict versus loose constructionist views of the Constitution States Rights Electoral College and process</p>	<p>2.07a Generate examples of conflicts between a state government and the federal government; develop a decision-making model and show how the conflicts may be resolved.</p> <p>2.07b Write an essay explaining the dangers of a federal government that is either too weak or too strong.</p> <p>2.07c In small groups debate whether or not it is necessary for the Supreme Court to play an activist role in order to protect the rights of all Americans?</p> <p>2.07d Analyze supporting and opposing viewpoints on the United States Patriot Act and discuss these arguments in consideration of the First Amendment. <b>(H)</b></p>	<p><i>We the People</i>, Unit 2: Lessons 16, 17,</p> <p>ACLU : Patriot Propaganda: The Justice Department’s Campaign to Mislead the Public About the US Patriot Act <a href="http://www.aclu.org/Files/OpenFile.cfm?id=13098">http://www.aclu.org/Files/OpenFile.cfm?id=13098</a></p> <p>US Dept of Justice: Life and Liberty <a href="http://www.lifeandliberty.gov/">http://www.lifeandliberty.gov/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Federalist Assignment: Advertising the Constitution, Project 400</p> <p>The War Powers Act, InterActivity 1181</p>

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<p><b>Objective 2.08: Examine taxation and other revenue sources at the national level of government.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can the different types of revenue impact the government’s ability to operate in the best interest of its citizenry?</li> <li>• How might the government’s power to tax impact citizens of varying degrees of wealth?</li> <li>• Should everyone be forced to pay taxes?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Systems</p> <p><b>Micro Concepts:</b> Taxation Revenue Expenditures</p>	<p><i>(Revenue and Expenditures)</i> Regressive taxation Progressive taxation Proportional taxation Income tax Excise tax Corporate tax Estate tax User fees Tariffs Social Security Budget deficit/Surplus National debt Tax returns Fines Bonds</p>	<p>2.08a Create a national budget for the next fiscal year. Determine sources of revenue and expenditures. Chart the results using pie or bar graphs. Compare the results to the actual national budget.</p> <p>2.08b Create a song, rap, or poem that is reflective of factual content in this goal and their impact on society.</p> <p>2.08c Research the era in which the sixteenth amendment was written. Write an editorial for or against the repeal of this amendment. Design an alternate means of taxation. <b>(H)</b></p>	<p>National Budget Simulation <a href="http://www.budgetsim.org/nbs/">http://www.budgetsim.org/nbs/</a></p> <p>GDP and Government Expenditures <a href="http://www.cdc.gov/nchs/data/hus/tables/2003/03hus112.pdf">http://www.cdc.gov/nchs/data/hus/tables/2003/03hus112.pdf</a></p> <p>The Federal Budget <a href="http://www.whitehouse.gov/omb/budget/fy2002/guide.html">http://www.whitehouse.gov/omb/budget/fy2002/guide.html</a></p> <p>Understanding the Federal Budget <a href="http://www.usnewsclassroom.com/resources/activities/act010423.html">http://www.usnewsclassroom.com/resources/activities/act010423.html</a></p> <p>ABC’S “Schoolhouse Rock” Series – “Money Rock” – Video</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Congressional Committee Simulation, Classroom Activity 1141</p> <p>How do the leaders of the House and Senate influence legislation in Congress? Web Inquiry 211</p> <p>Income Taxes and Fairness, InterActivity 1185</p>

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<p><b>Objective 2.09:</b> Describe the services provided by selected government agencies and how funding is provided.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways do government agencies protect the safety of citizens?</li> <li>• How are various government agencies funded?</li> <li>• Should immigration to the United States be limited?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Systems</p> <p><b>Micro Concepts:</b> Agencies National security Transportation Conservation Immigration Naturalization Crime control Policy Formation</p>	<p>(<i>Crime control</i>) Federal Bureau of Investigation (FBI) Drug Enforcement Agency (DEA) Alcohol Tobacco and Firearms (ATF)</p> <p>(<i>National Security</i>) Central Intelligence Agency (CIA) Department of Homeland Security</p> <p>(<i>Transportation</i>) Department of Transportation (DOT) National Transportation Safety Board</p> <p>(<i>Immigration and naturalization</i>) U. S. Citizenship and Immigration Services (<i>Policy Formation</i>) Federal Emergency Management</p>	<p>2.09a Research how citizenship laws have changed throughout the country’s history.</p> <p>2.09b Compare and contrast the responsibilities and roles of the FBI, DEA, and ATF.</p> <p>2.09c Given a natural disaster such as a hurricane or flood, trace the steps that a state and an individual must follow to apply and receive services from FEMA.</p> <p>2.09d Generate a list of government services in the local community. Construct a graphic organizer illustrating agencies providing the services, sources of funding, and numbers of people served in the community.</p> <p>2.09e Research the actions of federal, state, and local agencies after Hurricane Katrina. Evaluate the effectiveness of the response. Write a reflective paper on what worked and what didn’t and develop a plan for the government to handle future natural disasters. <b>(H)</b></p>	<p><i>We the People</i>, Unit 3: Lesson 18</p> <p>Federal Agencies Directory <a href="http://www.lib.lsu.edu/gov/fedgov.html">http://www.lib.lsu.edu/gov/fedgov.html</a></p> <p>The White House - Agencies <a href="http://www.whitehouse.gov/government/">http://www.whitehouse.gov/government/</a></p> <p>U.S. Census Bureau <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>FEMA, U.S. Department of Homeland Security <a href="http://www.fema.gov/">http://www.fema.gov/</a></p> <p>US Debt Clock <a href="http://www.uwsa.com/uwsa-usdebt.html">http://www.uwsa.com/uwsa-usdebt.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Congressional Committee Simulation, classroom Activity 1141</p>

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	<p>Administration (FEMA)                  Medicare/Medicaid                  Center for Disease Control (CDC)                  Census                  Department of Health and Human Services                  Internal Revenue Service (IRS)</p>		<p>Income Taxes and Fairness, InterActivity 1185                   Presenting the Executive Departments, Project 409                   State of the States, Web Lesson 618                   What's Your Position, Commissioner? Classroom Activity 1142</p>
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Goal 3 Generalizations and Essential Questions

**Competency Goal 3:           The learner will analyze how state and local government is established by the North Carolina Constitution.**

**Generalizations:**

- One level of government can have a significant impact on how policy is established and people are governed.
- Often controversies exist over the struggle for power between the different levels of government.
- Methods of financing different levels of government as well as programs and agencies can create controversy.

**Essential Questions:**

- 3.01 What role does the North Carolina government play in the creation of local governments?
- 3.01 What basic principles do the North Carolina and U.S. Constitutions have in common?
- 3.01 Should local government decisions always be subordinate to the will of the state government?
- 3.02 How does the North Carolina Constitution structure state government?
- 3.02 What are the ways in which city governments can be organized? 3.02 Should a person be forced to pay taxes on personal property?
- 3.03 How does the North Carolina Constitution limit the authority of public officials?
- 3.03 What public offices are created by the North Carolina Constitution?
- 3.03 Should all public officials be elected by the people?
- 3.04 How can the North Carolina Constitution be amended?
- 3.04 Can governments be changed by the will of the people?
- 3.04 What kinds of issues are most suitable for a referendum?
- 3.05 Why must all local governments submit to the authority of the N.C. Constitution?
- 3.05 What role does the North Carolina Supreme Court play in protecting the rights of individuals?
- 3.05 How should funding be dispersed to school districts to reflect the needs of all students in North Carolina?"
- 3.06 What does "equal protection under the law" mean?
- 3.06 How does the 14<sup>th</sup> Amendment extend rights to all citizens?
- 3.06 Should citizens ever be denied their civil rights?
- 3.07 Why is the education of citizens a primary responsibility of state government?
- 3.07 What alternatives to traditional schooling are available to citizens of North Carolina?
- 3.07 Should North Carolina continue to raise revenue through a lottery?
- 3.08 What are the different sources of revenue for North Carolina government?
- 3.08 How do states prioritize funding for various programs?
- 3.08 On what should North Carolina spend a budget surplus?
- 3.09 How do state and local governments impact the lives of individuals?
- 3.09 What are some services provided by state government?
- 3.09 Should tax dollars be used to support art galleries and museums?

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<p><b>Competency Goal 3:</b> The learner will analyze how state and local government is established by the North Carolina Constitution.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• One level of government can have a significant impact on how policy is established and people are governed.</li> <li>• Often controversies exist over the struggle for power between the different levels of government.</li> <li>• Methods of financing different levels of government as well as programs and agencies can create controversy.</li> </ul>			
<p><b>Objective 3.01: Identify the principles in the North Carolina Constitution and local charters.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role does the North Carolina government play in the creation of local governments?</li> <li>• What basic principles do the North Carolina and U.S. Constitutions have in common?</li> <li>• Should local government decisions always be subordinate to the will of the state government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Change</p> <p><b>Micro Concepts:</b> State Constitutions Separation of Powers Checks and Balances Popular sovereignty Limited government Incorporation Declaration of Rights</p>	<p><i>(State Constitutions)</i> Preamble to N. C. Constitution Public education Local charters Amendment Process</p>	<p>3.01a Examine the charter for the local city or county. Discuss why the area was established and determine whether or not local officials have governed in a manner consistent with the principles of the charter.</p> <p>3.01b Using a graphic organizer, compare and contrast the principles in the preamble to the N. C. Constitution with the preamble to the U. S. Constitution. Discuss why the similarities and differences exist.</p> <p>3.01c Using the North Carolina Constitution, find five constitutional protections. Predict how life would be different without these protections.</p> <p>3.01d Research how and why charters are written. Write a charter to establish a new city and include information about how the city will be governed, funded, and sustained. <b>(H)</b></p>	<p>N.C. Government <a href="http://www.ncgov.com">http://www.ncgov.com</a></p> <p>N.C. General Assembly <a href="http://www.ncga.state.nc.us">http://www.ncga.state.nc.us</a></p> <p>N.C. Court System <a href="http://www.nccourts.org">http://www.nccourts.org</a></p> <p>The Constitution of N.C. <a href="http://statelibrary.dcr.state.nc.us/nc/stg/ovt/preconst.htm">http://statelibrary.dcr.state.nc.us/nc/stg/ovt/preconst.htm</a></p> <p>N.C. Counties <a href="http://www.findnc.org/">http://www.findnc.org/</a></p> <p><i>North Carolina Focus: An Anthology of State Government, Politics, and Policy</i>, North Carolina Center for Public Policy, 1996</p> <p><i>Local Governments, Government By Consent</i>, GPN, 1800 North 3<sup>rd</sup> Street, P. O. Box 80669, Lincoln, NE 68501</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>OurTown.gov, Project 410</p> <p>What Makes a Good Local Ordinance? Web Inquiry 212</p>

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<p><b>Objective 3.02: Explain how the N. C. Constitution and local charters define the framework, organization, and structure of government at the state and local level.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the North Carolina Constitution structure state government?</li> <li>• What are the ways in which city governments can be organized?</li> <li>• Should a person be forced to pay taxes on personal property?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Organization Structure</p> <p><b>Micro Concepts:</b> Government Structure Administration Statutes Ordinances Constitution</p>	<p><i>(Government Structure)</i> General Assembly Officials &amp; Committees Mayor-council plan Council Manager plan Local Charter</p> <p><i>(Administration)</i> Governor Lieutenant Governor Council of State Types of local government:  <ul style="list-style-type: none"> <li>• County</li> <li>• City</li> <li>• Special Districts</li> <li>• Townships</li> <li>• Municipality</li> </ul>                     Mayor City or Town Council County Commissioners Sheriff Chief of police Board of Education</p>	<p>3.02a Arrange for groups of students to visit the offices of the local city/county government and the state general assembly.</p> <p>3.02b Attend a local commissioners' meeting. Report to the class the major concerns discussed and how they impact the citizens.</p> <p>3.02c Arrange for a County Government Day with the students visiting key offices to watch how officials work, or have the officials come to the classroom to explain their work.</p>	<p>Gordon P. Whitaker, <i>Local Government in North Carolina</i>, Second Edition</p> <p>State Government Videos The Law (P4083); The Lawmakers (P4095); Lawmaking (P4084), 100% Educational Videos, P. O. Box 775, Orangevale, CA 95662</p> <p>N.C. Gov <a href="http://www.ncgov.com">http://www.ncgov.com</a></p> <p>N.C. General Assembly <a href="http://www.ncga.state.nc.us">http://www.ncga.state.nc.us</a></p> <p>N.C. Court System <a href="http://www.nccourts.org">http://www.nccourts.org</a></p> <p>National Civic League – Model City Charter Revision Process <a href="http://www.ncl.org/npp/charter/memos/recall.html">http://www.ncl.org/npp/charter/memos/recall.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>OurTown.gov, Project 410</p> <p>What Makes a Good Local Ordinance? Web Inquiry 212</p>

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<p><b>Objective 3.03: Explain how the state constitution grants and limits the authority of public officials and government agencies.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the North Carolina Constitution limit the authority of public officials?</li> <li>• What public offices are created by the North Carolina Constitution?</li> <li>• Should all public officials be elected by the people?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro concept:</b> Power</p> <p><b>Micro concepts:</b> Authority Bureaucracy Public Service Government agencies</p>	<p><i>(Authority and Bureaucracy)</i> State Agencies Public Officials Health Department Parks and Recreation Department Transportation Department Register Deeds Sheriffs Judges</p>	<p>3.03a Using your local or state government’s website, identify agencies that provide services for the citizens. Select one agency and explore their most recent actions in your community.</p> <p>3.03b Research the role of mayors under the different plans of local government. Interview your local mayor about his or her role in government.</p>	<p>N.C. Government <a href="http://www.ncgov.com">http://www.ncgov.com</a></p>

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<p><b>Objective 3.04: Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can the North Carolina Constitution be amended?</li> <li>• Can governments be changed by the will of the people?</li> <li>• What kinds of issues are most suitable for a referendum?</li> </ul>			
<b>Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concept:</b> Constitution</p>	<p><i>(N.C. Constitution)</i> Referendum Local Act Initiative</p>	<p>3.04a Research the most recent issue that resulted in a referendum being added to the local election. Develop a graphic organizer that reflects the voter turnout on this referendum.</p> <p>3.04b Analyze the impact of a state referendum to change the blood alcohol percentage from 0.08% to 0.05% in order for a driver to be declared legally intoxicated. <b>(H)</b></p>	<p>N. C. State Government <a href="http://www.ncgov.com">http://www.ncgov.com</a></p> <p>Gordon P. Whitaker, <i>Local Government in North Carolina</i>, Second Edition</p> <p>UNC Highway Safety Research Center <a href="http://www.hsrc.unc.edu/pubinfo/alcmain.htm">http://www.hsrc.unc.edu/pubinfo/alcmain.htm</a></p>

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<p><b>Objective 3.05: Analyze court cases that illustrate that the N. C. Constitution is the law of the state.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why must all local governments submit to the authority of the N.C. Constitution?</li> <li>• What role does the North Carolina Supreme Court play in protecting the rights of individuals?</li> <li>• How should funding be dispersed to school districts to reflect the needs of all students in North Carolina?"</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Supremacy</p> <p><b>Micro Concepts:</b> Judicial Review Education Rule of law Precedents</p>	<p><i>(Judicial Review)</i> N.C. Supreme Court <i>State v Mann, 1830</i> - in context of supremacy of NC Constitution</p> <p>The Leandro Case - in context of emphasis on education</p>	<p>3.05a Research the Leandro Case. Chart the major events of this case and its major impacts on education.</p>	<p>N.C. Court System <a href="http://www.nccourts.org">http://www.nccourts.org</a></p>

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<p><b>Objective 3.06: Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does "equal protection under the law" mean?</li> <li>• How does the 14<sup>th</sup> Amendment extend rights to all citizens?</li> <li>• Should citizens ever be denied their civil rights?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro concepts:</b> Reform Conflict</p> <p><b>Micro concepts:</b> Individual Rights Equal protection Bill of Rights Citizenship Civil rights Voting rights Women's rights</p>	<p><i>(Equal Protection)</i> 14<sup>th</sup> Amendment</p>	<p>3.06a Trace the impact of the 14<sup>th</sup> amendment on the struggle for civil rights in N.C.</p> <p>3.06b Trace the history of citizenship rights of American Indians and its impact on their role as citizens of the state.</p> <p>3.06c Design a Student's Bill of Rights that would be an extension of the Fourteenth Amendment and the Bill of Rights. <b>(H)</b></p>	<p>The International Civil Rights Center &amp; Museum <a href="http://www.sitins.com/">http://www.sitins.com/</a></p> <p>NC African American Culture Tour <a href="http://www.ncculturetour.org/oralhst/arc.htm">http://www.ncculturetour.org/oralhst/arc.htm</a></p> <p>The Museum of the Native American Resource Center, UNC at Pembroke <a href="http://www.uncp.edu/nativemuseum/">http://www.uncp.edu/nativemuseum/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Stretching Exercises for the Constitution: Changes after the Bill of Rights, Project 408</p>

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<p><b>Objective 3.07: Identify modern controversies related to powers of the state government.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is the education of citizens a primary responsibility of state government?</li> <li>• What alternatives to traditional schooling are available to citizens of North Carolina?</li> <li>• Should North Carolina continue to raise revenue through a lottery?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Powers Controversies</p> <p><b>Micro Concepts:</b> Education Taxes Revenue Government Services Security Redistricting</p>	<p><i>(Education)</i> Charter Schools School busing (Swann v. Charlotte-Mecklenburg School, 1969)</p> <p><i>(Security)</i> Disaster relief Terrorism</p> <p><i>(Taxes/Revenue)</i> Balanced Budget NC Education Lottery</p> <p><i>(Redistricting)</i> Annexation Gerrymandering</p>	<p>3.07a Research a recent state controversy; write an essay on how to resolve the problem.</p> <p>3.07b Write a letter to any state government official on how to solve long-standing, repetitive issues or controversies.</p> <p>3.07c Define the criteria and process needed to receive Federal Disaster Relief after a flood, hurricane, or tornado, in a state. <b>(H)</b></p> <p>3.07d Interview your Principal about “No Child Left Behind” and its impact on education policies in North Carolina. <b>(H)</b></p>	<p>Local newspapers and state magazines</p> <p>Websites for local television stations</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Do World Trade Organization policies harm the environment? Web Inquiry 217</p> <p>Free Trade and the American Economy, InterActivity 1187</p> <p>Referendum, Recall, and Initiative, InterActivity 1182</p> <p>State of the States, Web Lesson 618</p>

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<p><b>Objective 3.08: Examine taxation and other revenue sources at the state and local level.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different sources of revenue for North Carolina government?</li> <li>• How do states prioritize funding for various programs?</li> <li>• On what should North Carolina spend a budget surplus?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Systems</p> <p><b>Micro Concepts:</b> Revenue Expenditure Taxation Budget</p>	<p><i>(Revenue)</i> State income tax Corporate income tax Sales tax Excise taxes Inheritance taxes Licenses Federal Grants in Aid Property tax State Budget Process Estate tax Fines Intergovernmental Revenue User fees Disposal fees Permits Tax assessments Impact fees State &amp; Municipal Bonds</p> <p><i>(Expenditures)</i> Budgets Finances</p>	<p>3.08a Analyze North Carolina’s budget and determine where shortages occur annually. Discuss ways that the state could rework the budget to correct these short falls.</p> <p>3.08b Design a plan to balance the state budget. <b>(H)</b></p> <p>3.08c Investigate what fees will impact the building cost of a home in the local community.</p> <p>3.08d Investigate the relationship between the cost of gasoline and the cost of maintenance of public streets, i.e. Powell Bill.</p> <p>3.08e Research toll roads in other states. Conduct a cost analysis to determine how long it will take for a toll road to pay for itself. Evaluate the pros and cons of creating toll roads in North Carolina. <b>(H)</b></p>	<p>U.S. Department of Transportation <a href="http://www.dot.gov/">http://www.dot.gov/</a></p> <p>North Carolina Department of Transportation <a href="http://www.ncdot.org/">http://www.ncdot.org/</a></p> <p>Powell Bill <a href="http://www.ncdot.org/financial/fiscal/ExtAuditBranch/Powell_Bill/powell_bill.html">http://www.ncdot.org/financial/fiscal/ExtAuditBranch/Powell_Bill/powell_bill.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>State of the States, Web Lesson 618</p> <p>What’s Your Position, Commissioner? Classroom Activity 1142</p>

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<p><b>Objective 3.09:</b> Describe the services provided by state and local government agencies and how funding is provided.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do state and local governments impact the lives of individuals?</li> <li>• What are some services provided by state government?</li> <li>• Should tax dollars be used to support art galleries and museums?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Order</p> <p><b>Micro Concepts:</b> Government Agencies Government Services Funding</p>	<p>(Government Services) Public schools Community colleges Libraries Cooperative extension Court facilities Elections Jails/Youth Detention Centers Mental Health services Public Health services Social services Soil &amp; Water conservation Airports Ambulance services Art galleries &amp; museums Buses/public transit Emergency management Parks &amp; Recreation Public housing Public utilities</p>	<p>3.09a Interview a local council member about services provided to the citizens.</p> <p>3.09b Research the funding sources for services and programs in the local school system. Create a graph showing the sources of revenue.</p>	<p><i>Lesson in DPI's Concept-Based Instruction Document: Governmental Funding and Services</i></p> <p>Gordon P. Whitaker, <i>Local Government in North Carolina</i>, Second Edition</p> <p>N.C. County Managers <a href="http://www.ncmanagers.org/">http://www.ncmanagers.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>State of the States, Web Lesson 618</p> <p>What's Your Position, Commissioner? Classroom Activity 1142</p>

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Goal 4 Generalizations and Essential Questions

**Competency Goal 4:**        **The learner will explore active roles as a citizen at the local, state, and national levels of government.**

**Generalizations:**

- The government could be influenced by groups and individuals in ways that may not be in the best interest of the nation as a whole.
- Members of a society often have certain rights, responsibilities and privileges associated with citizenship.
- A government based on individual freedom may require its citizens to play an active role in the political culture of the society.

**Essential Questions:**

- 4.01 How are political parties organized at the local and national levels?
- 4.01 How do political parties promote civic responsibility?
- 4.01 Should all citizens be required to belong to a political party?
- 4.02 What are the qualifications and procedures for voting in North Carolina?
- 4.02 What are the different types of elections?
- 4.02 Should we do away with the Electoral College and choose the President by popular vote?
- 4.03 How can citizens best learn about candidates and public issues?
- 4.03 What role does the media play in shaping public opinion?
- 4.03 Should exit polling results be announced on election night?
- 4.04 What are the characteristics of an active citizen?
- 4.04 How can lobbyists influence government?
- 4.04 Should violence ever be used to force change in government?
- 4.05 Why do most people voluntarily comply with the law?
- 4.05 Should civil disobedience be used to secure civil rights?
- 4.05 Are mandatory sentencing laws fair?
- 4.06 How does the community as a whole benefit from public service?
- 4.06 What role does volunteerism play in a democratic form of government?
- 4.06 Should it be a graduation requirement for students to volunteer in their community for a certain number of hours?
- 4.07 How do citizens become and remain informed members of society?
- 4.07 What are the advantages and disadvantages of seeking political office?
- 4.07 Should citizens be forced to perform jury duty?
- 4.08 Why is civic involvement important for a society?
- 4.08 How does individual participation in court proceedings impact the judicial process as a whole?
- 4.08 What is the best way for individuals to get involved in the civic and political life of the nation?
- 4.09 What types of conflict resolution are utilized by individuals and groups?
- 4.09 Why is compromise important in a democratic form of government?
- 4.09 Is conflict a necessary component of effective government?

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<p><b>Competency Goal 4:</b> The learner will explore active roles as a citizen at the local, state, and national levels of government.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• The government could be influenced by groups and individuals in ways that may not be in the best interest of the nation as a whole.</li> <li>• Members of a society often have certain rights, responsibilities and privileges associated with citizenship.</li> <li>• A government based on individual freedom may require its citizens to play an active role in the political culture of the society.</li> </ul>			
<p><b>Objective 4.01: Examine the structure and organization of political parties.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are political parties organized at the local and national levels?</li> <li>• How do political parties promote civic responsibility?</li> <li>• Should all citizens be required to belong to a political party?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Structure Power Systems</p> <p><b>Micro Concepts:</b> Party Systems Political conflict Political culture Civic responsibility</p>	<p>( Party Systems) Political Party</p> <ul style="list-style-type: none"> <li>• Democratic</li> <li>• Republican</li> <li>• Third parties (minor)</li> </ul> <p>One-party system Two-party system Multi-party system Coalitions Functions of Parties</p> <p>(Political culture) Liberal Moderate Conservative Reactionary Radical Platform Planks Candidates Plurality Vote Majority Vote Patronage Political machine Grassroots</p>	<p>4.01a Encourage students to work with political parties and campaigns of their choice on selected issues.</p> <p>4.01b Create a chart that compares the structure, function and roles of political parties.</p> <p>4.01c Using a Venn Diagram, compare and contrast similarities and differences between the two major political parties in the United States.</p> <p>4.01d Develop a questionnaire for students to identify their political position as a liberal, moderate or conservative. Have the class chose a topic to debate and assign students to argue from the opposite viewpoint of their questionnaire outcome. <b>(H)</b></p>	<p><i>Lesson in DPI's Concept-Based Instruction Document: Political Parties</i></p> <p>Young Democrats of N.C. <a href="http://ydnc.org/home.htm">http://ydnc.org/home.htm</a></p> <p>Democratic National Committee <a href="http://www.democrats.org/">www.democrats.org/</a></p> <p>Republican National Committee <a href="http://gopnet.com/">http://gopnet.com/</a></p> <p>Guide to Political Parties in America <a href="http://www.politics1.com/parties.htm">http://www.politics1.com/parties.htm</a></p> <p><i>The Bureaucracy and Political Parties, Government By Consent Series, GPN, 1800 North Street, P. O. Box 80669, Lincoln, NE 68501</i></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party!, Classroom Activity 1143</p>

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<p><b>Objective 4.02: Describe the election process and the qualifications and procedures for voting.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the qualifications and procedures for voting in North Carolina?</li> <li>What are the different types of elections?</li> <li>Should we do away with the Electoral College and choose the President by popular vote?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Change Power</p> <p><b>Micro Concepts:</b> Elections</p>	<p>(Elections) General Election Primary Election Partisan/Nonpartisan Caucus Political Action Committee (PAC) Public &amp; Private Funding Campaigning Endorsements Propaganda</p> <ul style="list-style-type: none"> <li>Glittering Generalities</li> <li>Bandwagon</li> <li>Stack Cards</li> <li>Name Calling</li> <li>“Just Plain Folks”</li> <li>Image Molding</li> </ul> <p>Voter registration Voting Districts Polling place Precinct Board of Elections National Convention Recall Election Initiative Proposition</p>	<p>4.02a Obtain voter registration forms. Allow students to go through the procedures for registering to vote. Discuss the sections that are required to be completed and the reason for the form being printed in multiple languages.</p> <p>4.02b Hold a mock political election in the classroom with speeches, posters and campaigning.</p> <p>4.02c Create a political cartoon that reflects a local partisan issue.</p> <p>4.02d As a class or in small groups debate whether a recall election should be allowed to remove state and local officials.</p> <p>4.02e On a map, identify the number of electoral college votes for each state and explain why candidates campaign in targeted states during primaries and caucuses.</p> <p>4.02f Evaluate past election campaign ads and create a new ad for a candidate; video tape, share with class for evaluation. <b>(H)</b></p>	<p>Election Process <a href="https://ssl.capwiz.com/congressorg/e4/nvra/">https://ssl.capwiz.com/congressorg/e4/nvra/</a></p> <p>N.C. State Board of Election <a href="http://www.app2.sboe.state.nc.us/">http://www.app2.sboe.state.nc.us/</a></p> <p>ELECTIONS THE AMERICAN WAY The Library of Congress (Interactive) <a href="http://learning.loc.gov/learn/features/election/home.html">http://learning.loc.gov/learn/features/election/home.html</a></p> <p>The American Village Citizenship Trust – Mock Election Curriculum Guide <a href="http://www.americavillage.org/mockresources.shtml">http://www.americavillage.org/mockresources.shtml</a></p> <p>Center for Media and Public Affairs <a href="http://www.cmpa.com/">http://www.cmpa.com/</a></p> <p>Project Vote Smart <a href="http://www.vote-smart.org">www.vote-smart.org</a></p> <p>eLectons Online Election Simulation <a href="http://broadband.ciconline.org/elections/game.htm">http://broadband.ciconline.org/elections/game.htm</a></p> <p>Political TV Campaign Ads <a href="http://livingroomcandidate.movingimage.us/index.php">http://livingroomcandidate.movingimage.us/index.php</a> <b>(H)</b></p>

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	<p>Electors Electoral College Nominations Political Machine Delegates</p>		<p><i>The Power of PAC's, Nominating a President, and Presidential Campaigning, Government By Consent Series, GPN, 1800 North Street, P. O. Box 80669, Lincoln, NE 68501</i></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Electoral College, InterActivity 1183</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>
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<p><b>Objective 4.03: Analyze information on political issues and candidates seeking political office.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can citizens best learn about candidates and public issues?</li> <li>• What role does the media play in shaping public opinion?</li> <li>• Should exit polling results be announced on election night?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro concept:</b> Information</p> <p><b>Micro concepts:</b> Public Opinion Public Issues Political Issues</p>	<p><i>(Public Opinion)</i> Mass media Polls</p> <p>Canvassing Exit polls</p> <p><i>(Public/Political Issues)</i> Public Agenda Party Platform</p>	<p>4.03a    Research a public issue of interest and be able to take and defend a position on that issue.</p> <p>4.03b    Conduct a public hearing/poll on a current issue in the community or state. Report results to the class and/or community leaders.</p> <p>4.03c    Research issues of a recent election. Select one issue which most influenced the outcome of the election and create a graphic organizer analyzing the impact of the issue on the outcome.</p> <p>4.03d    Research the monetary contributions given by PAC's to gubernatorial candidates in the last election. Describe the roll that money plays in politics; and write an editorial that explains whether or not you think money gives some people too much influence in government. <b>(H)</b></p>	<p>Democratic National Committee <a href="http://www.democrats.org/">www.democrats.org/</a></p> <p>Republican National Committee <a href="http://gopnet.com/">http://gopnet.com/</a></p> <p>Guide to Political Parties in America <a href="http://www.politics1.com/parties.htm">http://www.politics1.com/parties.htm</a></p> <p>Center for Media and Public Affairs <a href="http://www.cmpa.com/">http://www.cmpa.com/</a></p> <p>Lists of Registered Political Action Committees <a href="http://www.ethics.state.la.us/pacs.htm">http://www.ethics.state.la.us/pacs.htm</a></p> <p>Effectiveness of Negative Political Advertising <a href="http://www.scripps.ohiou.edu/wjmc/vol02/2-1a.HTM">http://www.scripps.ohiou.edu/wjmc/vol02/2-1a.HTM</a></p> <p>Does Money Talk? <a href="http://congress.indiana.edu/lesson_plans/urd_money_talk.php">http://congress.indiana.edu/lesson_plans/urd_money_talk.php</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p>

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			<p>Announcing the New Party!, classroom Activity 1143</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Humanitarian Relief Organization, Project 415</p> <p>Margin of Error: Polls and Public Opinion, Project 411</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>
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<p><b>Objective 4.04: Demonstrate active methods of promoting and inhibiting change through political action.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of an active citizen?</li> <li>• How can lobbyists influence government?</li> <li>• Should violence ever be used to force change in government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concepts:</b> Public opinion Citizen Activism Civic Responsibility</p>	<p>(Public opinion) Bias Petitions Surveys</p> <p>(Civic Activism/Responsibility) Vote Protest Activists Lobbyist</p> <p>(Civic Responsibility) Apathy Slander Libel</p>	<p>4.04a Have students examine an issue of public concern that affects them directly. When students reach consensus with a solution, share with the class the process they used to get there.</p> <p>4.04b Conduct a survey on a current problem in the community or school. After tabulating results, develop a plan of action, i.e. letter writing, email, lobbying, and petition to solve the problem.</p> <p>4.04c Develop and conduct a survey on a relevant local topic. Analyze the data at the conclusion of the survey and report the findings to local government officials. <b>(H)</b></p>	<p><i>Lesson in DPI's Concept-Based Instruction Document: Political Action</i></p> <p>Center for Media and Public Affairs <a href="http://www.cmpa.com/">http://www.cmpa.com/</a></p> <p>Federal Election Commission <a href="http://www.fec.gov/">http://www.fec.gov/</a></p> <p>The FEC and the Federal Campaign Finance Law <a href="http://www.fec.gov/finance_law.html">http://www.fec.gov/finance_law.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party!, classroom Activity 1143</p> <p>Margin of Error: Polls and Public Opinion, Project 411</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>

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<p><b>Objective 4.05: Analyze consequences of compliance or noncompliance with laws governing society.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do most people voluntarily comply with the law?</li> <li>• Should civil disobedience be used to secure civil rights?</li> <li>• Are mandatory sentencing laws fair?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Rules</p> <p><b>Micro Concepts:</b> Civil Disobedience Domestic Tranquility</p>	<p>(Domestic Tranquility) Voluntary compliance Public Safety Criminal law Prosecution Fines Civil law Lawsuits Penal Code Mandatory sentencing</p>	<p>4.05a Research and report to the class the consequences of not obeying the law or not fulfilling civic responsibility, i.e. jury duty, paying property taxes, or ignoring a subpoena.</p> <p>4.05b Invite a resource person in the judicial system to talk about compliance and noncompliance of the law and its affect on society.</p> <p>4.05c Arrange a field trip to a courthouse complex. Have students write a reflective essay about their experience and include information about the consequences of non-compliance with laws.</p>	<p>Amendments to The Constitution <a href="http://www.house.gov/Constitution/Amend.html">http://www.house.gov/Constitution/Amend.html</a></p> <p>Henry David Thoreau, <i>Civil Disobedience</i> <a href="http://xroads.virginia.edu/~HYPER/WALDEN/Essays/thoreau_toc.html">http://xroads.virginia.edu/~HYPER/WALDEN/Essays/thoreau_toc.html</a></p> <p>Henry David Thoreau <a href="http://eserver.org/thoreau/civil.html">http://eserver.org/thoreau/civil.html</a></p> <p>Civil Disobedience –Mahatma Gandhi <a href="http://www.akidsright.org/p_gandhi.htm">http://www.akidsright.org/p_gandhi.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crime, Web Lessons, 622</p> <p>How did the case of Ernesto Miranda affect procedures in America?, Web Inquiry 216</p>

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<p><b>Objective 4.06: Describe the benefits of civic participation.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the community as a whole benefit from public service?</li> <li>• What role does volunteerism play in a democratic form of government?</li> <li>• Should it be a graduation requirement for students to volunteer in their community for a certain number of hours?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Cooperation</p> <p><b>Micro Concepts:</b> Responsibilities Duties of Citizenship Volunteerism</p>	<p><i>(Responsibilities and Duties of Citizenship)</i> Patriotism Public service</p> <p><i>(Volunteerism)</i> Peace Corps AmeriCorps Job Corps</p>	<p>4.06a Have students volunteer their time in the community or school and report about their experiences to the class.</p> <p>4.06b Have students someone who has served in one of the volunteer corps come and speak to the class about the rationale, experiences, and results of their volunteerism.</p> <p>4.06c Research a special interest group. Identify and discuss at least three reasons why special interest groups are important in American politics; and examine the influence of special interest groups on legislation. Create a public service announcement which persuades elected officials and taxpayers towards your perspective. <b>(H)</b></p>	<p>The Peace Corps <a href="http://peacecorps.com/">http://peacecorps.com/</a></p> <p>Americorps <a href="http://www.americorps.org/">http://www.americorps.org/</a></p> <p>The Job Corps <a href="http://www.jobcorps.org/">http://www.jobcorps.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Teaching Citizenship, Project 414</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>

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<p><b>Objective 4.07: Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do citizens become and remain informed members of society?</li> <li>• What are the advantages and disadvantages of seeking political office?</li> <li>• Should citizens be forced to perform jury duty?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Participation</p> <p><b>Micro Concepts:</b> Judicial Process Political Process Public Service Civic Action</p>	<p><i>(Judicial Process)</i> Rights</p> <p><i>(Political Process)</i> Informed Electorate Jury Duty Voting</p>	<p>4.07a Research the costs and benefits of jury service for individuals and for society. Debate whether or not permanent professional juries should replace average citizens serving as jurors.</p> <p>4.07b Write an introductory speech to be given to foreign visitors explaining why civic activity is important in American society.</p> <p>4.07c Research the role of volunteers in the community and determine the monetary benefit of this service. Present the findings to the town council and give a speech to persuade them to hold a ceremony honoring community volunteers.</p> <p>4.07d Watch excerpts from the film 12 Angry Men and analyze the role of the jury in courtroom proceedings.</p>	<p>The Role of Juries in State Courts <a href="http://www.ncsconline.org/d_research/csp/2001_Files/2001_Part_II_Section.pdf">http://www.ncsconline.org/d_research/csp/2001_Files/2001_Part_II_Section.pdf</a></p> <p>Selective Service system <a href="http://www.sss.gov">www.sss.gov</a></p> <p>Civic Curricula of Community-Based Organizations <a href="http://www.civics.unc.edu/commresources/pdfs/highschool.pdf">http://www.civics.unc.edu/commresources/pdfs/highschool.pdf</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>) 12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crime, Web Lessons, 622</p> <p>How did the case of Ernesto Miranda affect procedures in America?, Web Inquiry 216</p> <p>OurTown.gov, Project 410</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>

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<p><b>Objective 4.08: Participate in civic life, politics, and/or government.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is civic involvement important for a society?</li> <li>• How does individual participation in court proceedings impact the judicial process as a whole?</li> <li>• What is the best way for individuals to get involved in the civic and political life of the nation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Participation</p> <p><b>Micro Concept:</b> Civic Involvement</p>	<p><i>(Civic Involvement)</i> Mock elections Community service</p>	<p>4.08a Research ways to become involved in civic affairs. Select one; develop an action plan and implement it.</p> <p>4.08b Explore the opportunities to be involved in organizations in your school. Select one and become an active participant.</p> <p>4.08c Have students discuss instances where individual rights come into conflict. (i.e. smokers vs. non-smokers) Have students pick an issue and hold a mock trial to decide an outcome.</p> <p>4.08e Encourage students to volunteer with a local Teen Court program.</p>	<p>The American Village Citizenship Trust – Mock Election Curriculum Guide <a href="http://www.americanvillage.org/mockresources.shtml">http://www.americanvillage.org/mockresources.shtml</a></p> <p>National Mail Voter Registration Form <a href="http://www.fec.gov/voteregis/vr.htm">http://www.fec.gov/voteregis/vr.htm</a></p> <p>NC State Board of Elections <a href="http://www.app2.sboe.state.nc.us/">http://www.app2.sboe.state.nc.us/</a></p> <p>Kids Voting Program <a href="http://www.kidsvoting.org/">http://www.kidsvoting.org/</a></p> <p>Mock Trials <a href="http://www.streetlaw.org/mockt2.html">http://www.streetlaw.org/mockt2.html</a></p> <p>Moot Court Activities <a href="http://www.landmarkcases.org/mootcourt.html">http://www.landmarkcases.org/mootcourt.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party! Classroom Activity 1143</p> <p>Voting Rock: Getting Out the Vote, Web Lesson 619</p>

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<p><b>Objective 4.09: Utilize various methods of resolving conflicts.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What types of conflict resolution are utilized by individuals and groups?</li> <li>• Why is compromise important in a democratic form of government?</li> <li>• Is conflict a necessary component of effective government?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Conflict Compromise</p> <p><b>Micro Concepts:</b> Collaboration Negotiation</p>	<p><i>(Collaboration/Negotiation)</i> Negotiation Arbitration Mediation Pre-hearing settlement Small Claims Court Legal Action</p>	<p>4.09a Examine a recent conflict in the school and brainstorm peaceful solutions. What methods were actually used to resolve the conflict? Compare and contrast your choice to the actual resolution.</p>	<p>Conflict Resolution and Peer Mediation – Middle and High School Guide <a href="http://www.njsbf.com/njsbf/student/conflictres/middle_high.cfm">http://www.njsbf.com/njsbf/student/conflictres/middle_high.cfm</a></p> <p>North Carolina Court System <a href="http://www.nccourts.org/">http://www.nccourts.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Congressional Committee Simulation, Classroom Activity 1141</p>

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Goal 5 Generalizations and Essential Questions

**Competency Goal 5:**        **The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.**

**Generalizations:**

- A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.
- Legal systems can be structured to allow courts the authority to hear and decide cases.
- Many different groups can influence government actions by using a variety of techniques.

**Essential Questions:**

- 5.01 What steps are necessary in order for two or more competing groups to resolve a conflict?
- 5.01 Should individuals compromise on their core beliefs in order to resolve a conflict?
- 5.01 How do societies resolve conflicts?
- 5.02 What types of cases are handled in the various state and federal courts?
- 5.02 What circumstances determine if a case may be appealed?
- 5.02 What is the purpose of a tiered court system?
- 5.03 Should judges be elected by the people or appointed by the government?
- 5.03 How have the decisions of the Supreme Court changed the principle of due process and impacted the rights of the accused?
- 5.03 What factors influence the way a judge rules in a case?
- 5.04 Why is the seniority system a source of debate?
- 5.04 Why is compromise essential to the law making process?
- 5.04 What role do committees play in the legislative process?
- 5.05 How do counties and cities work together to meet the needs of citizens?
- 5.05 What are the advantages of disadvantages of a city annexing county property?
- 5.05 How do local government officials balance competing interests and resolve conflicts?
- 5.06 What role do citizens play in influencing government policies and actions?
- 5.06 Should political parties and interest groups have the ability to sway public policy decisions?
- 5.06 Which methods of influencing government are most effective?

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 5:</b>      <b>The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.</li> <li>• Legal systems can be structured to allow courts the authority to hear and decide cases.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.01: Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What steps are necessary in order for two or more competing groups to resolve a conflict?</li> <li>• Should individuals compromise on their core beliefs in order to resolve a conflict?</li> <li>• How do societies resolve conflicts?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro concepts:</b> Conflict Compromise</p> <p><b>Micro concepts:</b> Negotiation Conflict Resolution</p>	<p><i>(Negotiation)</i> Consensus Debate Compromise</p>	<p>5.01a    Choose a piece of legislation and analyze what changes were made to by the different Congressional committees. Share with the class how Congress compromised in order to get the bill passed. <b>(H)</b></p> <p>5.01b    Select a problem to be solved, and then take on the role of an arbitrator/mediator to create a solution. Write a reflection on the value of compromise.</p>	<p><i>We the People</i>, Unit 4, Lesson 28</p> <p>Conflict Resolution and Peer Mediation – Middle and High School Guide <a href="http://www.njsbf.com/njsbf/student/conflictres/middle_high.cfm">http://www.njsbf.com/njsbf/student/conflictres/middle_high.cfm</a></p> <p>The American Civil Liberties Union <a href="http://www.aclu.org">http://www.aclu.org</a></p> <p>The Association for Conflict Resolution <a href="http://www.acrnet.org/">http://www.acrnet.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Congressional Committee Simulation, Classroom Activity 1141</p> <p>Free Trade and the American Economy. InterActivity 1187</p> <p>How do the leaders in the House and Senate influence legislation in Congress?, Web Inquiry 211</p>

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			Referendum, Recall, and Initiative, InterActivity 1182  What's Your Position, Commissioner?, Classroom Activity 1142
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<p><b>Competency Goal 5:</b> The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.</li> <li>• Legal systems can be structured to allow courts the authority to hear and decide cases.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.02: Identify the jurisdiction of state and federal courts.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What types of cases are handled in the various state and federal courts?</li> <li>• What circumstances determine if a case may be appealed?</li> <li>• What is the purpose of a tiered court system?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Order</p> <p><b>Micro Concepts:</b> Jurisdictions Courts</p>	<p>(Jurisdictions) Appellate Exclusive Concurrent Original</p> <p>(Courts) Federal Courts</p> <ul style="list-style-type: none"> <li>• District Courts</li> <li>• U.S. Courts of Appeal</li> <li>• U.S. Supreme Court</li> <li>• Special Court</li> </ul> <p>State Courts</p> <ul style="list-style-type: none"> <li>• Lower Courts</li> <li>• Magistrate</li> <li>• General Trial Courts</li> <li>• Intermediate Appellate Courts</li> </ul> <p>State Supreme Court</p>	<p>5.02a Choose a recent court case and trace the route of appeals the case took through state and federal courts. <b>(H)</b></p> <p>5.02b As a whole class or in small groups, debate whether juveniles committing major offenses should be tried in juvenile or district court.</p>	<p><i>Understanding the Federal Court</i>, Administrative Office of the U. S. Courts, 1999</p> <p>PBS Video – “Juvenile Justice”</p> <p>Juvenile Justice Frontline Show <a href="http://www.glencoe.com/sec/socialstudies/govciv/civics2003/nc/content.php4/1000/1">http://www.glencoe.com/sec/socialstudies/govciv/civics2003/nc/content.php4/1000/1</a></p> <p>Jurisdiction <a href="http://dictionary.law.com/definition/2.asp?selected=1070&amp;bold= _ _ _ ">http://dictionary.law.com/definition/2.asp?selected=1070&amp;bold= _ _ _ </a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Freedom of Speech in School, InterActivity 1186</p> <p>The Supreme Court, Web Lesson 617</p>

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<p><b>Competency Goal 5:</b> The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.</li> <li>• Legal systems can be structured to allow courts the authority to hear and decide cases.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.03: Describe the adversarial nature of the judicial process.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Should judges be elected by the people or appointed by the government?</li> <li>• How have the decisions of the Supreme Court changed the principle of due process and impacted the rights of the accused?</li> <li>• What factors influence the way a judge rules in a case?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Conflict Debate</p> <p><b>Micro Concepts:</b> Rule of law Judicial Process</p>	<p><i>(Adversaries)</i> Oral argument Courtroom Roles</p> <p><i>(Rule of Law)</i> <b>Judicial Review</b> Writ of Certiorari Brief The Jury System <b>Majority Opinion</b> <b>Dissenting Opinion</b> <b>Concurrent Opinion</b> Felony Misdemeanor Perjury</p> <p><i>(Judicial Process)</i> Court Docket Prosecutor/Prosecution Complaint Defendant Plaintiff Subpoena Summons Warrants (Arrest/Search) Bailiff</p>	<p>5.03a Examine the rules of evidence that are usually followed in civil and criminal trials. Discuss whether or not changes should be made to them.</p> <p>5.03b Debate the merits of plea-bargaining in a criminal trial.</p> <p>5.03c Provide students with the background and summary of a courtroom case. Have students write an opening statement and a closing argument based on the information.</p> <p>5.03d Arrange with the local clerk of court to take the class to district court for observation. Provide a checklist of things to note and observe while in court then have students reflect on their experience.</p> <p>5.03e Examine the nomination and confirmation process for the State Supreme Court Judges. Debate whether or not the current process should be changed.</p>	<p><i>Understanding the Federal Courts, The Administrative Office of the U.S. Courts, 1999</i></p> <p>How Judges and Justices are Chosen <a href="http://www.beyondbooks.com/gov91/9d.asp">http://www.beyondbooks.com/gov91/9d.asp</a></p> <p><i>Arrest/Representation, Juries and the Jury Selection Expert, Unsung Heroes of the Courtroom, Justice Factory Series videos, Ambrose Video Publishing, Inc. 28 West 445<sup>th</sup> Street, suite 2100, New York, New York 10036</i></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crime,</p> <p>How did the case of Ernesto Miranda affect arrest procedures in America?, Web Inquiry 216</p>

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	<p>Preliminary hearings          Indictment          Plea          Plea bargain          Bail          Public Defender          Hearing          Grand Jury          Verdict          Settlement          Capital offense          Sentence/Sentencing          Appeal          Rights of victims          Confirmation Process          Selection of Federal              Judges          Selection of State              Judges</p>		
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CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 5:</b> The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.</li> <li>• Legal systems can be structured to allow courts the authority to hear and decide cases.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.04: Evaluate the role of debate and compromise in the legislative process.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Should members of Congress who have served the longest be automatically granted the chair person position on a committee?</li> <li>• Why is compromise essential to the law making process?</li> <li>• What role do committees play in the legislative process?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro concepts:</b> Conflict Cooperation Systems</p> <p><b>Micro concepts:</b> Committee system Legislative process Debate Compromise Laws</p>	<p><i>(Committee system)</i> Standing Committee Seniority Rule House Rules Committee Joint Committee Conference Committee Public Hearing</p> <p><i>(Legislative Process)</i> How a bill becomes a law Veto Line item veto Pocket veto Filibuster Cloture</p> <p><i>(Laws)</i> Act Proposition Rider</p>	<p>5.04a Examine a recent federal law; trace its process from bill to passage.</p> <p>5.04b Prepare a one-page informational brief that will be given to a legislator, describing a pending bill. The brief should provide information to persuade a lawmaker to consider voting for or against the bill.</p> <p>5.04c Choose a historical example of a controversial compromise resulting in the passage of legislation, i.e. 1964 Civil Rights Law. Evaluate how society may have been different if the legislation had not passed. <b>(H)</b></p> <p>5.04d Set up a mock Congress in your class and attempt to pass a bill.</p> <p>5.04e Write the steps of how a bill becomes a law on index cards. Have students put the cards in order. Hold a contest to see who can put their cards in order the quickest.</p>	<p>How Our Laws Are Made <a href="http://bensguide.gpo.gov/9-12/lawmaking/index.html">http://bensguide.gpo.gov/9-12/lawmaking/index.html</a></p> <p>ABC’s “Schoolhouse Rock – History Rock – “I’m Just a Bill” <a href="http://www.school-house-rock.com/Bill.html">http://www.school-house-rock.com/Bill.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Congressional Committee Simulation, Classroom Activity 1141</p> <p>How do the leaders in the House and Senate influence legislation in Congress?, Web Inquiry 211</p> <p>The War Powers Act, InterActivity 1181</p> <p>What’s Your Position, Commissioner? Classroom Activity 1142</p>

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<p><b>Competency Goal 5:</b> The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.</li> <li>• Legal systems can be structured to allow courts the authority to hear and decide cases.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.05: Explain how local government agencies balance interest and resolve conflicts.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do counties and cities work together to meet the needs of citizens?</li> <li>• What are the advantages of disadvantages of a city annexing county property?</li> <li>• How do local government officials balance competing interests and resolve conflicts?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Cooperation Power Interdependence</p> <p><b>Micro Concepts:</b> Intergovernmental cooperation Civic participation Government Interaction</p>	<p><i>(Civic Participation)</i> Town meetings Public hearings Forums Budget At large voting</p> <p><i>(Interaction between city and county government)</i> Extra Territorial Jurisdiction (ETJ) Zoning Annexation Infrastructure Taxation City and county officials</p>	<p>5.05a Given a hypothetical zoning request to build a factory near a residential area, assume the role of one of the following and prepare a presentation for a meeting of the planning commission.</p> <ul style="list-style-type: none"> <li>• An affected homeowner</li> <li>• The plant owner</li> <li>• A real estate agent</li> <li>• An unemployed worker</li> </ul> <p>5.05b Visit a city or county meeting or a public forum. Research an agenda item and determine how it will impact your family or community.</p> <p>5.05c Using a hypothetical case involving increases in property tax rates, create a graphic organizer detailing the various points of view surrounding the issue.</p>	<p><i>Lesson in DPI’s Concept-Based Instruction Document: Local Government Agencies</i></p> <p>NC League of Municipalities <a href="http://nclm.org/">http://nclm.org/</a></p> <p>Public Dispute Resolution <a href="http://ncinfo.iog.unc.edu/programs/dispute/ebulletins2000.html">http://ncinfo.iog.unc.edu/programs/dispute/ebulletins2000.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>OurTown.gov, Project 410</p> <p>Referendum, Recall, and Initiative, InterActivity 1182</p> <p>What makes a good local ordinance?, Web Inquiry 212</p> <p>What’s Your Position, Commissioner? Classroom Activity 1142</p>

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 5:</b> The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• A nation’s political and legal systems are often comprised of adversarial groups who compete and sometimes compromise in order to resolve conflict.</li> <li>• A nation’s legal system can be structured to allow courts the authority to hear cases falling under its jurisdiction, while also allowing some courts to exercise appellate, concurrent, or exclusive jurisdiction.</li> <li>• Many different groups can influence government actions by using a variety of techniques.</li> </ul>			
<p><b>Objective 5.06:</b> Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution and government action.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role do citizens play in influencing government policies and actions?</li> <li>• Should political parties and interest groups have the ability to sway public policy decisions?</li> <li>• Which methods of influencing government are most effective?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Influence Dispute</p> <p><b>Micro Concepts:</b> Government action Public policy Media Political party Interest group Dispute resolution</p>	<p><i>(Government action)</i> Petition Local Initiatives Local Referendums Bond issues</p> <p><i>(Public policy)</i> Special interest groups Electronic media Voting</p>	<p>5.06a Research voter participation in a precinct. Graph voter turnout by age groups and gender. Write an action plan to encourage the group with the lowest turnout to participate in the next election.</p> <p>5.06b Research local issues i.e. annexation, school attendance areas, rezoning, and allocation of revenue. Evaluate methods used to resolve these issues.</p> <p>5.06c Monitor media treatment of an issue over a period of time and evaluate coverage in terms of objectivity and point of view. <b>(H)</b></p> <p>5.06d Trace the history of Mothers Against Drunk Driving (MADD) and their impact on government actions.</p> <p>5.06e Compare and contrast American voting turnout in the 2004 Presidential election to the Presidential election of 1960. Analyze these numbers for voting trends (i.e., based on race, gender, age, geographic region, etc.) <b>(H)</b></p>	<p>National Civic League – Model City Charter Revision Process <a href="http://www.ncl.org/npp/charter/mentos/recall.html">http://www.ncl.org/npp/charter/mentos/recall.html</a></p> <p>David Schmidt, <i>Citizen Lawmaker</i></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party!, Classroom Activity, 1143</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Finding a Solution to Juvenile Crime, Web Lesson 622</p> <p>Freedom of Speech in School, InterActivity 1186 How did the case of Ernesto Miranda affect arrest procedures on the United States? Web Inquiry 216</p>

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			Humanitarian Relief Organizations, Project 415 Margin of Error: Polls and Public Opinion, Project 411 State of the States, Web Lesson 618 Teaching Citizenship, Project 414
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## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

### Goal 6 Generalizations and Essential Questions

**Competency Goal 6:**        **The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.**

#### **Generalizations:**

- Societies can keep order by developing laws over time.
- Laws may be enforced by many different agencies in order to ensure domestic tranquility.
- A government and citizens may have the responsibility of working together in making and following laws, and providing protection and safety for our nation.

#### **Essential Questions:**

- 6.01 How have legal codes changed over time?
- 6.01 What role have philosophers played in the development of law in the United States?
- 6.01 Should moral codes play a role in society?
- 6.02 What types of crimes fall under the various categories of law?
- 6.02 Why do violations of some laws carry higher penalties than others?
- 6.02 What are similarities and differences in procedure for deciding criminal and civil cases?
- 6.03 How do laws impact people's lives?
- 6.03 Why are so many agencies needed in order to effectively enforce the laws?
- 6.03 How do American methods of law enforcement compare to those of other countries?
- 6.04 Whose responsibility is it to inform citizens about laws?
- 6.04 Should citizens be held accountable for following the laws, even if they do not know they exist?
- 6.04 How does an informed citizenry lead to a safer society?
- 6.05 To what extent should the government keep its citizenry informed?
- 6.05 What role do political debates play in a democratic society?
- 6.05 Is an informed citizenry always in a better position to make sound decisions about matters affecting the nation?
- 6.06 Are lobby groups a benefit or a disadvantage to the process of democracy?
- 6.06 What techniques do interest groups use to influence others?
- 6.06 Why was legislation (the Federal Election Campaign Act) needed in order to protect public interests from private interests?
- 6.07 Why is it necessary to have different law enforcement agencies?
- 6.07 What methods do the law enforcement agencies use to maintain peace and curtail criminal activity?
- 6.07 How does jurisdiction play a major role in deciding which law enforcement agency is responsible for enforcing the law?
- 6.08 How have methods used by society to address criminal behaviors changed over time?
- 6.08 What does the rate of recidivism in America imply about our society's effectiveness in dealing with criminals?
- 6.08 What factors determine how criminal and anti-social behavior will be addressed?

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 6:</b> The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Societies can keep order by developing laws over time.</li> <li>Laws may be enforced by many different agencies in order to ensure domestic tranquility.</li> <li>A government and citizens may have the responsibility of working together in making and following laws, and providing protection and safety for our nation.</li> </ul>			
<p><b>Objective 6.01: Trace the development of law in American Society.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How have legal codes changed over time?</li> <li>What role have philosophers played in the development of law in the United States?</li> <li>Should moral codes play a role in society?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Development</p> <p><b>Micro Concepts:</b> Philosophy of law Legal codes Moral codes</p>	<p><i>(Philosophy of Law)</i> Social contract British common law Magna Carta English Bill of Rights Jean Jacques Rousseau Baron de Montesquieu Declaration of Independence Law House of Burgesses Mayflower Compact The Iroquois Nation's Constitution The U. S. Constitution</p> <p><i>(Legal Codes)</i> Codes of Hammurabi Justinian Codes Draconian Laws</p> <p><i>(Moral Codes)</i> Ten Commandments</p>	<p>6.01a Create a time line that traces the development of the "rule of law" in the United States.</p> <p>6.01b Research the contributions of John Locke's, Jean Jacques Rousseau's and Baron de Montesquieu's philosophy on the development of U. S. law. <b>(H)</b></p> <p>6.01c Debate the continued need of affirmation action in the 21<sup>st</sup> century.</p> <p>6.01d Write an essay explaining the impact of the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Equal Employment Opportunity Act, and the Individual with Disabilities Education Act has had on America. <b>(H)</b></p> <p>6.01e In small groups have students create a board game (i.e. bingo, jeopardy) using content associated with how law developed in American society.</p>	<p>These documents can be found at the web site for the Avalon Project at Yale Law School</p> <ul style="list-style-type: none"> <li>English Bill of Rights</li> <li>Thomas Paine, <i>Common Sense</i></li> <li>Declaration of Independence</li> <li>DeToqueville' Democracy in America</li> <li>English Petition of Rights</li> <li>Patrick Henry's speeches</li> <li>Jefferson's writings on law</li> <li>John Lockes' Treatises</li> <li>Magna Carta</li> <li>Mayflower Compact</li> <li>Montesquieu's Spirit of the Law</li> <li>Pledge of Allegiance</li> <li>Rousseau's Social Contract</li> <li>Maryland Toleration Act</li> <li>Virginia Declaration of Rights, etc.</li> </ul> <p>What is the Initiative and Referendum Process? <a href="http://www.yale.edu/lawweb/avalon/avalon.htm">http://www.yale.edu/lawweb/avalon/avalon.htm</a></p> <p>Iroquois Nation's Constitution</p>

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			<p><a href="http://www.law.ou.edu/hist/iroquois.html">http://www.law.ou.edu/hist/iroquois.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Evolution of the Supreme Court, Web Lesson 614</p> <p>Freedom of Speech in School, InterActivity 1186</p> <p>How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p> <p>The Supreme Court, Web Lesson 617</p>
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CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 6:</b> The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Societies can keep order by developing laws over time.</li> <li>Laws may be enforced by many different agencies in order to ensure domestic tranquility.</li> <li>A government and citizens may have the responsibility of working together in making and following laws, and providing protection and safety for our nation.</li> </ul>			
<p><b>Objective 6.02:</b> Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What types of crimes fall under the various categories of law?</li> <li>Why do violations of some laws carry higher penalties than others?</li> <li>What are similarities and differences in procedure for deciding criminal and civil cases?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Systems</p> <p><b>Micro Concept:</b> Law</p>	<p><i>(Types of Law)</i> Common law Criminal law Civil law Tort Constitutional law Administrative law Statutory law International law</p>	<p>6.02a Using a graphic organizer, compare and contrast the different types of laws.</p> <p>6.02b Describe the principle used by magistrates, judges, and jurors in deciding civil cases. Write a paragraph comparing this principle to the principle used in criminal cases.</p> <p>6.02c Research the impact of secondary smoke on individuals. Conduct a Socratic seminar on the topic of smoker vs. nonsmoker’s rights in public places. Write a sample letter to state and local officials which reflects research and an opinion on smoking in public places. Include a solution, or a proposed legislative action in the letter. <b>(H)</b></p>	<p>Common Law <a href="http://www.pixi.com/~kingdom/comm.html">http://www.pixi.com/~kingdom/comm.html</a></p> <p>Criminal Law <a href="http://www.law.cornell.edu/topics/criminal.html">http://www.law.cornell.edu/topics/criminal.html</a></p> <p><i>Justice By the People- the Trial of Gold E. Locks</i>, video by the Foundation of the American Board of Trial Lawyers</p> <p>Steps in a Criminal Case <a href="http://www.ccle.fourh.umn.edu/steps.pdf">http://www.ccle.fourh.umn.edu/steps.pdf</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crimes, Web Lesson 622 How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p>

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

			Referendum, Recall, and Initiative, InterActivity 1182  What Makes a Good Local Ordinance, Web Inquiry 212
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CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 6:</b> The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Societies can keep order by developing laws over time.</li> <li>Laws may be enforced by many different agencies in order to ensure domestic tranquility.</li> <li>A government and citizens may have the responsibility of working together in making and following laws, and providing protection and safety for our nation.</li> </ul>			
<p><b>Objective 6.03: Identify the various procedures in the enactment, implementation, and enforcement of law.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do laws impact people’s lives?</li> <li>Why are so many agencies needed in order to effectively enforce the laws?</li> <li>How do American methods of law enforcement compare to those of other countries?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concept:</b> Procedures</p> <p><b>Micro Concepts:</b> Law enactment Law implementation Enforcement of law</p>	<p><i>(Enforcement and implementation of Law)</i> Consumer Protection Transportation Regulation Department of Justice Regulatory Commissions Independent Agencies Federal Bureau of Investigation (FBI) State Bureau of Investigation (SBI) Secret Service National Guard Reserves Structured sentencing Magistrate State troopers Sheriff City police Ordinance Statute Regulation Fines Arrest</p>	<p>6.03a Assign students various agencies (such as the FDA, FCC, NASA, CIA, FAA, etc.) to research and report findings to the class.</p> <p>6.03b Research recent issues that involved one of the Regulatory Commissions and report to class any changes that resulted from their involvement.</p> <p>6.03c Research an independent topic of interest to propose in a bill. Simulate the process of a bill becoming a law and how the law will be enforced. <b>(H)</b></p> <p>6.03d Given a set of situations, have students determine if federal, state, or local jurisdiction applies. Students will state which leader should be contacted regarding each situation.</p>	<p>FBI <a href="http://www.fbi.gov/">http://www.fbi.gov/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Congressional Committee Simulation, Classroom Activity 1141</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p> <p>How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p> <p>Referendum, Recall, and Initiative, InterActivity 1182</p> <p>The Supreme Court, Web Lesson 617</p>

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<p><b>Objective 6.04: Identify ways citizens can be informed about laws.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Whose responsibility is it to inform citizens about laws?</li> <li>Should citizens be held accountable for following the laws, even if they do not know they exist?</li> <li>How does an informed citizenry lead to a safer society?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Information</p> <p><b>Micro Concept:</b> Informed Citizenry</p>	<p><i>(Informed Citizenry)</i> Town meetings Public hearings Public forums Media "Ignorance of the law is no excuse."</p>	<p>6.04a Set up a column in the school newspaper to keep students informed of ordinances that impact them.</p> <p>6.04b Conduct a poll and report results to class on methods used to inform citizens about a recently enacted law. Analyze the effectiveness of the methods used.</p> <p>6.04c Research the influence of electronic media in information gathering and processing.</p> <p>6.04d Write an essay either agreeing or disagreeing with the statement, "Ignorance of the law is no excuse."</p>	<p>FindLaw for the Public <a href="http://www.findlaw.com">http://www.findlaw.com</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p> <p>How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p> <p>Teaching Citizenship, Project 414</p>

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<p><b>Objective 6.05: Investigate the role and responsibility of government to inform the citizenry.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent should the government keep it citizenry informed?</li> <li>• What role do political debates play in a democratic society?</li> <li>• Is an informed citizenry always in a better position to make sound decisions about matters affecting the nation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concept:</b> Communication</p> <p><b>Micro Concept:</b> Informed citizens</p>	<p><i>(Informed citizens)</i> Political debates Special task forces Franking privilege Press releases Utilizing Government Publications &amp; Websites “Click it or ticket” campaigns “Move over” laws</p>	<p>6.05a Check several newspapers in a region to find notices about public information sessions. Attend various sessions, and report back to class.</p> <p>6.05b Watch a weekly news broadcasts that summarize the week’s events, i.e. Meet the Press, The Jim Lehrer Report, and Capital Review. Respond to the issues of the week in a classroom discussion.</p>	<p>General Assembly of North Carolina – <a href="http://www.ncga.state.nc.us/">http://www.ncga.state.nc.us/</a></p> <p>Current Events Resources: <a href="http://www.nytimes.com/learning">http://www.nytimes.com/learning</a> <a href="http://school.newsweek.com/">http://school.newsweek.com/</a> <a href="http://www.wsjclassroomedition.com">http://www.wsjclassroomedition.com</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Teaching Citizenship, Project 414</p>

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<p><b>Objective 6.06: Analyze the role of lobby groups and special interest groups in the enactment of legislation.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Are lobby groups a benefit or a disadvantage to the process of democracy?</li> <li>What techniques do interest groups use to influence others?</li> <li>Why was legislation (the Federal Election Campaign Act) needed in order to protect public interests from private interests?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Influence</p> <p><b>Micro Concepts:</b> Lobby Groups Special Interest Groups Public interests Private interests</p>	<p><i>(Public/Private Interests)</i> Economic Interest</p> <ul style="list-style-type: none"> <li>Business</li> <li>Labor groups</li> <li>Agricultural groups</li> <li>Professional groups</li> </ul> <p>Non-economic Interest</p> <ul style="list-style-type: none"> <li>Public Interest</li> <li>Single-Issue Interest</li> <li>Ideological</li> </ul> <p>Interest Groups Lobbying Think Tanks Chamber of Commerce Propaganda techniques</p> <ul style="list-style-type: none"> <li>Endorsements</li> <li>Stacked cards</li> <li>Name calling</li> <li>Glittering generality</li> <li>Symbols</li> <li>Just Plain Folks</li> <li>Bandwagon</li> </ul> <p>Federal Election Campaign Act of 1971</p>	<p>6.06a Bring in a lobbyist to discuss his or her job and share information about how lobbyists work within government to influence legislation.</p> <p>6.06b Examine and report to the class the role of special interest groups (i.e. the Chamber of Commerce) in a community and state.</p> <p>6.06c Study the pros and cons of an issue from a special interest group view point and prepare a one page paper to give to a member of Congress for debate on the topic. <b>(H)</b></p>	<p>AFL-CIO <a href="http://aflcio.com/">http://aflcio.com/</a></p> <p>NC Office of the Secretary of State – Lobbyist Registration <a href="http://www.secretary.state.nc.us/lobbyists/">http://www.secretary.state.nc.us/lobbyists/</a></p> <p>The Brookings Institution <a href="http://www.brook.edu/">http://www.brook.edu/</a></p> <p>Think Tank Organizations <a href="http://www.state.gov/s/p/tt/">http://www.state.gov/s/p/tt/</a></p> <p>The FEC and the Federal Campaign Finance Law <a href="http://www.fec.gov/finance_law.html">http://www.fec.gov/finance_law.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party!, Classroom Activity 1143</p> <p>Margin of Error: Polls and Public Opinion, Project 1143</p>

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<p><b>Objective 6.07: Compare responsibilities, jurisdictions, and methods of law enforcement agencies.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Why is it necessary to have different law enforcement agencies?</li> <li>What methods do the law enforcement agencies use to maintain peace and curtail criminal activity?</li> <li>How does jurisdiction play a major role in deciding which law enforcement agency is responsible for enforcing the law?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Authority</p> <p><b>Micro Concepts:</b> Jurisdiction Law Enforcement</p>	<p><i>(Jurisdiction/Authority)</i> Local Law Enforcement Sheriff Police Delivering subpoenas</p> <p><i>(Law Enforcement)</i> State Bureau of Investigation State Troopers Traffic enforcement Dept. of Motor Vehicles Dept. of Corrections Tickets/fines Radar Guns Pepper Spray Taser guns Federal Law Enforcement Undercover agents 911 centers Drug raids Sobriety tests</p>	<p>6.07a Research the jurisdiction of law enforcement agencies. Report to the class when and why they become involved in certain cases.</p>	<p><i>Sample Lesson in DPI's Concept-Based Instruction Document: Law Enforcement Agencies</i></p> <p>Statutory Comment on N. C. Law <a href="http://www.jus.state.nc.us/NCJA/statute.htm">http://www.jus.state.nc.us/NCJA/statute.htm</a></p> <p>Office of the N. C. Attorney General <a href="http://www.ncdoj.com/default.jsp">http://www.ncdoj.com/default.jsp</a></p> <p>N. C. Law Enforcement Officers Association <a href="http://www.ncleo.org">http://www.ncleo.org</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p> <p>How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p> <p>What Make a Good Local Ordinance?, Web Inquiry 212</p>

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<p><b>Objective 6.08: Evaluate methods used by society to address criminal and anti-social behaviors.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How have methods used by society to address criminal behaviors changed over time?</li> <li>What does the rate of recidivism in America imply about our society’s effectiveness in dealing with criminals?</li> <li>What factors determine how criminal and anti-social behavior will be addressed?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Methods Systems Reforms</p> <p><b>Micro Concepts:</b> Recidivism Rehabilitation Criminal Behavior Anti-Social Behaviors</p>	<p><i>(Criminal Behavior/Rehabilitation)</i> Long-term suspension Mental Institutions Long-term Incarceration Death Penalty Detention Probation Parole Juvenile detention Community service House arrest Jail Prison Boot camp Incarceration</p> <p><i>(Recidivism/Anti-Social Behavior)</i> Three-Strikes laws Confiscation of Property Monetary Compensation Retribution Restitution Compensation Deterrence</p>	<p>6.08a Research school rules and policies to determine how reactions to violations have changed over time. Analyze how these changes reflect larger changes to the criminal justice system. <b>(H)</b></p> <p>6.08b Debate the use of the death penalty as a deterrent to crime.</p> <p>6.08c Write an essay supporting or rejecting the idea of using methods other than prison to address punishment for crimes.</p> <p>6.08d Create a “human graph” in the classroom using the labels, “Definitely a Criminal Act” and “Not a Criminal Act.” Call out various acts such as jaywalking, shoplifting, playing poker, drinking, etc. and have students decide where to place each activity along the graph.</p>	<p>Federal Prison System <a href="http://www.usdoj.gov/">http://www.usdoj.gov/</a></p> <p>N. C. Department of Corrections <a href="http://www.doc.state.nc.us/">http://www.doc.state.nc.us/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>12 Angry Men, Classroom Activity 1146</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p> <p>How did the case of Ernesto Miranda affect arrest procedures in the United States? Web Inquiry 216</p> <p>Teaching Citizenship, Project 414</p>

## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

### Goal 7 Generalizations and Essential Questions

**Competency Goal 7:       The learner will investigate how and why individuals and groups make economic choices.**

**Generalizations:**

- Scarcity and the necessity of balancing wants and needs may influence production, consumption and economic choices.
- Investment in capital and human resources can affect production and influence the economic choices of groups and individuals.
- The way in which economic systems address the key economic questions may impact the role of consumers and producers.

**Essential Questions:**

- 7.01 How do the basic factors of production influence the choices made by producers and consumers?
- 7.01 What effects do limited natural resources have on the choices made by producers and consumers?
- 7.01 How are the four factors of production used in satisfying wants and needs?
- 7.02 Why is scarcity the biggest problem faced by all economies?
- 7.02 How does scarcity affect price and the production and consumption of goods?
- 7.02 How can scarcity affect economic interdependence?
- 7.03 Should a government offer economic incentives to a company considering locating to a particular area?
- 7.03 What factors influence producers to increase or decrease output?
- 7.03 What factors influence consumers to increase or decrease the consumption of goods?
- 7.04 How has mass production changed the way goods are produced and how does this affect markets?
- 7.04 What effects do new technology, innovation and increased investment have on producers and consumers?
- 7.04 What is the significance of education and training on the workforce?
- 7.05 How can increased investment in capital goods and human capital lead to lower prices for the consumer?
- 7.05 What effect does education and training for the workforce have on the quality of goods and services?
- 7.05 How might an increase in the Producer Price Index impact consumers?
- 7.06 What are the advantages and disadvantages for a society that practices Adam Smith’s “Invisible Hand” theory?
- 7.06 Should the government become involved in the economy and what are the advantages and disadvantages of its involvement?
- 7.06 How do economic decisions in a non-capitalistic system impact consumers?

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<p><b>Objective 7.01: Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do the basic factors of production influence the choices made by producers and consumers?</li> <li>• What effects do limited natural resources have on the choices made by producers and consumers?</li> <li>• How are the four factors of production used in satisfying wants and needs?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Systems</p> <p><b>Micro Concepts:</b> Factors of Production Economic Activity</p>	<p><i>(Factors of Production)</i> Land Labor Capital Entrepreneurship</p> <p><i>(Economic Activity)</i> Economics Want Need Renewable natural resource Nonrenewable natural resources Productivity Four Basic Economic Questions</p>	<p>7.01a Generate lists of resources needed to make certain products; classify the items listed as land, labor, capital, and entrepreneurial skills.</p> <p>7.01b Create a chart using some relevant product; i.e. candy bars, to identify the factors of production that went into its creation.</p> <p>7.01c Have students research and write a report on the origins and development of a company, emphasizing the resources used by the company, and the risks taken to bring it to its present status. <b>(H)</b></p> <p>7.01d Have students create “factors of production” posters. Start by drawing a product in the middle of the poster and then identifying the four factors of production in each corner. List all of the items that are necessary for the product’s production under the appropriate category.</p>	<p><i>An Introduction To Economics</i>, VHS Knowledge Unlimited ©1994 ISBN 1-55933-173-0</p> <p>The Sony Corporation <a href="http://www.sony.net/SonyInfo/CorporateInfo/">http://www.sony.net/SonyInfo/CorporateInfo/</a></p> <p>Tidewater House – News and Research (polls) <a href="http://www.tdwaterhouse.com/research/index.html">http://www.tdwaterhouse.com/research/index.html</a></p> <p>US Department of Commerce <a href="http://www.commerce.gov/">http://www.commerce.gov/</a></p> <p><i>Introduction To Economics: The Nature of Economics</i>, (CL1082-CV); <i>Introduction To Economics: The Operation of an Economy</i>, (CL1083-CV) from Clearvue/eav, 6465 N. Avondale Avenue, Chicago, IL 60631</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Build a Better Bird Feeder, Project 413</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p>

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<p><b>Objective 7.02: Explain how scarcity influences producers and consumers to make choices.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is scarcity the biggest problem faced by all economies?</li> <li>• How does scarcity affect price and the production and consumption of goods?</li> <li>• How can scarcity affect economic interdependence?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Choices Systems</p> <p><b>Micro Concepts:</b> Scarcity Decision Process Global Interdependence</p>	<p><i>(Scarcity)</i> Limited resources Wants Needs Services Goods Wages Salary</p> <p><i>(Decision Process)</i> Decision-making model Consumer Producer Pricing Opportunity cost</p>	<p>7.02a Complete a decision-making grid using the following process:</p> <ul style="list-style-type: none"> <li>• Define the problem</li> <li>• List alternatives</li> <li>• State the criteria</li> <li>• Evaluate the alternatives</li> <li>• Make a decision</li> </ul> <p>7.02b Given a description of a personal economic problem involving the use of credit, apply the decision-making model.</p> <p>7.02c Predict the affect of scarcity on a product (such as crude oil, hogs or soybeans). Observe the product for one week on the commodities market. Evaluate prediction based on the data. <b>(H)</b></p>	<p>Limited Resources (NCEE) <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM364&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM364&amp;page=teacher</a></p> <p>It All Adds Up Interactive Economic Site <a href="http://www.italladdsup.org/">http://www.italladdsup.org/</a></p> <p>Decision-Making Model <a href="http://www.econedlink.org/lessons/print.cfm?lesson=EM396&amp;page=teacher">http://www.econedlink.org/lessons/print.cfm?lesson=EM396&amp;page=teacher</a></p> <p><i>The Production, Distribution, and Consumption of Goods and Services</i>, The Economic Series (ISBN 1-56007-605-4): <a href="http://money.cnn.com/markets/commodities/">http://money.cnn.com/markets/commodities/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Advertisements: What is the Real Message? Project 412</p> <p>How do interest rates affect the price of a car?, Web Inquiry 214</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p>

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<p><b>Objective 7.03: Compare examples of tradeoffs and opportunity costs of economic choices.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Should a government offer economic incentives to a company considering locating to a particular area?</li> <li>• What factors influence producers to increase or decrease output?</li> <li>• What factors influence consumers to increase or decrease the consumption of goods?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Patterns Choices</p> <p><b>Micro Concepts:</b> Individual Choices</p>	<p><i>(Individual Choices)</i> Wants and Needs Immediate gratification Incentives Tradeoffs Opportunity Cost Fixed costs Variable costs Total costs</p>	<p>7.03a Given descriptions of situations involving individual economic decisions; state the opportunity cost in each decision.</p> <p>7.03b Have students select a newspaper article describing an economic decision by a local, state or national business organization and determine the opportunity cost. Students should prepare a letter to the editor expressing their views.</p> <p>7.03c Determine the trade-offs involved in building a housing development where an apple orchard now stands. Prepare a speech to be delivered to the county commissioners arguing for or against the proposed housing development.</p> <p>7.03d Have the student create a personal opportunity cost chart for one week that includes the following: event chosen, time required, activity missed, opportunity cost rating. What conclusions can students draw from this chart.</p>	<p>What Are Incentives? <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM379">http://www.econedlink.org/lessons/index.cfm?lesson=EM379</a></p> <p>Inventive Incentive <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM260">http://www.econedlink.org/lessons/index.cfm?lesson=EM260</a></p> <p>The Opportunity Cost of a Lifetime <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM51">http://www.econedlink.org/lessons/index.cfm?lesson=EM51</a></p> <p>Weighing Options: Build vs. Buy: A Fresh Look &amp; Other 'Gotchas' <a href="http://www.wallstreetandtech.com/story/topNews/WST20010918S0017">http://www.wallstreetandtech.com/story/topNews/WST20010918S0017</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Build a Better Bird Feeder, Project 413</p> <p>Supply and Demand Curve for Jelly Donuts, Classroom Activity 1145</p>

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<p><b>Objective 7.04: Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has mass production changed the way goods are produced and how does this affect markets?</li> <li>• What effects do new technology, innovation and increased investment have on producers and consumers?</li> <li>• What is the significance of education and training on the workforce?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Innovation</p> <p><b>Micro Concepts:</b> Specialization Division of Labor Consumption Production</p>	<p><i>(Division of Labor)</i> Assembly line Specialization Mass production Factory</p> <p><i>(Production)</i> Technologies Robotics Invention Innovation Agribusiness Business organizations Human capital Productivity Types of workers     White collar     Blue collar     Skilled workers     Unskilled workers Automation</p>	<p>7.04a Assume the role of one of the following and write a paragraph describing how specialization can affect the job:</p> <ul style="list-style-type: none"> <li>• Migrant agricultural worker</li> <li>• Automobile assembly line worker</li> <li>• Computer programmer</li> <li>• Classroom teacher</li> <li>• Physician in general practice</li> <li>• Restaurant waitress</li> </ul> <p>7.04b Generate a list of businesses that benefit from specialization and division of labor and those that do not. Use the list to make inferences about the impact of specialization and division of labor.</p>	<p><u>Wealth of Nations</u>, Adam Smith <a href="http://www.bibliomania.com/2/1/65/112/frameset.html">http://www.bibliomania.com/2/1/65/112/frameset.html</a></p> <p>Henry Ford Museum web site <a href="http://www.hfmvgv.org/">http://www.hfmvgv.org/</a></p> <p><a href="http://www.bto-mc.com/Mass%20Production.htm">http://www.bto-mc.com/Mass%20Production.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>How did Adam Smith’s idea of the division of labor help Henry Ford create an efficient assembly line? Web Inquiry 215</p>

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<p><b>Objective 7.05:</b> Explain the impact of investment on human, capital, productive, and natural resources.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can increased investment in capital goods and human capital lead to lower prices for the consumer?</li> <li>• What effect does education and training for the workforce have on the quality of goods and services?</li> <li>• How might an increase in the Producer Price Index impact consumers?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change</p> <p><b>Micro Concepts:</b> Resources Investment Productivity</p>	<p><i>(Resources/Investment)</i> Resources</p> <ul style="list-style-type: none"> <li>• Human</li> <li>• Capital</li> <li>• Natural</li> <li>• Productive</li> </ul> <p>Capital Goods Consumer Goods Producer Price Index (PPI)</p> <p><i>(Productivity)</i> Output versus Input Law of Diminishing Return Recycling Education and training</p>	<p>7.05a Interview a local entrepreneur and/or farmer to find out the cost of human capital and capital goods needed to start and maintain a business. Prepare a written report and share with the class.</p> <p>7.05b Use a career manual to identify five occupations that require substantial investment in human capital and five that do not. Create a graphic illustrator and write a brief summary, comparing lifetime earning potentials for each set of occupations. <b>(H)</b></p>	<p><a href="http://www.dol.gov">www.dol.gov</a></p> <p>US Chamber of Commerce <a href="http://www.uschamber.com/default">http://www.uschamber.com/default</a></p> <p><a href="http://www.nccbi.org/">http://www.nccbi.org/</a></p> <p><a href="http://www.biography.com/search/">http://www.biography.com/search/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p> <p>Unequal Resources, Classroom Activity 1147</p>

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<p><b>Objective 7.06: Compare and contrast how different economic systems address key economic factors.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages for a society that practices Adam Smith’s “Invisible Hand” theory?</li> <li>• Should the government become involved in the economy and what are the advantages and disadvantages of its involvement?</li> <li>• How do economic decisions in a non-capitalistic system impact consumers?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems</p> <p><b>Micro Concepts:</b> Economic Systems Competition Cooperation Profit Motive Consumer Sovereignty Exchange</p>	<p><i>(Economic Systems)</i> Market <i>Laissez-faire</i> <i>Wealth of Nations</i> Invisible hand The Keynesian Theory Free Enterprise Capitalism Traditional Society Market Economy Mixed Economy Fiscal Policy Deficit Spending Private property Profit motive Incentives</p> <p><i>(Communism-Command)</i> <i>Communist Manifesto</i> Communism – Command Socialism</p>	<p>7.06a Write an essay comparing and contrasting the “Invisible Hand Theory” with Marxism.</p> <p>7.06b Research paper/power point on one of the economic systems or countries that uses the system.</p> <p>7.06c Create a political cartoon that depicts the advantages and disadvantages of one of the economic systems.</p>	<p>Excerpts from: <i>Adam Smith, Wealth of Nations</i> <i>Karl Marx, Communist Manifesto</i></p> <p><i>The World Almanac, 2004</i></p> <p>Karl Marx <a href="http://www.biography.com/search/article.jsp?aid=9401219&amp;search=Karl+Marx">http://www.biography.com/search/article.jsp?aid=9401219&amp;search=Karl+Marx</a></p> <p>Adam Smith <a href="http://www.biography.com/search/article.jsp?aid=9486480&amp;search=Adam+Smith">http://www.biography.com/search/article.jsp?aid=9486480&amp;search=Adam+Smith</a></p> <p>Capitalism <a href="http://www.capitalism.org/">http://www.capitalism.org/</a></p> <p>The “Invisible Hand Theory” <a href="http://pass.maths.org.uk/issue14/features/smith/">http://pass.maths.org.uk/issue14/features/smith/</a></p>

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Goal 8 Generalizations and Essential Questions

**Competency Goal 8:**        **The learner will analyze features of the economic system of the United States.**

**Generalizations:**

- Factors such as, free enterprise, competition, private ownership of resources and government regulation of business can have a negative or positive impact on the U.S. economy.
- Promoting free enterprise while protecting consumers may influence the policies of the U.S. government which may require government intervention in business.
- Increases or decreases in the supply and demand of goods may impact US consumers and producers.

**Essential Questions:**

- 8.01 How does a market economy protect consumers?
- 8.01 What are the advantages and disadvantages to consumers when the government intervenes in the economy?
- 8.01 Why might a nation choose one economic system over another?
- 8.02 Why is the private ownership of resources a vital part of the free enterprise system?
- 8.02 What roles do security and freedom play in the free enterprise system?
- 8.02 How does the government protect individual initiative and what are the advantages and disadvantages of these protections?
- 8.03 How would a disruption in any segment of the circular flow of economic activity impact the other parts?
- 8.03 How does the capitalist system of economic exchange promote economic interdependence?
- 8.03 What impact does government regulation have on the circular flow model?
- 8.04 How does the government affect supply and demand schedules in the U.S. economy?
- 8.04 Why do consumers choose substitute goods and how do these goods impact price?
- 8.04 What factors affect a household's disposable income?
- 8.05 What are the pros and cons of wage and price controls and what affect do these have on the economy?
- 8.05 How do consumers and markets react to both shortages and surpluses?
- 8.05 What role does the government play when either a shortage or surplus of goods and services exists?
- 8.06 Why is competition good for consumers?
- 8.06 What impact can the government have on competition and how does its influence affect both consumers and producers?
- 8.06 What are the advantages and disadvantages of a globally competitive market for consumers and domestic companies?
- 8.07 What role does organized labor play in protecting workers and how does it impact prices and consumers?
- 8.07 How does the government protect consumers and small businesses and ensure fair competition?
- 8.07 How do sole proprietorships contribute to the spirit of the United States' economic system?
- 8.08 How does fiscal policy impact investment decisions made by individuals and businesses?
- 8.08 How does the U.S. economic system allow for individual freedom and economic security?
- 8.08 What impact does investment by businesses and the government have on prices and consumers?
- 8.09 What ensures the value of the American dollar and how does its value impact prices, international trade, and investment decisions?
- 8.09 What impact does credit have on individual and businesses?
- 8.09 How might the overuse of credit affect a consumer?

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<p><b>Objective 8.01: Compare characteristics of command, market, traditional, and mixed economies.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does a market economy protect consumers?</li> <li>• What are the advantages and disadvantages to consumers when the government intervenes in the economy?</li> <li>• Why might a nation choose one economic system over another?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concept:</b> Systems</p> <p><b>Micro Concepts:</b> Economic Systems Basic Economic Questions</p>	<p><i>(Economic Systems)</i> Market economy Mixed Market economy</p> <p>Mixed economy Command economy Traditional economy</p> <p><i>(Basic Economic Questions)</i> What to Produce? How to Produce It? How Much to Produce? For Whom To Produce It?</p>	<p>8.01a Role play the characteristics of different economic systems.</p> <p>8.01b Have the students randomly select a type of Economic system. Then have the students debate major issues from that perspective. At the end of class have the students attempt to identify what system each student represented. <b>(H)</b></p>	<p>Economic Resources for K-12 Teachers: <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p>

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<p><b>Objective 8.02: Describe how the free enterprise system encourages private ownership of property and promote individual initiative.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is the private ownership of resources a vital part of the free enterprise system?</li> <li>• What roles do security and freedom play in the free enterprise system?</li> <li>• How does the government protect individual initiative and what are the advantages and disadvantages of these protections?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Power Systems</p> <p><b>Micro Concepts:</b> Economic Systems Mixed Market Free Enterprise Political Action Entrepreneurship</p>	<p><i>(Mixed Market)</i> Private property Voluntary exchange Patents Copyrights Productivity Specialization Division of Labor Efficiency</p> <p><i>(Free Enterprise)</i> Goals for Free Enterprise Security Equity Freedom Full employment</p>	<p>8.02a After research, prepare an oral presentation on ways local, state and national governments support the free market economy (for example: contracts, licensing).</p> <p>8.02b Trace the steps needed to start a small business in a local community. Compare results to see how one business requirements may be different from another (i.e. starting a day care vs. a restaurant).</p> <p>8.02c Research how to apply for a patent or a copyright. Create a brochure for an inventor outlining how to obtain a patent or copyright and the benefits of doing so.</p>	<p><i>Lesson in DPI's Concept-Based Instruction Document: Free Enterprise System</i></p> <p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>Adam Smith and The Invisible Hand <a href="http://pass.maths.org.uk/issue14/features/smith/">http://pass.maths.org.uk/issue14/features/smith/</a></p> <p>Free Enterprise <a href="http://techartech.rice.edu/Participants/jbueno/Lessons/freedom.html">http://techartech.rice.edu/Participants/jbueno/Lessons/freedom.html</a></p> <p>U.S. Patent and Trademark Office <a href="http://www.uspto.gov/">http://www.uspto.gov/</a></p>

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<p><b>Objective 8.03: Explain the circular flow of economic activities and how interactions determine the prices of goods and services.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How would a disruption in any segment of the circular flow of economic activity impact the other parts?</li> <li>• How does the capitalist system of economic exchange promote economic interdependence?</li> <li>• What impact does government regulation have on the circular flow model?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concept:</b> Systems</p> <p><b>Micro Concepts:</b> Economic Activity Economic Exchange Markets</p>	<p>(Markets) Factor Market (household) Product Market (business)  (Economic Activity/Exchange) Circular flow model Wages Salary Economic interdependence</p>	<p>8.03a Using a circular flow diagram, trace the flow of the economy from a consumer’s perspective.</p> <p>8.03b Develop a circular flow model of a product encompassing all aspects of the circular flow system.</p> <p>8.03c Divide students into groups representing consumers, producers, and the government. Give each group a note card with a product or resource on it. Have students trade with each other to obtain the items they need or want.</p>	<p><i>Island of Mocha</i> and <i>Return to Mocha</i> videos</p> <p><i>Chickenomics</i> video</p> <p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>The Law of Supply and Demand <a href="http://www.libertyhaven.com/theoreticalphilosophicalissues/supplysideeconomics/lawsupply.shtml">http://www.libertyhaven.com/theoreticalphilosophicalissues/supplysideeconomics/lawsupply.shtml</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Income Taxes and Fairness, InterActivity 1185</p>

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<p><b>Objective 8.04: Illustrate how supply and demand affects prices.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the government affect supply and demand schedules in the U.S. economy?</li> <li>• Why do consumers choose substitute goods and how these goods impact price?</li> <li>• What factors affect a household's disposable income?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Patterns Influence</p> <p><b>Micro Concepts:</b> Markets Economic Exchange Demand Supply Price</p>	<p><i>(Demand)</i> Demand Curve Demand schedule</p> <p><i>(Supply)</i> Supply curve Supply schedule Equilibrium/Market price</p> <p><i>(Influences on Supply/Demand)</i> Personal income Disposal income Complimentary goods Substitute goods</p>	<p>8.04a Graph a supply and demand curve to determine equilibrium price. Analyze how changes in production and consumption will affect the curves.</p> <p>8.04b Given a price increase or decrease of a product, explain and illustrate how this may affect the supply and/or demand for other products.</p> <p>8.04c Analyze gasoline prices in the United States from 1995-2007. Explain why gasoline prices fluctuate according to the supply and demand of petroleum. Create and x and y axis to demonstrate the equilibrium price. <b>(H)</b></p> <p>8.04d Have students bring in items they no longer need but that other students might like to have. Give each student an amount of imaginary money and auction off the items. After the auction, discuss the laws of supply and demand and how scarcity affects prices.</p>	<p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>Supply and Demand <a href="http://en.wikipedia.org/wiki/Supply_and_demand">http://en.wikipedia.org/wiki/Supply_and_demand</a></p> <p>The Principle of Diminishing Returns <a href="http://www.ux1.eiu.edu/~cfmqd/CH02/tsld008.htm">http://www.ux1.eiu.edu/~cfmqd/CH02/tsld008.htm</a></p> <p>Equilibrium price <a href="http://www.amosweb.com/cgi-bin/wpd.pl?fcd=dsp&amp;key=equilibrium+price">http://www.amosweb.com/cgi-bin/wpd.pl?fcd=dsp&amp;key=equilibrium+price</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Supply and Demand of Jelly Donuts, Classroom Activity, 1145</p>

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<p><b>Objective 8.05: Predict how prices change when there is either a shortage or surplus.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of wage and price controls and what affect do they have on the economy?</li> <li>• How do consumers and markets react to both shortages and surpluses?</li> <li>• What role does the government play when either a shortage or surplus of goods and services exists?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concepts:</b> Change Influence Patterns</p> <p><b>Micro Concepts:</b> Price Change</p>	<p><i>(Price Change)</i> Surplus Shortage Consumer Tastes Minimum wage Inflation Deflation Wage and price control Interest rates</p>	<p>8.05a Locate news reports describing events that might affect the supply and/or demand for a specific product or service, and create a graphic organizer illustrating any potential effects of the predicted change.</p> <p>8.05b Poll your classmates to determine what impacts their purchase choices and the prices they are willing to pay for selected items.</p> <p>8.05c Construct a supply and demand curve from a supply and demand schedule on a product such as a sweatshirt. Have the students reflect on how prices will change because of shortages or surpluses. <b>(H)</b></p>	<p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>Supply-Side Economics <a href="http://www.econlib.org/library/Enc/SupplySideEconomics.html">http://www.econlib.org/library/Enc/SupplySideEconomics.html</a></p> <p>Trickle-Down Effect <a href="http://www.impactresearch.org/documents/newsletterarticle403.pdf">http://www.impactresearch.org/documents/newsletterarticle403.pdf</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Build a Better Bird Feeder, Project 413</p> <p>Supply and Demand of Jelly Donuts, Classroom Activity, 1145</p>

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<p><b>Objective 8.06: Explain how changes in the level of competition can affect price and output levels.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is competition good for consumers?</li> <li>• What impact can the government have on competition and how does its influence affect both consumers and producers?</li> <li>• What are the advantages and disadvantages of a globally competitive market for consumers and domestic companies?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b></p> <p>Change Power Influence</p> <p><b>Micro Concepts:</b></p> <p>Competition Markets Price Globalization</p>	<p><i>(Markets/Competition)</i></p> <p>Buyers and sellers Monopoly Oligopoly Competitive market Mergers Horizontal merger Vertical merger Conglomerates</p> <p><i>(Globalization)</i></p> <p>Multinational Conglomerates</p>	<p>8.06a Using car advertisements, trace how competing dealerships entice potential buyers to their brands and products.</p> <p>8.06b Research the monopoly and breakup of AT&amp;T as a long distance telephone service provider. Evaluate the level of competition after the breakup and its short term and long term affect on prices. <b>(H)</b></p> <p>8.06c Create an advertisement video showing how a company tries to persuade consumers to purchase their goods or services.</p>	<p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>North American Free Trade Agreement (NAFTA) <a href="http://www.citizen.org/trade/nafta/index.cfm">http://www.citizen.org/trade/nafta/index.cfm</a></p> <p>What is a Monopoly? <a href="http://www.capitalism.org/faq/monopolies.htm">http://www.capitalism.org/faq/monopolies.htm</a></p> <p>AT&amp;T Monopoly Breakup <a href="http://consumeraffairs.com/news04/AT&amp;T20.html">http://consumeraffairs.com/news04/AT&amp;T20.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Advertisements, What is the Real Message, Project 412</p>

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<p><b>Objective 8.07: Identify and describe the roles and functions of various economic institutions and business organizations.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What role does organized labor play in protecting workers and how does it impact prices and consumers?</li> <li>• How does the government protect consumers and small businesses and ensure fair competition?</li> <li>• How do sole proprietorships contribute to the spirit of the United States' economic system?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Power</p> <p><b>Micro Concepts:</b> Economic Factors Business Model Organized Labor Political Action</p>	<p><i>(Types of Business)</i> Sole proprietorship Unlimited liability Limited life Small Business Administration (SBA) Partnership Corporation Limited liability Unlimited life Stock, Stock market Dividend Bond Cooperative Franchise</p> <p><i>(Organized Labor)</i> Labor Union Craft Union Industrial Union Collective bargaining Mediation Arbitration Lockout Strike</p> <p><i>(Political Action)</i></p>	<p>8.07a Simulate the purchase of stock using the Stock Market Game. Follow your purchases for one semester.</p> <p>8.07b Follow the performance of one of the major stock exchanges for several weeks. Chart its performance, and make inferences about any changes in price. Summarize findings in writing.</p> <p>8.07c Using graphic organizers, depict the advantages and disadvantages of the different types of business.</p> <p>8.07d Research the types and impact of labor unions in North Carolina. Share results with class.</p> <p>8.07e Locate recent and past articles and or political cartoons on labor unions. Describe tactics used to persuade or dissuade workers from joining unions. Create a visual display of the articles, and cartoons.</p>	<p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>New York Stock Exchange <a href="http://www.nyse.com/">http://www.nyse.com/</a></p> <p>The Stock Market Game <a href="http://www.smgww.org/">http://www.smgww.org/</a></p> <p>Sole Proprietorship <a href="http://www.lonestarlawyer.com/sole_proprietorship.htm">http://www.lonestarlawyer.com/sole_proprietorship.htm</a></p> <p>Small Business Administration <a href="http://www.sbaonline.sba.gov/">http://www.sbaonline.sba.gov/</a></p> <p>Nasdaq Stock Exchange <a href="http://www.nasdaq.com/">http://www.nasdaq.com/</a></p> <p>Social Security <a href="http://www.ssa.gov/history/35actinx.html">http://www.ssa.gov/history/35actinx.html</a></p> <p>U.S. Department of Labor <a href="http://www.labor.gov/esa/whd/flsa/">http://www.labor.gov/esa/whd/flsa/</a></p> <p><b>Curriculum Pathways Resources</b></p>

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	<p>Social Security Act of 1935          Nat'l Labor Relations Act, 1935          Fair Labor Standards Act, 1938          Taft-Hartley Act, 1947          Anti-trust Laws</p>		<p>(available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)          Build a Better Birdfeeder, Project 413          The Great American Business Search, Web Lesson 621</p>
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<p><b>Objective 8.08: Evaluate the investment decisions made by individuals, businesses, and the government.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does fiscal policy impact investment decisions made by individuals and businesses?</li> <li>• How does the U.S. economic system allow for individual freedom and economic security?</li> <li>• What impact does investment by businesses and the government have on prices and consumers?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Systems Protection</p> <p><b>Micro Concepts:</b> Investment Personal Finance Banking System Insurance Personal Financial Literacy</p>	<p><i>(Investment)</i> Mutual Funds Investment spending Capital investment Pension funds Mutual funds Reserve requirement</p> <p><i>(Banking System)</i> Time deposit Demand deposit Credit cards Debit cards Commercial Bank Savings &amp; Loan Associations Credit Unions Federal Deposit Insurance Commission (FDIC)</p> <p><i>(Types of Insurance)</i> Life Medical Comprehension Liability</p>	<p>8.08a Compare and contrast services offered by different types of banks.</p> <p>8.08b Expose students to the processes of personal financial literacy. Include checking, savings, credit, purchasing, interest, and insurances.</p> <p>8.08c Research and develop a presentation on the key factors of consumer financial education, personal finance, and personal credit. Share your tips with the class on how to manage one’s finances.</p> <p>8.08d Invite a banker to speak to the class on the services offered by a bank.</p> <p>8.08e Have students create a brochure discussing the use of credit cards. Include such items as: types of credit cards, cost of credit, advantages and disadvantages</p>	<p>Personal Financial Literacy: Activities and Teaching Strategies for the Secondary Social Studies (published by DPI, 2006)</p> <p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>“Monetary Fiscal Policy,” <i>Quick Tips to Learning Basic Economics</i>, The School Company PCL656 ©2001</p> <p>Center on Budget and Policy Priorities <a href="http://www.cbpp.org/pubs/sfp.htm">http://www.cbpp.org/pubs/sfp.htm</a> The Federal Reserve <a href="http://www.federalreserveeducation.org/">http://www.federalreserveeducation.org/</a></p> <p>The N. C. Insurance Commission <a href="http://www.barrons.com/calendar/econoday/reports/US/EN/New_York/consumer_credit/year/2001/yearly/why_investors_care.html">http://www.barrons.com/calendar/econoday/reports/US/EN/New_York/consumer_credit/year/2001/yearly/why_investors_care.html</a></p> <p>The Federal Deposit Insurance Commission</p>

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			<p><a href="http://www.fdic.gov">http://www.fdic.gov</a> <b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Advertisements, What is the Real Message? Project 412</p> <p>Income Taxes and Fairness, InterActivity 1185</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p>
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<p><b>Objective 8.09: Describe the role of money in trading, borrowing, and investing.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What ensures the value of the American dollar and how does its value impact prices, international trade, and investment decisions?</li> <li>• What impact does credit have on individual and businesses?</li> <li>• How might the overuse of credit affect a consumer?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Exchange Systems</p> <p><b>Micro Concepts:</b> Economic Exchange Money Investment Personal Financial Literacy</p>	<p><i>(Economic Exchange)</i> Coins Currency Checks Legal tender</p> <p><i>(Functions of money)</i> Medium of exchange Collateral Credit Barter Investment Interest Rates</p>	<p>8.09a Explore the functions of money and create a graphic organizer explaining each one.</p> <p>8.09b Write an essay on the impact of ATM machines on consumers.</p> <p>8.09c Create a fictional island country where students have to develop a monetary system, since there is no money on the island. A whole system of prices must be created for all items to be sold on the island. <b>(H)</b></p> <p>8.09d Have students use an on-line loan calculator to explore the cost of credit by plugging in various loan amounts at different rates of interest. Have a discussion about the costs of credit, both long-term and short-term.</p> <p>8.09e Give students fake money to create a portfolio with various investment opportunities (i.e. mutual funds, saving account, etc.). They should follow their investments for a month to determine its growth or losses. Write a reflective essay on the experience.</p>	<p>Personal Financial Literacy: Activities and Teaching Strategies for the Secondary Social Studies (published by DPI, 2006)</p> <p>Economic Resources for K-12 Teachers <a href="http://ecedweb.unomaha.edu/teach.htm#govbud">http://ecedweb.unomaha.edu/teach.htm#govbud</a></p> <p>The Federal Reserve <a href="http://www.federalreserveeducation.org/">http://www.federalreserveeducation.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>How do interest rates affect the price of a car? Web Inquiry 214</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p>

## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

### Goal 9 Generalizations and Essential Questions

**Competency Goal 9: The learner will analyze factors influencing the United States economy.**

**Generalizations:**

- Globalization can impact a nation's economy through various factors which may result in cultural, political, and social change.
- Political action may impact a nation's economy and result in changing government regulations.
- Advances in technology and the rise of global trade may impact a nation's economy.

**Essential Questions:**

- 9.01 How are economic indicators used to measure trends in the economy?
- 9.01 Which aspects of the business cycle are prime for investment and which ones signal a slow down?
- 9.01 How do producers and consumers impact the rise and fall of the business cycle?
- 9.02 How is the conflict between private interests and government regulation resolved?
- 9.02 What measures are in place to ensure fair labor practices in the US economy?
- 9.02 What impact does government regulation have on production and consumption in the United States?
- 9.03 Why do population shifts have a significant impact on the economy both in terms of resources and labor?
- 9.03 How has the United States been affected by the shift from a focus on manufacturing to service?
- 9.03 What effects do current immigration trends have on local economies?
- 9.04 How do advances in technology influence the choices made by consumers and producers?
- 9.04 To what extent has terrorist activity affected the national government's economic decisions and impacted local economies?
- 9.04 How has outsourcing affected manufacturing in North Carolina?
- 9.05 How are the interests of free trade and protectionism resolved in the global economy?
- 9.05 What impact do trade surpluses and deficits have on the national and the international economies?
- 9.05 What effect do the limited labor and environmental regulations of foreign countries have on the economy of the United States?
- 9.06 What impact do developing nations play in the global economy?
- 9.06 What responsibility do developed nations have in assisting weaker nations to grow economically?
- 9.06 How are international financial and economic organizations used to maintain stability in the global economy?
- 9.07 How does the Federal Reserve use monetary policy to ensure balance and stability in the US economy?
- 9.07 What role does government spending play in maintaining a stable and solid economy?
- 9.07 How does the federal government accrue revenue and determine its distribution?
- 9.08 How should government balance the needs of industry with those of protecting the environment and natural resources? and what are the consequences of favoring one over the other?
- 9.08 How does local government make decisions about maintaining property and development, while balancing the effects on the economy?
- 9.08 How does government regulation of the national economy impact local economies and the economic choices of individuals?

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<p><b>Competency Goal 9: The learner will analyze factors influencing the United States economy.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Globalization can impact a nation’s economy through various factors which may result in cultural, political, and social change.</li> <li>• Political action may impact a nation’s economy and result in changing government regulations.</li> <li>• Advances in technology and the rise of global trade may impact a nation’s economy.</li> </ul>			
<p><b>Objective 9.01: Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are economic indicators used to measure trends in the economy?</li> <li>• Which aspects of the business cycle are prime for investment and which ones signal a slow down?</li> <li>• How do producers and consumers impact the rise and fall of the business cycle?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Patterns Phases</p> <p><b>Micro Concepts:</b> Business Cycle Economic Cycle Economic Indicators</p>	<p><i>(Business/Economic Cycle)</i> Peak Contraction Trough Expansion</p> <p><i>(Economic Indicators)</i> Recession Depression Gross Domestic Product (GDP) Per Capita GDP Standard of living Consumer Price Index (CPI) National Debt</p>	<p>9.01a In pairs, have students discuss the difference between the budget deficit and the national debt. Analyze ways the national debt could be paid down and discuss the impact of a balanced budget amendment on the national debt.</p> <p>9.01b Research U. S. trading partners, and chart on a map the international companies that are in North Carolina, their focus, and their impact on our local economy. <b>(H)</b></p>	<p>Various national newspapers and magazines, i.e. <i>Wall Street Journal, USA Today, Fortune, The Economist, Forbe’s</i></p> <p><i>Basic Economic Indicators, Quick Tips to Learning Basic Economics, Series PCL653, The School Company©2001</i></p> <p>Gross Domestic Product (GDP) <a href="http://www.bea.doc.gov/bea/dn/home/gdp.htm">http://www.bea.doc.gov/bea/dn/home/gdp.htm</a></p> <p>The Crash of 1929 <a href="http://www.btinternet.com/~dreklind/thecrash.htm">http://www.btinternet.com/~dreklind/thecrash.htm</a></p> <p>Black Monday <a href="http://www.ncs.pvt.k12.va.us/ryerbury/pasc/pasc.htm">http://www.ncs.pvt.k12.va.us/ryerbury/pasc/pasc.htm</a></p> <p>The Stock Market Game <a href="http://www.smgww.org/">http://www.smgww.org/</a></p>

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<p><b>Objective 9.02: Describe the impact of government regulation on specific economic activities.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How is the conflict between private interests and government regulation resolved?</li> <li>• What measures are in place to ensure fair labor practices in the US economy?</li> <li>• What impact does government regulation have on production and consumption in the United States?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Reform Power Influence</p> <p><b>Micro Concepts:</b> Government Regulation Political Action</p>	<p><i>(Government Regulation)</i> Work place safety Consumer protection Environmental protection Labor disputes <b>Affirmative Action</b> Deregulation</p>	<p>9.02a Using excerpts from Upton Sinclair’s <i>The Jungle</i>, have students read about immigrant life and conditions in the meat packing industry. Compare current FDA regulations and criteria for obtaining an “A” grade from the public health department.</p> <p>9.02b For each of the following, write a paragraph stating what government action, if any, is appropriate and support each recommendation.</p> <ul style="list-style-type: none"> <li>• A company manufactures and sells a dangerous toy without warning labels.</li> <li>• A company makes false claims about its products and services in advertising.</li> <li>• A large company undersells a smaller company and drives it out of business.</li> </ul> <p>9.02c Research the regulation of the Airline Industry by the federal government. Compare those pre and post 9/11. Write an essay on the effectiveness of these regulations. <b>(H)</b></p>	<p>“Meltdown at Three-Mile Island” <i>American Experience Series</i>, PBS Video</p> <p><i>Sinclair Lewis, The Jungle</i> <a href="http://xroads.virginia.edu/~HYPER/SINCLAIR/toc.html">http://xroads.virginia.edu/~HYPER/SINCLAIR/toc.html</a></p> <p>Meltdown at Three Mile Island <a href="http://www.pbs.org/wgbh/amex/three/">http://www.pbs.org/wgbh/amex/three/</a></p> <p>U.S. Environmental Protection Agency <a href="http://www.epa.gov/">http://www.epa.gov/</a></p> <p>Exxon Valdez Oil Spill <a href="http://www.fakr.noaa.gov/oil/">http://www.fakr.noaa.gov/oil/</a></p> <p>Clean Water Act <a href="http://www.epa.gov/region5/water/cwa.htm">http://www.epa.gov/region5/water/cwa.htm</a></p> <p>U.S. Consumer Product Safety Commission <a href="http://www.cpsc.gov/">http://www.cpsc.gov/</a></p> <p>Federal Aviation Administration <a href="http://www.faa.gov/">http://www.faa.gov/</a></p>

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<p><b>Objective 9.03: Explain the impact of the movement of human and capital resources on the United States economy.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do population shifts have a significant impact on the economy both in terms of resources and labor?</li> <li>• How has the United States been affected by the shift from a focus on manufacturing to service?</li> <li>• What effects do current immigration trends have on local economies?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Change Movement</p> <p><b>Micro Concepts:</b> Migration Resources Service Society</p>	<p><i>(Migration)</i> Population shifts Immigration Service industries Silicon Valley Sunbelt Frostbelt or Rustbelt states</p> <p><i>(Resources)</i> Human Capital</p> <p><i>(Service Society)</i> Research Triangle Park</p>	<p>9.03a Using the time period from 1970 – 1990, trace the population shift in the United States. What impact did this have on the local, state, and regional economy? Chart results and share with classmates. <b>(H)</b></p> <p>9.03b Research the impact of immigrant labor on the economy for the past five years. What areas of the economy have benefited from this increased labor source? Compare and contrast 21<sup>st</sup> immigrant labor to that of the early 20<sup>th</sup> century. Report results to the class. <b>(H)</b></p> <p>9.03d Research the reasons for the formation of the Research Triangle Park and evaluate its impact on the state’s economy.</p>	<p>U.S. Census <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Normal Trade Relations <a href="http://www.itds.treas.gov/mfn.html">http://www.itds.treas.gov/mfn.html</a></p> <p>World Trade Organization <a href="http://www.wto.int/">http://www.wto.int/</a></p> <p>European Union (EU) <a href="http://www.eurunion.org/">http://www.eurunion.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Unequal Resources, Classroom Activity 1147</p>

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<p><b>Objective 9.04: Assess how current events impact decisions made by consumers, producers, and government policy makers.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do advances in technology influence the choices made by consumers and producers?</li> <li>• To what extent has terrorist activity affected the national government’s economic decisions and impacted local economies?</li> <li>• How has outsourcing affected manufacturing in North Carolina?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Interdependence Power</p> <p><b>Micro Concepts:</b> Technological Advances Security Downsizing</p>	<p>(<i>Technological Advances</i>) Computers Internet</p> <p>(<i>Security</i>) <b>Operation Iraqi Freedom</b> <b>Homeland Security Department Patriot Act</b></p> <p>(<i>Downsizing</i>) Out-sourcing North Carolina’s Furniture and Textile Industries</p>	<p>9.04a Research the impact of downsizing in North Carolina. What regions, industries, and occupations are most affected, and what is being done to alleviate the results of downsizing?</p> <p>9.04b Trace the measures that national, state, and local agencies have enacted as part of Homeland Security. Report how these measures are reflected in your local community.</p> <p>9.04c How have technological advances changed the way citizens can obtain music? Trace the impact of this for producers and consumers.</p> <p>9.04d Research the Microsoft anti-trust case and report its impact on companies producing similar products. Debate whether the government’s action toward Microsoft was justified. <b>(H)</b></p>	<p>Amy Harmon, “261 Lawsuits Filed on Internet Music Sharing,” <i>The New York Times</i>. <a href="http://www.nytimes.com/2003/09/09/technology/09MUSI.html?ex=137844000&amp;en=1e7f6e77f8e92b10&amp;ei=5007&amp;partner=USERLAND">http://www.nytimes.com/2003/09/09/technology/09MUSI.html?ex=137844000&amp;en=1e7f6e77f8e92b10&amp;ei=5007&amp;partner=USERLAND</a></p> <p>Steve Lohr, “Microsoft to Give Computer Makers Greater Freedom,” <i>The New York Times</i></p> <p>Patriot Act <a href="http://www.epic.org/privacy/terrorism/hr3162.html">http://www.epic.org/privacy/terrorism/hr3162.html</a></p> <p>Homeland Security <a href="http://www.whitehouse.gov/homeland/">http://www.whitehouse.gov/homeland/</a></p> <p>The Five Levels of Homeland Security <a href="http://www.thesandiegochannel.com/news/1298860/detail.html">http://www.thesandiegochannel.com/news/1298860/detail.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Advertisements, What is the Real Message? Project 412</p>

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			<p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Consumer Warning Labels, Classroom Activity 1144</p> <p>Do World Trade Organization policies harm the environment? Web Inquiry 217</p> <p>Free Trade and the American Economy. Interactivity 1187</p> <p>How do interest rates affect the price of a car? Web Inquiry 214</p> <p>Humanitarian Relief Organizations, Project 415</p> <p>Juggling Cash: Personal Finances, Web Lesson 620</p> <p>The Minimum Wage, InterActivity 1184</p>
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<p><b>Objective 9.05: Explain the impact on the United States economy of international trade and global products.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are the interests of free trade and protectionism resolved in the global economy?</li> <li>• What impact do trade surpluses and deficits have on the national and the international economies?</li> <li>• What effect do the limited labor and environmental regulations of foreign countries have on the economy of the United States?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Independence Power</p> <p><b>Micro Concepts:</b> Global Interdependence Protectionism Globalization</p>	<p><i>(Global interdependence)</i> Globalization Foreign trade Unfavorable Balance of Trade Favorable Balance of Trade Multinational conglomerate Comparative advantage Exchange rate Treaty Child labor Human rights</p> <p><i>(Protectionism)</i> Protective tariffs</p> <p><i>(Globalization)</i> International Economic Organizations: North American Free Trade Agreement (NAFTA) World Trade Organization (WTO) European Union (EU)</p>	<p>9.05a Trace the ingredients of a candy bar and create a flow chart to show what countries would be involved in the production of such candy.</p> <p>9.05b Examine contemporary clothing trends and research the use of child labor in other countries as a way of providing cheap labor/sweatshops for U. S. companies (i.e. shoes, jerseys, jeans, etc).</p> <p>9.05c Identify a company that has been impacted by NAFTA. Analyze changes that the company has made since the agreement was signed. Write a reflective essay about the costs and benefits of the changes on producers and consumers. <b>(H)</b></p>	<p>Newspapers, i.e. <i>The Wall Street Journal</i>, <i>The New York Times</i></p> <p>North American Free Trade Agreement (NAFTA) <a href="http://www.citizen.org/trade/nafta/index.cfm">http://www.citizen.org/trade/nafta/index.cfm</a></p> <p>World Trade Organization <a href="http://www.wto.int/">http://www.wto.int/</a></p> <p>European Union <a href="http://www.eurunion.org/">http://www.eurunion.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Do World Trade Organization policies harm the environment? Web Inquiry 217</p> <p>Free Trade and the American Economy, InterActivity 1187</p>

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 9: The learner will analyze factors influencing the United States economy.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Globalization can impact a nation’s economy through various factors which may result in cultural, political, and social change.</li> <li>• Political action may impact a nation’s economy and result in changing government regulations.</li> <li>• Advances in technology and the rise of global trade may impact a nation’s economy.</li> </ul>			
<p><b>Objective 9.06: Investigate the ways that domestic and international economies are interdependent.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What impact do developing nations play in the global economy?</li> <li>• What responsibility do developed nations have in assisting weaker nations to grow economically?</li> <li>• How are international financial and economic organizations used to maintain stability in the global economy?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concept:</b> Interdependence</p> <p><b>Micro Concepts:</b> Globalization Global Interdependence International Trade</p>	<p><i>(Global Interdependence)</i> Free Trade Developed countries Developing countries Foreign aid United Nations International Monetary Fund (IMF) World Bank</p>	<p>9.06a Have students research and prepare proposals for dealing with “Conflict Diamonds.” Students should create resolutions fitting the model created by the United Nations. <b>(H)</b></p> <p>9.06b Examine American automobile companies and their interdependent relationship with Mexico and Canada. Hold a class debate on whether or not there should be increased government regulation of the trade relationships within the automobile industry.</p> <p>9.06c Plot on a map the point of origin of grocery items. Make generalizations about how diets and eating habits might change without economic interdependence.</p> <p>9.06d Given a scenario that oil prices went up 30% per barrel, predict the effect on domestic and international economies.</p>	<p>Video- “Roger and Me” Warner Home Video</p> <p>North Carolina and the Economy <a href="http://www.businessnc.com/archives/2003/03/economic_outlook.html">http://www.businessnc.com/archives/2003/03/economic_outlook.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson, 623</p> <p>Do World Trade Organization policies harm the environment? Web Inquiry 217</p> <p>Free Trade and the American Economy, InterActivity 1187</p> <p>Unequal Resources, Classroom Activity 1147</p>

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<p><b>Objective 9.07: Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the Federal Reserve use monetary policy to ensure balance and stability in the US economy?</li> <li>• What role does government spending play in maintaining a stable and solid economy?</li> <li>• How does the federal government accrue revenue and determine its distribution?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concepts:</b> Power Patterns</p> <p><b>Micro Concepts:</b> Fiscal Policy Monetary Policy</p>	<p><i>(Fiscal Policy)</i> Government spending Revenue Taxation Personal Income Tax Excise tax Regressive tax Progressive tax Proportional Tax Sales Tax</p> <p><i>(Monetary Policy)</i> Federal Reserve System (FED) Loose (Easy) money policy Tight money policy Reserve requirement Discount Rate Interest rates Open Market Operations</p>	<p>9.07a Conduct research on the major functions of the Federal Reserve System. Write a paper describing the difference between tight monetary policy and loose monetary policy and explain the effects of each.</p> <p>9.07b Using various newspapers, study the government’s attempts to stimulate the economy by lowering or raising interest rates.</p> <p>9.07c Research the Federal Reserve Chairman Ben Bernake’s economic forecast on the U.S. economy. Develop an action plan for saving and investing based on his predictions. <b>(H)</b></p>	<p><i>The Great Depression</i>, The Schlessinger video series</p> <p>The Federal Reserve <a href="http://www.federalreserveeducation.org/">http://www.federalreserveeducation.org/</a></p> <p>The Inflation Calculator <a href="http://www.westegg.com/inflation/">http://www.westegg.com/inflation/</a></p> <p>US State and Local Taxes <a href="http://www.policyalmanac.org/economic/archive/state_taxes.shtml">http://www.policyalmanac.org/economic/archive/state_taxes.shtml</a></p>

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<p><b>Objective 9.08: Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How should government balance the needs of industry with those of protecting the environment and natural resources? and what are the consequences of favoring one over the other?</li> <li>• How does local government make decisions about maintaining property and development, while balancing the effects on the economy?</li> <li>• How does government regulation of the national economy impact local economies and the economic choices of individuals?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Influence Conflict Systems</p> <p><b>Micro Concepts:</b> Environmental protection Economic Decisions Government regulation</p>	<p><i>(Environmental protection)</i> Radioactive waste disposal Clean Air and Water Act</p> <p><i>(Economic Decisions)</i> Scarcity</p> <p><i>(Government regulation)</i> Depression Inflation Recession Bear and bull markets Zoning laws Building codes OPEC Oil Embargo Cuban Economic Embargo</p>	<p>9.08a Research local issues such as placement of landfills, medical waste dumps, nuclear power plants, prisons and zoning. Develop position papers on the economic impact of these things on neighborhood development.</p> <p>9.08b Attend a city council or county commissioners’ meetings and assess the economic impact of their decisions on your community.</p> <p>9.08c Prepare a multimedia presentation comparing and contrasting the economic conditions during the OPEC oil embargo, Persian Gulf war, and the Iraq War. <b>(H)</b></p> <p>9.08d After studying topographic and population maps of a county, determine the most efficient and politically acceptable route for a new interstate highway. Justify the selected route orally or in writing.</p> <p>9.08e Brainstorm and analyze a list of economic concerns held by voters. Write a letter to the editor suggesting which issues candidates should address in an upcoming election.</p>	<p>Clean Water Act <a href="http://www.epa.gov/region5/water/cw_a.htm">http://www.epa.gov/region5/water/cw_a.htm</a></p> <p>US Environmental Protection Agency <a href="http://www.epa.gov">http://www.epa.gov</a></p> <p>The Arab Oil Embargo of 1973-74 <a href="http://www.buyandhold.com/bh/en/education/history/2002/arab.html">http://www.buyandhold.com/bh/en/education/history/2002/arab.html</a></p> <p>1973 Oil Embargo <a href="http://www.eia.doe.gov/emeu/25opec/anniversary.html">http://www.eia.doe.gov/emeu/25opec/anniversary.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Advertisements: What is the Real Message? Project 412</p> <p>Consumer Warning Labels, Classroom Activity 1144</p> <p>Income Taxes and Fairness, InterActivity 1184</p> <p>The Minimum Wage, InterActivity 1184</p>

## CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

### Goal 10 Generalizations and Essential Questions

**Competency Goal 10:** The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

#### Generalizations:

- In order for a nation to fulfill its responsibilities to citizens, they may need to fulfill their obligations to the nation.
- Citizens have a responsibility to respect others and be tolerant of diversity.
- Citizens have a duty to be informed about public problems so that they can effectively participate in finding the best solution.

#### Essential Questions:

- 10.01 What responsibilities does the individual have to the community and the community to the individual?
- 10.01 What is the difference between a civic and personal responsibility?
- 10.01 What would be the likely result of citizens refusing to fulfill their responsibilities?
- 10.02 What consequences may result from a lack of tolerance for diversity among individuals?
- 10.02 What led to the shift in thinking of America as a “melting pot” to that of a “tossed salad”?
- 10.02 What forms of discrimination exist in America today?
- 10.03 What effect might an uninformed electorate have on the election process?
- 10.03 How does education contribute to the betterment of society?
- 10.03 Should citizens remain educated and informed after graduating from high school?
- 10.04 What are the characteristics of a responsible citizen?
- 10.04 Should community responsibility come at the expense of personal freedom?
- 10.04 What impact will there be on the nation if citizens do not exhibit effective citizenship?
- 10.05 What problems tend to reoccur in a society?
- 10.05 Who should play a role in solving the recurring problems of society?
- 10.05 How should a nation decide which problems to focus time, energy, and resources?
- 10.06 How can an individual’s choices affect the liberty and happiness of others?
- 10.06 What are some of the consequences that come with having so many freedoms in America?
- 10.06 How do the freedoms experienced in America compare to freedoms enjoyed in other countries?

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<p><b>Competency Goal 10:</b> The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• In order for a nation to fulfill its responsibilities to citizens, they may need to fulfill their obligations to the nation.</li> <li>• Citizens have a responsibility to respect others and be tolerant of diversity.</li> <li>• Citizens have a duty to be informed about public problems so that they can effectively participate in finding the best solution.</li> </ul>			
<p><b>Objective 10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What responsibilities does the individual have to the community and the community to the individual?</li> <li>• What is the difference between a civic and personal responsibility?</li> <li>• What would be the likely result of citizens refusing to fulfill their responsibilities?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concepts:</b></p> <p>Responsibilities Compromise Cooperation Collaboration</p> <p><b>Micro Concepts:</b></p> <p>Responsibility</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• civic</li> <li>• legal</li> <li>• moral</li> <li>• fiscal</li> </ul>	<p>(Civic Responsibility)</p> <p>Voting Community activism Volunteerism Speaking to issues</p> <p>(Fiscal responsibility)</p> <p>(Legal Responsibilities)</p> <p>Paying taxes Obeying the laws</p>	<p>10.01a Use a Venn Diagram to demonstrate the distinction between civic and personal responsibility.</p> <p>10.01b Have the class reach a consensus on what are the “top 10” responsibilities for citizens. Post this in chart form in the classroom and refer to it when issues and other ideas are discussed.</p> <p>10.01c Have students research the issue of urban renewal and its affects on society. Students should then role play a public hearing before a city council on the issue of urban renewal. Assign each student a point of view and have them prepare a two minute presentation to present to the city council. <b>(H)</b></p>	<p>American Promise <a href="http://www.farmers.com/FarmComm/AmericanPromise/">http://www.farmers.com/FarmComm/AmericanPromise/</a></p> <p>Project Citizen <a href="http://www.civiced.org/project_citizen.php">http://www.civiced.org/project_citizen.php</a></p> <p>Constitutional Rights Foundation; Fostering Civic Responsibility <a href="http://www.crf-usa.org/network/net8_1.html">http://www.crf-usa.org/network/net8_1.html</a></p> <p>Service Learning <a href="http://www.servenet.org/">http://www.servenet.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p> <p>Teaching Citizenship, Project 414</p>

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<p><b>Competency Goal 10:</b> The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• In order for a nation to fulfill its responsibilities to citizens, they may need to fulfill their obligations to the nation.</li> <li>• Citizens have a responsibility to respect others and be tolerant of diversity.</li> <li>• Citizens have a duty to be informed about public problems so that they can effectively participate in finding the best solution.</li> </ul>			
<p><b>Objective 10.02: Develop, defend, and evaluate positions on issues regarding diversity in American life.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What consequences may result from a lack of tolerance for diversity among individuals?</li> <li>• What led to the shift in thinking of America as a “melting pot” to that of a “tossed salad”?</li> <li>• What forms of discrimination exist in America today?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concepts:</b> Respect Bias</p> <p><b>Micro Concepts:</b> <i>Diversity</i> <i>E Pluribus Unum</i> “Melting Pot” theory “Tossed Salad” theory Racism Sexism Ageism Nationality</p>	<p>(<i>Diversity</i>) Bias Gender Disabilities Religion Lifestyles Physical Appearance Multicultural</p>	<p>10.02a Invite a diverse set of community leaders to sit on a panel and field questions from students about diversity and ethnicity in society.</p> <p>10.02b Read the summary of the facts and opinions in <i>Regents of the University of California v. Bakke</i>, 1978 and report on the guidelines the U.S. Supreme Court used to deal with issues of affirmative action.</p> <p>10.02c Compare the old view of America as a “melting pot” with the recent view of America as a “tossed salad.”</p> <p>10.02d Develop a graphic organizer on the advantages and disadvantages and of affirmative action. Research court cases that supported and limited affirmative action. Choose one of the cases and write a paper defending or opposing the court’s decision. <b>(H)</b></p>	<p>Dan Froomkin, “Affirmative Action Under Attack,” <i>The Washington Post</i> <a href="http://www.washingtonpost.com/wp-srv/politics/special/affirm/affirm.htm">www.washingtonpost.com/wp-srv/politics/special/affirm/affirm.htm</a></p> <p>William Ayers, Jean Ann Hunt, &amp; Therese Quinn, ed. <i>Teaching for Social Justice</i>, Edited by, ISBN 1-56584-420-3</p> <p>We the People, The Citizen and the Constitution, Unit 4, Lesson 28</p> <p>Melting Pot vs. Ethnic Stew <a href="http://www.tolerance.cz/english/melting.htm">http://www.tolerance.cz/english/melting.htm</a></p> <p>Media Literacy <a href="http://www.medialit.org/reading_room/article631.html">http://www.medialit.org/reading_room/article631.html</a></p> <p>The Affirmative Action and Diversity Project <a href="http://aad.english.ucsb.edu/">http://aad.english.ucsb.edu/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Booker T. Washington and Equality,</p>

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			InterActivity 34  How did African American involvement in World War II lat the foundation for future desegregation in the military? Web Inquiry 208  Recipe for Rights, Classroom Activity 1138
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<p><b>Objective 10.03: Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What effect might an uninformed electorate have on the election process?</li> <li>• How does education contribute to the betterment of society?</li> <li>• Should citizens remain educated and informed after graduating from high school?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concept:</b> Knowledge</p> <p><b>Micro Concepts:</b> Life Long Learning Informed Citizenry Literacy Earning capacity Public service</p>	<p><i>(Life Long Learning)</i> Public school system Literacy Self-motivation Earning capacity</p> <p><i>(Informed Citizenry)</i> Being informed Public service Voter participation Corruption</p>	<p>10.03a    Create posters or brochures that address the need to continue education beyond high school with education.</p> <p>10.03b    Research the current job market. What skills and education requirements are required for entry-level positions? What are the salaries of these positions? Create a family budget based on the salary of selected types of employment.</p> <p>10.03c    In small groups come up with a definition for literacy. Use the definition to complete a visual (brochure or video) representation showing the various ways literacy is key to the success of a nation.</p>	<p>Freedom’s Answer - Curriculum <a href="http://www.freedomanswer.org/school.curriculum.php">http://www.freedomanswer.org/school.curriculum.php</a></p> <p>Village of 100 People <a href="http://www.johnblairproductions.com/docs/Village100.pdf">http://www.johnblairproductions.com/docs/Village100.pdf</a></p> <p>National Public Radio <a href="http://www.npr.org/">http://www.npr.org/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Freedom of Speech in School, InterActivity 1186</p> <p>Income, Taxes, and Fairness, InterActivity 1185</p> <p>Teaching Citizenship, Project 414</p> <p>The Minimum Wage, InterActivity 1184</p>

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<p><b>Objective 10.04: Demonstrate characteristics of effective citizenship.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of a responsible citizen?</li> <li>• Should community responsibility come at the expense of personal freedom?</li> <li>• What impact will there be on the nation if citizens do not exhibit effective citizenship?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Respect Knowledge Involvement</p> <p><b>Micro Concepts:</b> Citizenship Voluntary Compliance Duty &amp; Responsibility Patriotism Volunteerism Tolerance Charitable Action Responsible Behavior Community spirit</p>	<p>(Citizenship) Property rights Individual rights Voting rights Taxpayer Community service Historical knowledge Informed citizenry</p>	<p>10.04a Conduct long-term continuous discussions on citizenship. Create a chart depicting the characteristics of good citizenship. List these early at the beginning of the school year. Refer to them throughout the course, adding or deleting characteristics as discussions occurs</p> <p>10.04b Use current human-interest stories to provide examples of citizen’s actions that make a difference.</p> <p>10.04c Chart student activism and participation in the school and community that demonstrate effective citizenship.</p>	<p>American Promise <a href="http://www.farmers.com/FarmCom/Teachers/lesson_ss.htm">http://www.farmers.com/FarmCom/Teachers/lesson_ss.htm</a></p> <p><i>Teaching Tolerance</i>, Southern Poverty Law Center <a href="http://tolerance.org/">http://tolerance.org/</a></p> <p>USA Flag Site <a href="http://www.usa-flag-site.org">http://www.usa-flag-site.org</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Freedom of Speech in School, InterActivity 1186</p> <p>Teaching Citizenship, Project 414</p>

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<p><b>Objective 10.05: Describe examples of recurring public problems and issues.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What problems tend to reoccur in a society?</li> <li>• Who should play a role in solving the recurring problems of society?</li> <li>• How should a nation decide which problems to focus time, energy, and resources?</li> </ul>			
Major Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources:
<p><b>Macro Concepts:</b> Problems Issues Reform</p> <p><b>Micro Concepts:</b> Public Problems Public Issues</p>	<p><i>(Public Problems/Issues)</i> Under employment Unemployment Education needs Baby Boomers Economic cycles Taxation Citizen apathy Security Crime Disease Graying population Poverty New Immigration Law and order Substance Abuse Prison Reform Racism/Discrimination Waste Disposal Homelessness Acid Rain/Greenhouse Effect Natural Disasters Pollution Graft and corruption</p>	<p>10.05a Research and address ways of resolving a recurring public problem. In student groups, have students prepare reports addressing each issue or problem.</p> <p>10.05b Using the list of recurring problems, identify those that might best be addressed by the public sector, the private sector, or both.</p> <p>10.05c Collect pictures or articles pertaining to a specific contemporary problem. Track how this problem is addressed legally, economically, politically and socially. Summarize information either orally or in writing. <b>(H)</b></p> <p>10.05d Select a mega issue facing America. Conduct research on the topic and prepare a five minute oral presentation with a visual.</p>	<p>Newspapers and News Magazines, including school and local news publications</p> <p>“Taking Action” VHS BFA Educational Media, The Phoenix Learning Group</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Announcing the New Party! Classroom Activity 1143</p> <p>Margin of Error: Polls and Public Opinion, Project 411</p> <p>OurTown.gov, Project 410</p> <p>What makes a good local ordinance? Web Inquiry 212</p> <p>What’s your position, Commissioner? Classroom Activity 1142</p>

CIVICS AND ECONOMICS CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 10:</b>      <b>The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• In order for a nation to fulfill its responsibilities to citizens, they may need to fulfill their obligations to the nation.</li> <li>• Citizens have a responsibility to respect others and be tolerant of diversity.</li> <li>• Citizens have a duty to be informed about public problems so that they can effectively participate in finding the best solution.</li> </ul>			
<p><b>Objective 10.06: Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can an individual’s choices affect the liberty and happiness of others?</li> <li>• What are some of the consequences that come with having so many freedoms in America?</li> <li>• How do the freedoms experienced in America compare to freedoms enjoyed in other countries?</li> </ul>			
<b>Major Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources:</b>
<p><b>Macro Concepts:</b>                      Choices                      Opportunity</p> <p><b>Micro Concept:</b>                      Freedoms                      Self-determination                      Political activism                      Liberty                      Justice</p>	<p><i>(Freedoms/Choices)</i>                      Economic choices                      Legal choices                      Political choices                      Socio-economic status</p>	<p>10.06a      Allow students to experience a school day without a specific freedom, i.e. no talking for a day, the class eating lunch alone, no use of lockers. Cite ways this impedes freedoms. Share thoughts and reactions with class.</p> <p>10.06b      Create a visual, song, or presentation that depicts the benefits of freedom.</p> <p>10.06c      Conduct a review of agencies that represent freedom and liberty. What definitions and/or terms do they use and how do their actions reflect their goals?</p>	<p>Freedom of Speech on the Web  <a href="http://www.acsu.buffalo.edu/~alatw/ood/Advantages.html">http://www.acsu.buffalo.edu/~alatw/ood/Advantages.html</a></p> <p>Open Society Institute  <a href="http://www.georgesoros.com/">http://www.georgesoros.com/</a></p> <p>The American Promise  <a href="http://www.farmers.com/FarmComm/AmericanPromise/">http://www.farmers.com/FarmComm/AmericanPromise/</a></p> <p>The Four Freedoms  <a href="http://www.archives.gov/exhibit_hall/powers_of_persuasion/four_freedoms/four_freedoms.html#">http://www.archives.gov/exhibit_hall/powers_of_persuasion/four_freedoms/four_freedoms.html#</a></p> <p><b>Curriculum Pathways Resources</b>                      (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Freedom of Speech in School,                      InterActivity 1186</p> <p>Referendum, Recall, and Initiative,                      InterActivity 1182</p>