

**STANLY COUNTY SCHOOLS  
PACING GUIDE FOR HONORS CIVICS AND ECONOMICS**

| <b>Competency Goal 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</b> |             |   |                               |                                     |  |
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| <b>Concepts: Structure</b>   |             |   |                               |                                     |  |
| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b>     | <b>Social Studies Solutions</b>     | <b>Honors Activities</b>   |
| <b>Competency Goal 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.</b> | 9 days      |   | <b>Civics Today (Glencoe)</b> | <b>Civics and Economics (Adams)</b> |  |
| <b>Objective 1.01:</b>   |             | 1.1   | 1.1:                          | 1.1:                                | 1.1  |
| <b>Describe how geographic diversity influenced economic, social and political life in colonial North America.</b>   |             | New England<br>Middle Colonies<br>Southern Colonies<br>Jamestown<br>Plantation system<br>Mercantilism<br>Indentured servants<br>Slavery<br>Middle Passage<br>Triangular Trade Route<br>Pilgrims | 19-23,<br>33-38,<br>642-645   | 6-10                                | Research the Lost Colony and make inferences of their final fate. Explore the theory that the Lumbee Indians are descendents of the Lost Colony. |

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|   |  | Puritans<br>Quakers<br>Catholics<br>American Indian<br>Religious dissenters<br>Bacon's Rebellion<br>Town meetings<br>Joint-stock/<br>Proprietary/Royal<br>/Self-Governing<br>Colonies<br>Salem Witch Trials |                |      |  |
| <b>Objective 1.02:</b>  |  | 1.2   | 1.2:           | 1.2: | 1.2  |
| <b>Trace and analyze the development of ideas about self-government in British North America.</b> |  | Magna Carta/Great Charter<br>Parliament<br>Common Law<br>Mayflower Compact<br>House of Burgesses<br>Town meetings<br>Social Contract theory<br>Natural rights<br>Common                                     | 28-32, 642-645 | 6-11 | Using a copy of the Declaration of Independence, circle all terms that are about selfgovernment. |

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|   |  | good/Civic virtue<br>Classical<br>republicanism<br>1st/2nd<br>Continental<br>Congress<br>Fundamental<br>Orders of<br>Connecticut<br>English Bill of<br>Rights<br>Limited<br>Government<br>Republic                                      |                      |       |  |
| <b>Objective 1.03:</b>                                |  | 1.3   | 1.3:                 | 1.3:  | 1.03   |
| <b>Examine the causes of the American Revolution.</b> |  | Favorable<br>Balance of Trade<br>French and Indian<br>War<br>Writs of<br>assistance<br>Proclamation of<br>1763<br>Quartering Act<br>Stamp Act/Stamp<br>Act<br>Congress<br>Declaratory Act<br>Albany Plan of<br>Union<br>Sons of Liberty | 33,34,35,<br>36, 346 | 12-15 | Analyze the causes and connections of the American and French Revolutions. |

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|  |  | Boston Massacre<br>Committees of Correspondence<br>John Peter Zenger<br>“Shot heard around the world”<br>Boston Tea Party<br>Intolerable Acts/Coercive Acts<br>Declaration of Independence |                       |       |   |
| <b>Objective 1.04:</b>   |  | 1.4  | 1.4:                  | 1.4:  | 1.4   |
| <b>Elaborate on the emergence of an American identity.</b>   |  | Public schooling<br>Slave trade<br>1st Great Awakening<br>Nationalism<br>Land ownership  | 19-23, 33-38, 642-645 | 6-15  | Analyze primary source writings of those involved in the slave trade. Describe the middle passage from a first person experience.           |
| <b>Objective 1.05:</b>   |  | 1.5  | 1.5:                  | 1.5:  | 1.5   |
| <b>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> |  | Land Ordinance, 1785<br>Northwest Ordinance of 1787<br>Treaty of Paris, 1783<br>Shays Rebellion<br>Bill of Rights<br>The Virginia Plan   | 39-42, 52-54, 55-59,  | 16,17 | Using a “fishbone” diagram and the term Articles of Confederation, chart and categorize the strengths and weaknesses in the new government. |

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|  |  | <p>The New Jersey Plan</p> <p>The Great Compromise</p> <p>Connecticut Plan</p> <p>The three/fifths Compromise</p> <p>The Commerce and Slave Trade Compromise</p> <p>The Electoral College</p>  |              |      |   |
| <b>Objective 1.06:</b>   |  | 1.6  | 1.6:         | 1.6: | 1.6   |
| <b>Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.</b> |  | <p>Federalists</p> <p>Anti-federalists</p> <p>Loose Interpretation</p> <p>Strict Interpretation</p> <p>Federalism</p> <p>Separation of Powers</p> <p>Checks and Balances</p> <p>Republicanism</p> <p>The Judiciary</p> <p>The Executive Branch</p> <p>Factions</p> <p>Bill of Rights</p> | 58-59, 91-92 | 17,  | Using Federalist Paper #10, compare and contrast representative and direct democracy. |

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| <b>Objective 1.07:</b>  |  | 1.7  | 1.7:                            | 1.7:        | 1.7  |
| <b>Evaluate the extent to which the Bill of Rights extended the Constitution.</b> |  | Free Exercise Clause<br>Establishment Clause<br>Freedoms of expression, assembly, petition, religion<br>Right to bear arms<br>Quartering<br>Search & Seizure<br>Eminent Domain<br>Due Process<br>Double Jeopardy<br>Self incrimination<br>Rights of the accused<br>Speedy and public trial<br>Trial by jury<br>Fines and punishments<br>Powers of states<br>Powers of people<br>Suffrage | 82-87, 96-101, 103-107, 109-115 | 4, 21-23    | Examine the checks each branch has on the others and develop a visual representation of the three branches and their powers over the other branches. |
| <b>Objective 1.08:</b>  |  | 1.8  | 1.08:                           | 1.8:        | 1.8  |
| <b>Compare the American system of government to other forms of government.</b>    |  | Anarchy<br>Autocracy<br>Theocracy<br>Oligarchy   | 10-12, 588-605                  | 1, 3, 5, 68 | Using a world political map, identify the different forms of government throughout the   |

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|  |  | Limited/Absolute<br>Monarchy<br>Totalitarianism<br>Dictatorship<br>Aristocracy<br>Democracy<br>Federalism<br>Republicanism<br>(Repeat from<br>World History) |  |  | world. |
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**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.**

**Concepts: Conflict**

| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b> | <b>Social Studies Solutions</b> | <b>Honors Activities</b>   |
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| <b>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.</b> | 10 days     |   |                           |                                 |  |
| <b>Objective 2.01:</b>   |             | 2.1   | 2.1                       | 2.1                             | 2.1  |
| <b>Identify principles in the United States Constitution.</b>  |             | Preamble<br>Elastic Clause<br>(Necessary and Proper Clause)<br>Implied Powers<br>Full Faith and Credit Clause<br>Legislative Branch<br>Executive Branch<br>Judicial Branch<br>Enumerated Powers<br>Expressed Powers<br>Delegated Powers<br>Reserved Powers<br>Concurrent Powers<br>Supremacy Clause | 55-59, 82-93,             | 18,19                           | Create a brochure to be sent to students in a foreign country that depicts American rights and freedoms guaranteed to all American citizens. |



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| <b>Objective 2.02:</b>   |  | 2.2  | 2.2                                     | 2.2   | 2.2   |
| <b>Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.</b> |  | Speaker of the House<br>President Pro Tempore<br>President of the Senate<br>House of Representatives<br>Senate<br>Bill/Law<br>The Committee System<br>Cloture<br>Filibuster<br>Apportionment<br>Non-legislative Powers<br>Immunity<br>Censure<br>Expulsion<br>Seniority System<br>Majority & Minority Leaders<br>Party Whips<br>Impeachment<br>Presidential Succession<br>State of the Union Address<br>Veto Power | 55-59, 82-89, 138-150, 164-187, 190-210 | 18,19 | Using a graphic organizer, compare and contrast the roles of Senate and the House of Representatives. |

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| <b>Objective 2.03:</b>   |  | 2.3  | 2.3     | 2.3   | 2.3  |
| <b>Explain how the United States Constitution grants and limits the authority of public officials and government agencies.</b> |  | Impeachment<br>Pardons<br>Commutations<br>Reprieve<br>Writ of Habeas Corpus<br>Bill of Attainder<br>Ex post facto laws<br>Title of Nobility<br>Rule of Law<br>Judicial Review<br>Veto Power<br>Supremacy Clause<br>Articles 1, 2, & 3                          | 89-93,  | 18,19 | 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. |
| <b>Objective 2.04:</b>   |  | 2.4  | 2.4     | 2.4   | 2.4  |
| <b>Describe how the United States Constitution may be changed and analyze the impact of specific changes.</b>                  |  | Constitutional Convention<br>Congressional action<br>Executive Order<br>Judicial Decisions and Review<br>Customs/Traditions<br>Amendments 1 –27<br>Equal protection<br>Due Process<br>Citizenship<br>Suffrage<br>Presidential Succession and Term Limits (22nd | 86, 87, | 20-23 | Research the demise of the Equal Rights Amendment. Write an essay on why the Equal Rights Amendment failed.  |

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|  |  | and 25th amendments)  |                   |        |  |
| <b>Objective 2.05:</b>   |  | 2.5   | 2.5               | 2.5    | 2.5  |
| <b>Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.</b>                           |  | <p>Marbury v. Madison 1803</p> <p>McCulloch v. Maryland 1819</p> <p>Gibbons v. Ogden 1824</p> <p>Plessy v. Ferguson 1896</p> <p>Brown v. Board of Education 1954</p> <p>Swann v. Charlotte-Mecklenburg Board of Education 1969</p> <p>Korematsu vs. US 1944</p> <p>Heart of Atlanta Motel, Inc. v. United States 1964</p> | 282-285, 374, 594 | 38, 39 | Create a chart answering the following for each Supreme Court case:<br>1. Issue before the court<br>2. Facts of the case<br>3. Decision of the court<br>4. Effects of the decision |
| <b>Objective 2.06:</b>   |  | 2.6   | 2.6               | 2.6    | 2.6  |
| <b>Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.</b> |  | <p>Furman v. Georgia, 1972</p> <p>Gregg v. Georgia, 1976</p> <p>Gideon V.</p>   | 109-115, 206-210  | 38,39  | Give each student a case analysis sheet and a Supreme Court case. Have students teach the class about the case by  |

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|  | <p>Wainwright, 1963<br/> Regents of the University of California vs. Bakke, 1978<br/> New Jersey vs. T.L.O., 1985<br/> Bethel School District vs. Frasier, 1986<br/> Tinker v. Des Moines, 1969<br/> Hazelwood v. Kuhlmeier, 1988<br/> Texas v. Johnson, 1989<br/> Engel v. Vitale, 1962<br/> Miranda v. Arizona, 1966<br/> Mapp v. Ohio, 1961</p> |                |       | <p>creating a visual that illustrates the constitutional issues and background of the court case.</p>   |
| <b>Objective 2.07:</b>   | 2.7  | 2.7            | 2.7   | 2.7   |
| <b>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>officials<br/> Redistricting<br/> Interest Groups<br/> Majority rule/Minority rights<br/> Homeland Security<br/> Patriot Act<br/> Right to bear arms</p>  | 55-59, 282-285 | 20-23 | <p>Analyze supporting and opposing viewpoints on the United States Patriot Act and analyze these arguments in consideration of the First Amendment.</p> |

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|  |  | Separation of church and state  |                  |            |   |
| <b>Objective 2.08:</b>   |  | 2.8   | 2.8              | 2.8        | 2.8   |
| <b>Examine taxation and other revenue sources at the national level of government.</b> |  | Fiscal policy<br>Expenditure<br>Revenue<br>Regressive taxation<br>Progressive taxation<br>Proportional taxation<br>Income tax<br>Excise tax<br>Corporate tax<br>Direct Tax<br>Estate tax<br>User fees<br>Tariffs<br>Social Security<br>National budget<br>Budget deficit/Surplus<br>National debt<br>Deficit spending<br>Tax returns<br>Fines<br>Bonds<br>Balanced budget | 543-546, 722-726 | 63, 65, 66 | Create a song, rap, or poem that is reflective of terms in this goal and their impact on society. |

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| <b>Objective 2.09:</b>   |  | 2.9   | 2.9                             | 2.9                       | 2.9   |
| <b>Describe the services provided by selected government agencies and how funding is provided.</b> |  | Federal Bureau of Investigation (FBI)<br>Central Intelligence Agency (CIA)<br>Department of Homeland Security<br>Internal Revenue Service (IRS)<br>Department of Transportation (DOT)<br>National Transportation Safety Board<br>U. S. Citizenship and Immigration Services<br>Drug Enforcement Agency (DEA)<br>Alcohol Tobacco & Firearms (ATF)<br>Federal Emergency Management Administration (FEMA)<br>Medicare/Medicaid<br>Center for Disease Control (CDC)<br>Census | 6-12, 542-545, 548-552, 642-645 | 31-33, 49, 50, 63, 65, 66 | Compare and contrast the responsibilities and roles of the FBI, DEA, and ATF. |

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

**Concepts: Structure**

| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b>       | <b>Social Studies Solutions</b> | <b>Honors Activities</b>  |
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| <b>Competency Goal 3: The learner will analyze how state and local government is established by the North Carolina Constitution</b>                        | 5 days      |   |                                 |                                 |   |
| <b>Objective 3.01:</b>   |             | 3.1   | 3.1                             | 3.1                             | 3.1   |
| <b>Identify the principles in the North Carolina Constitution and local charters.</b>  |             | Preamble to N. C. Constitution<br>Separation of Powers<br>Checks and Balances<br>Flexibility/Amendment Process<br>Popular sovereignty<br>Limited government<br>Incorporation<br>Declaration of Rights | 282-285,<br>306-311,<br>646-653 | 48                              | Using graphic organizers, compare the N. C. state Constitution format with that of the U. S. Constitution.                |
| <b>Objective 3.02:</b>   |             | 3.2   | 3.2                             | 3.2                             | 3.2   |
| <b>Explain how the N. C. Constitution and local charters define the framework, organization, and structure of government at the state and local level.</b> |             | Council of State<br>Governor<br>Lieutenant Governor<br>General Assembly<br>Officials &<br>Committees<br>Types of local government:  | 646-653,<br>658-669,<br>670-675 | 48                              | Attend a local commissioners' meeting. Report to the class the major concerns discussed and how they impact the citizens. |

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|  | County<br>City<br>Special Districts<br>Townships<br>Metropolis<br>Mayor<br>Mayor-council plan<br>City or Town Council<br>Council Manager plan<br>County<br>Commissioners<br>Sheriff<br>Chief of police<br>Statutes<br>Ordinances<br>Board of Education<br>Alderman |         |     |   |
| <b>Objective 3.03:</b>   | 3.3  | 3.3     | 3.3 | 3.3   |
| <b>Explain how the state constitution grants and limits the authority of public officials and government agencies.</b> | State Agencies<br>Health Department<br>Parks and Recreation<br>Department<br>Transportation<br>Department<br>Register Deeds<br>Governor<br>Lieutenant Governor<br>Sheriffs<br>Judges   | 646-653 | 48  | Using your local or state government's website, identify agencies that provide services for the citizens. Select one agency to explore their most recent actions in your community. |



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| <b>Objective 3.04:</b>  |  | 3.4  | 3.4                 | 3.4   |
| <b>Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.</b> |  | Referendum<br>Local Act  | 646-653<br>48       | 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. |
| <b>Objective 3.05:</b>  |  | 3.5  | 3.5                 | 3.5   |
| <b>Analyze court cases that illustrate that the N. C. Constitution is the law of the state.</b>                           |  | State v Mann, 1830<br>The Leandro Case                         | 646-653,<br>570-675 | Research the Leandro Case. Chart the major events of this case and its major impacts on education.  |
| <b>Objective 3.06:</b>  |  | 3.6  | 3.6                 | 3.6   |
| <b>Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.</b>                |  | Citizenship<br>Civil rights<br>Voting rights<br>Women's rights | 109-115,            | Design a Student's Bill of Rights that would be an extension of the Fourteenth Amendment and the Bill of Rights.  |

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| <b>Objective 3.07:</b>  |   | 3.7                             | 3.7    | 3.7   |
| <b>Identify modern controversies related to powers of the state government.</b> | Annexation<br>Lottery<br>Disaster relief<br>Balanced budget<br>Charter Schools<br>Redistricting<br>Political Corruption<br>School busing<br>Gerrymandering  | 646-653,<br>658-669,<br>670-675 | 48-50  | Research a recent state controversy; write an essay on how to resolve the problem.  |
| <b>Objective 3.08:</b>  |   | 3.8                             | 3.8    | 3.8   |
| <b>Examine taxation and other revenue sources at the state and local level.</b> | State income tax<br>Corporate income tax<br>Sales tax<br>Excise taxes<br>Inheritance taxes<br>Licenses<br>Federal Grants in Aid<br>Property tax<br>Estate tax<br>Fines<br>Intergovernmental<br>Revenue<br>User fees<br>Disposal fees<br>Permits<br>Assessments<br>Finances<br>Budgets<br>Impact fees<br>State & Municipal | 548-552,<br>722-731             | 48, 50 | 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 pro's and con's of creating toll roads in North Carolina. |

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| <b>Objective 3.09:</b><br><b>Describe the services provided by state and local government agencies and how funding is provided.</b> |  | Bonds   |                     |       |   |
|   |  | 3.9   | 3.9                 | 3.9   | 3.9   |
|   |  | Community colleges<br>Cooperative extension<br>Court facilities<br>Elections<br>Jails/Youth Detention Centers<br>Mental Health services<br>Public Health services<br>Public Schools<br>Social services<br>Soil & Water conservation<br>Tax assessment<br>Airports<br>Ambulance services<br>Art galleries & museums<br>Buses/public transit<br>Emergency management<br>Parks & Recreation<br>Libraries<br>Public housing<br>Public utilities | 548-552,<br>722-731 | 48-50 | Interview a local council member about services provided to the citizens. |

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

**Concepts: Systems**

| Curriculum Goals and Objectives   | Time         | Vocabulary  | Textbook Reference | Social Studies Solutions | Honors Activities  |
|---|--------------|---|--------------------|--------------------------|--|
| Competency Goal 4: The learner will explore active roles as a citizen at the local, state, and national levels of government. | 8 to 10 days |   |                    |                          |  |
| <b>Objective 4.01:</b>  |              | 4.1   | 4.1                | 4.1                      | 4.1  |
| <b>Examine the structure and organization of political parties.</b>   |              | Political Party<br>*Democratic<br>*republican<br>*Third parties (minor)<br>One-party system<br>Two-party system<br>Multi-party system<br>Liberal<br>Moderate<br>Conservative<br>Reactionary<br>Radical<br>Platform<br>Planks<br>Candidates<br>Plurality Vote<br>Majority Vote<br>Coalitions<br>Patronage<br>Political machine | 216-230, 710-717   | 40-44                    | Develop a questionnaire for the student to identify their political position of liberal, moderate, or conservative. Have class brainstorm a topic to be debated depending on their political position. |

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|  |  | Grassroots  |                                |       |  |
| <b>Objective 4.02:</b>   |  | 4.2   | 4.2                            | 4.2   | 4.2  |
| <b>Describe the election process and the qualifications and procedures for voting.</b> |  | General Election<br>Primary Election<br>Partisan/Nonpartisan<br>Caucus<br>Political Action<br>Committee<br>(PAC)<br>Public & Private<br>Funding<br>Canvassing<br>Endorsements<br>Propaganda<br>*Glittering<br>Generalities<br>*Bandwagon<br>*Stack Cards<br>*Name Calling<br>*"Just Plain Folks"<br>*Image Molding<br>Voter registration<br>Voting Districts<br>Polling place<br>Precinct<br>Types of Ballots<br>Board of Elections<br>Exit poll<br>National Convention<br>Recall Election<br>Initiative<br>Proposition | 224-226, 234-244, 274, 704-717 | 45-47 | Create a political cartoon that reflects a local partisan issue. |

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|  |  | Electors<br>Electoral College<br>Nominations<br>Political Machine<br>Delegates   |                                    |           |   |
| <b>Objective 4.03:</b>   |  | 4.3  | 4.3                                | 4.3       | 4.3   |
| <b>Analyze information on political issues and candidates seeking political office.</b>        |  | Mass media<br>Polls<br>Public Agenda<br>Party Platform   | 223-230, 241-250, 264-268, 704-717 | 41-44, 46 | Research an issue of interest and be able to take and defend a position on that issue.                              |
| <b>Objective 4.04:</b>   |  | 4.4  | 4.4                                | 4.4       | 4.4   |
| <b>Demonstrate active methods of promoting and inhibiting change through political action.</b> |  | Vote<br>Protest<br>Bias<br>Slander<br>Libel<br>Petitions<br>Surveys<br>Random samples<br>Activists<br>Lobbyist<br>Apathy | 256-262, 264-268, 270-275, 690-698 | 43,44     | Develop and conduct a survey on a relevant topic to your area.<br>Analyze the data at the conclusion of the survey. |

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| <b>Objective 4.05:</b>   |  | 4.5   | 4.5                                      | 4.5          | 4.5   |
| <b>Analyze consequences of compliance or noncompliance with laws governing society.</b>  |  | Public Safety<br>Domestic Tranquility<br>Criminal law<br>Prosecution<br>Fines<br>Civil law<br>Lawsuits<br>Penal Code<br>Mandatory sentencing<br>Anarchy | 120-124, 364-373, 375-378                | 3,4,51,53,54 | Invite a resource person in the judicial system to talk about compliance and noncompliance with the law.  |
| <b>Objective 4.06:</b>   |  | 4.6   | 4.6                                      | 4.6          | 4.6   |
| <b>Describe the benefits of civic participation.</b>   |  | Patriotism<br>Public service<br>Peace Corps<br>AmeriCorps<br>Job Corps<br>Senior Corps  | 118-130, 384-387, 704-717                | 3,4,42,44,45 | Students identify situations in the community or school where they could volunteer their time. When they have completed their task, report about their experiences. |
| <b>Objective 4.07:</b>   |  | 4.7   | 4.7                                      | 4.7          | 4.7   |
| <b>Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.</b> |  | Informed Electorate<br>Rights   | 6-17, 121-130, 282-300, 384-387, 704-717 | 3,4,42,44,45 | Brainstorm costs and benefits of jury service for individuals and for society.  |

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| <b>Objective 4.08:</b>   |  | 4.8   | 4.8                                | 4.8          | 4.8   |
| <b>Participate in civic life, politics, and/or government.</b> |  | Mock elections<br>Moot courts<br>Community service<br>Service learning                                  | 118-130, 384-387, 704-709          | 3,4,42,44,45 | Explore the opportunities to be involved in organizations in your school. Select one and become an active participant.  |
| <b>Objective 4.09:</b>   |  | 4.9   | 4.9                                | 4.9          | 4.9   |
| <b>Utilize various methods of resolving conflicts.</b>         |  | Negotiation<br>Arbitration<br>Mediation<br>Pre-hearing settlement<br>Small Claims Court<br>Legal Action | 324-336, 364-367, 375-378, 670-675 | 3,53,64      | Examine a recent conflict in your school and brainstorm peaceful solutions. What methods were actually used to resolve the conflict? Compare and contrast your choice to the actual resolution. |



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

**Concept: Conflict**

| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b>                   | <b>Social Studies Solutions</b> | <b>Honors Activities</b>   |
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| <b>Competency Goal 5: The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.</b> | 10 days     |   |   |                                 |  |
| <b>Objective 5.01:</b>   |             | 5.1   | 5.1   | 5.1                             | 5.1  |
| <b>Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.</b>   |             | Consensus<br>Building<br>Debate<br>Negotiation<br>Compromise          | 324-336, 364-367, 375-378, 486-489, 670-675 | 3,53,64                         | Select a problem to be solved, then become an arbitrator/mediator to create a solution. Write a reflection on the value of compromise. |
| <b>Objective 5.02:</b>   |             | 5.2   | 5.2   | 5.2                             | 5.2  |
| <b>Identify the jurisdiction of state and federal courts.</b>  |             | Appellate<br>Exclusive<br>Concurrent<br>Original<br>Federal<br>Courts | 192-199, 200-210, 282-291, 297-300, 670-675 | 35-37,48                        | Debate: Should juveniles committing major offenses be tried in juvenile or district court?   |

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|   |  | <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> <li>State Courts</li> <li>*Lower Courts</li> <li>*General Trial Courts</li> <li>*Intermediate Appellate Courts</li> <li>*State Supreme Court</li> </ul> |   |        |  |
| <b>Objective 5.03:</b>  |  | 5.3   | 5.3   | 5.3    | 5.3                                    |
| <b>Describe the adversarial nature of the judicial process.</b> |  | <ul style="list-style-type: none"> <li>Confirmation Process</li> <li>Judicial Review</li> <li>Writ of Certiorari</li> <li>Brief</li> <li>Oral argument</li> <li>Majority Opinion</li> <li>Dissenting</li> </ul>   | 192-210, 297-300, 348-351, 364-374, 670-675 | 53, 54 | Conduct a mock trial in the classroom. |

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|  |  | <p>Opinion<br/>Concurrent<br/>Opinion<br/>Felony<br/>Misdemeanor<br/>Torts<br/>Court Docket<br/>Issue of Fact<br/>Issue of Law<br/>Prosecutor<br/>Complaint<br/>Defendant<br/>Plaintiff<br/>Subpoena<br/>Summons<br/>Arrest<br/>Warrant<br/>Indictment<br/>Information<br/>Perjury<br/>Petit Jury<br/>Grand Jury<br/>Plea<br/>Plea<br/>Bargaining<br/>Bail<br/>Sentence<br/>Rights of<br/>victims<br/>Public<br/>Defender<br/>Prosecution<br/>Sentencing</p> |  |  |  |
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|   |  | Hearing<br>Bailiff<br>Defendant<br>Verdict<br>Settlement<br>Capital<br>offense<br>Appeal<br>Plea bargain<br>Warrants<br>Summons<br>Preliminary<br>hearings  |  |       |  |
| <b>Objective 5.04:</b>  |  | 5.4   | 5.4  | 5.4   | 5.4  |
| <b>Evaluate the role of debate and compromise in the legislative process.</b> |  | Proposition<br>Bill<br>Standing<br>Committee<br>Seniority<br>System<br>House Rules<br>Committee<br>Joint<br>Committee<br>Conference<br>Committee<br>Public<br>Hearing<br>Act<br>Law<br>Veto<br>Line item veto | 138-144, 157-161, 258-262, 270-275, 291, 315-318, 324-337, 658-663 | 26-30 | Set up a mock Congress in your classroom and attempt to pass a bill. |

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|   |  | Pocket veto<br>Filibuster<br>Cloture<br>Rider |               |  |     |
| <b>Objective 5.05:</b>  | 5.5  | 5.5   | 5.5           | 5.5  | 5.5 |
| <b>Explain how local government agencies balance interest and resolve conflicts.</b>  | Town meetings<br>Public hearings<br>Forums<br>Budget<br>Extra Territorial Jurisdiction (ETJ)<br>At-large<br>Zoning<br>Annexation<br>Infrastructure | 306-318, 324-337, 680-687, 690-698            | 49,59         | Visit a city or county meeting or a public forum. Research an agenda item and determine how it will impact your family or community. |     |
| <b>Objective 5.06:</b>  | 5.6  | 5.6   | 5.6           | 5.6  |     |
| <b>Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.</b> | Tuition voucher<br>Charter schools<br>Petition<br>Bond issues<br>Public policy<br>Special interest groups<br>Electronic media voting               | 227-230, 258-276, 324-327, 680-687, 690-698   | 42-44, 47, 50 | Research voter participation in your precinct. Graph voter turnout by age groups and gender.   |     |

**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.**

**Concept: Structure**

| Curriculum Goals and Objectives   | Time    | Vocabulary  | Textbook Reference | Social Studies Solutions | Honors Activities  |
|---|---------|---|--------------------|--------------------------|--|
| 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. | 10 days |   |                    |                          |  |
| <b>Objective 6.01:</b>  |         | 6.1   | 6.1                | 6.1                      | 6.1  |
| Trace the development of law in American Society.   |         | Legal code<br>Moral code<br>Codes of Hammurabi<br>Ten Commandments<br>Justinian Codes<br>Draconian Laws<br>House of Burgesses<br>Magna Carta<br>English Bill of Rights<br>Social contract<br>British common law<br>Mayflower Compact<br>The Iroquois Nation's | 342-347, 690-698   | 51, 52                   | Debate the continued need of affirmation action in the 21 <sup>st</sup> century. |

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|   |  | Constitution<br>Declaration of Independence<br>The U. S. Constitution   |  |       |  |
| <b>Objective 6.02:</b>  |  | 6.2   | 6.2  | 6.2   | 6.2  |
| <b>Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.</b> |  | Common law<br>Criminal law<br>Civil law<br>Constitutional law<br>Administrative law<br>Statutory law<br>International law   | 348-351, 364-373,                                    | 51    | Describe the principle used by magistrates, judges, and jurors in deciding civil cases.<br>Write a paragraph comparing this principle to the principle used in criminal cases. |
| <b>Objective 6.03:</b>  |  | 6.3   | 6.3  | 6.3   | 6.3  |
| <b>Identify the various procedures in the enactment, implementation, and enforcement of law.</b>    |  | Consumer Protection<br>Transportation Regulation<br>Department of Justice<br>Federal Bureau of Investigation (FBI)<br>State Bureau of Investigation (SBI)<br>Secret Service | 157-161, 171-174, 286-295, 306-318, 352-358, 658-663 | 52-54 | Research an independent topic of interest to propose in a bill.<br>Simulate the process of a bill becoming a law and how the law will be enforced.                             |

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|  | National Guard Reserves  |  |        |   |
| <b>Objective 6.04:</b>   | 6.4  | 6.4  | 6.4    | 6.4   |
| <b>Identify ways citizens can be informed about laws.</b>  | Town meetings<br>Public hearings<br>Public forums<br>Media                               | 122-130, 259-268, 324-337, 352-358, 384-387, 727-731 | 43, 44 | Set up a column in the school newspaper to keep students informed of ordinances that impact them.   |
| <b>Objective 6.05:</b>   | 6.5  | 6.5  | 6.5    | 6.5   |
| <b>Investigate the role and responsibility of government to inform the citizenry.</b>                | Political debates<br>Special task forces<br>Franking privilege<br>Press releases         | 264-268, 344-347, 384-388,                           | 50     | 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 classroom discussion. |
| <b>Objective 6.06:</b>   | 6.6  | 6.6  | 6.6    | 6.6   |
| <b>Analyze the role of lobby groups and special interest groups in the enactment of legislation.</b> | Economic Interest<br>*Business<br>*Labor groups<br>*Agricultural groups<br>*Professional | 270-275  | 43, 44 | Examine and report to the class the role of special interest groups; i.e. the Chamber of Commerce, in your community and state.   |



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|  |  | groups<br>Non-economic<br>Interest<br>*Public Interest<br>*Single-Issue<br>Interest<br>*Ideological<br>Chamber of<br>Commerce                            |  |           |  |
| <b>Objective 6.07:</b>   |  | 6.7  | 6.7  | 6.7       | 6.7  |
| <b>Compare responsibilities, jurisdictions, and methods of law enforcement agencies.</b> |  | Local Law<br>Enforcement<br>State Law<br>Enforcement<br>Federal Law<br>Enforcement<br>Sheriff<br>Police<br>State Troopers                                | 179-185, 306-<br>314, 352-358,<br>364-372, 670-<br>675 | 49, 53,54 | Research the jurisdiction of law enforcement agencies. Report to the class when and why they become involved in certain cases. |
| <b>Objective 6.08:</b>   |  | 6.8  | 6.8  | 6.8       | 6.8  |
| <b>Evaluate methods used by society to address criminal and anti-social behaviors.</b>   |  | Long-term<br>suspension<br>Three-Strikes<br>laws<br>Confiscation of<br>Property<br>Mental<br>Institutions<br>Long-term<br>Incarceration<br>Death Penalty | 368-373, 375-<br>378, 670-675                          | 53, 54    | Debate the use of the death penalty as a deterrent to crime.   |

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|  |  | Rehabilitation<br>Monetary<br>Compensation<br>Recidivism<br>Retribution<br>Restitution<br>Deterrence<br>Detention<br>Probation<br>Parole<br>Juvenile<br>detention<br>Community<br>service<br>House arrest<br>Jail<br>Prison<br>Boot camp<br>Compensation<br>Rehabilitation<br>Incarceration |  |  |  |
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**Competency Goal 7: The learner will investigate how and why individuals and groups make economic choices.**

**Concepts: Motivation**

| <b>Curriculum Goals and Objectives</b>  | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b> | <b>Social Studies Solutions</b> | <b>Honors Activities</b>   |
|---|-------------|---|---------------------------|---------------------------------|--|
| <b>Competency Goal 7: The learner will investigate how and why individuals and groups make economic choices.</b>                                  | 10 days     |   |                           |                                 |  |
| <b>Objective 7.01:</b>  |             | 7.1   | 7.1                       | 7.1                             | 7.1  |
| <b>Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.</b> |             | Economics<br>Want<br>Need<br>Land<br>Renewable natural resource<br>Nonrenewable natural resources<br>Labor<br>Capital<br>Entrepreneurship<br>Productivity | 406-419, 424-432, 480-485 | 55, 56                          | Create a chart using some relevant product; i.e. candy bars, to identify the factors of productivity that went into its creation.                                      |
| <b>Objective 7.02:</b>  |             | 7.2   | 7.2                       | 7.2                             | 7.2  |
| <b>Explain how scarcity influences producers and consumers to make choices.</b>   |             | Limited resources<br>Decision-making model<br>Wants<br>Needs<br>Services  | 406-409,                  | 56                              | 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 the prediction |

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|  |  | Goods<br>Wages<br>Salary<br>Consumer<br>Producer<br>Pricing   |          |           | based on the data.   |
| <b>Objective 7.03:</b>   |  | 7.3   | 7.3      | 7.3       | 7.3  |
| <b>Compare examples of tradeoffs and opportunity costs of economic choices.</b>  |  | Immediate gratification<br>Incentives<br>Fixed costs<br>Variable costs<br>Total costs<br>Marginal costs   | 410-414, | 59        | Given descriptions of situations involving individual economic decisions; state the opportunity cost in each decision. |
| <b>Objective 7.04:</b>   |  | 7.4   | 7.4      | 7.4       | 7.4  |
| <b>Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.</b> |  | Assembly line<br>Technologies<br>Robotics<br>Invention<br>Innovation<br>Mass production<br>Factory<br>Agribusiness<br>Business organizations<br>Specialization<br>Human capital<br>Productivity<br>White collar<br>Blue collar<br>Skilled workers | 424-432  | 56-58, 59 | Research various companies to determine how they employ the major concepts of this objective.                          |

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|   |  | Unskilled workers<br>Automation   |                           |       |  |
| <b>Objective 7.05:</b>  |  | 7.5   | 7.5                       | 7.5   | 7.5  |
| <b>Explain the impact of investment on human, capital, productive, and natural resources.</b> |  | Capital Goods<br>Consumer Goods<br>Producer Price Index (PPI)<br>Output versus Input<br>Law of Diminishing Return<br>Recycling<br>Education and training                                      | 424-427, 434-437, 524-527 | 55-60 | 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. |
| <b>Objective 7.06:</b>  |  | 7.6   | 7.6                       | 7.6   | 7.6  |
| <b>Compare and contrast how different economic systems address key economic factors.</b>      |  | Market<br><b>Laissez-faire</b><br>Invisible hand<br>Competition<br>Cooperation<br>Choices<br>Consumer sovereignty<br>Private property<br>Profit motive<br>Exchange<br>Incentives<br>Communist | 434-437, 572-580, 588-593 | 60    | Research paper/power point on one of the economic systems or countries that uses the system.   |

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|  |  | Manifesto<br>Wealth of<br>Nations<br>The Keynesian<br>Theory<br>Fiscal Policy<br>Deficit Spending |  |  |  |
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**Competency Goal 8: The learner will analyze features of the economic system of the United States.**

**Concepts: Systems**

| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b> | <b>Social Studies Solutions</b> | <b>Honors Activities</b>  |
|--|-------------|---|---------------------------|---------------------------------|---|
| <b>Competency Goal 8: The learner will analyze features of the economic system of the United States.</b>                   | 10 days     |   |                           |                                 |   |
| <b>Objective 8.01:</b>   |             | 8.1   | 8.1                       | 8.1                             | 8.1   |
| <b>Compare characteristics of command, market, traditional, and mixed economies.</b>                                       |             | Market economy<br>Mixed Market economy<br>Command economy<br>Mixed economy<br>Traditional economy   | 572-580, 588-593          | 60                              | Role play the characteristics of different economic systems.  |
| <b>Objective 8.02:</b>   |             | 8.2   | 8.2                       | 8.2                             | 8.2   |
| <b>Describe how the free enterprise system encourages private ownership of property and promote individual initiative.</b> |             | Private property<br>Voluntary exchange<br>Patents<br>Copyrights<br>Full employment<br>Efficiency<br>Productivity<br>Specialization<br>Division of | 416-419, 434-437          | 55-60                           | Trace the steps needed to start a small business in your local community. Compare results to see how one business requirements may be different from another (i.e. starting a day care vs. a restaurant). |

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|  |  | Labor<br>Security<br>Equity<br>Freedom   |                           |       |  |
| <b>Objective 8.03:</b>   |  | 8.3  | 8.3                       | 8.3   | 8.3  |
| <b>Explain the circular flow of economic activities and how interactions determine the prices of goods and services.</b> |  | Circular flow of economic activity<br>Wages<br>Salary<br>Economic interdependence  | 428-432                   | 55-58 | Using a circular flow diagram, trace the flow of the economy from a consumer's perspective.                                      |
| <b>Objective 8.04:</b>   |  | 8.4  | 8.4                       | 8.4   | 8.4  |
| <b>Illustrate how supply and demand affects prices.</b>  |  | Demand curve/schedule<br>Supply curve/schedule<br>Personal income<br>Disposal income<br>Complimentary goods<br>Substitute good | 448-456, 462-469, 471-475 | 56-58 | Graph a supply and demand curve to determine equilibrium price.  |
| <b>Objective 8.05:</b>   |  | 8.5  | 8.5                       | 8.5   | 8.5  |
| <b>Predict how prices change when there is either a shortage or surplus.</b>   |  | Surplus<br>Shortage<br>Consumer Tastes<br>Minimum wage   | 466-475                   | 56-58 | Poll your classmates to determine what impacts their purchase choices and the prices they are willing to pay for selected items. |



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|   |  | Inflation<br>Deflation<br>Wage and price control<br>Interest rates<br>Trickle-down effect<br>Supply side economics  |                           |                  |  |
| <b>Objective 8.06:</b>  |  | 8.6   | 8.6                       | 8.6              | 8.6  |
| <b>Explain how changes in the level of competition can affect price and output levels.</b>                        |  | Buyers and sellers<br>Monopoly<br>Oligopoly<br>Competitive market<br>Mergers<br>Horizontal merger<br>Vertical merger<br>Conglomerates<br>Multinational<br>Conglomerates | 466-475, 502-506          | 56-59            | Using car advertisements trace how competing dealerships entice potential buyers to their brands and products. |
| <b>Objective 8.07:</b>  |  | 8.7   | 8.7                       | 8.7              | 8.7  |
| <b>Identify and describe the roles and functions of various economic institutions and business organizations.</b> |  | Sole proprietorship<br>Partnership<br>Corporation<br>Cooperative<br>Franchise<br>Limited liability  | 480-485, 491-494, 529-533 | 30 ,32,33, 62-64 | Simulate the purchase of stock using the Stock Market Game. Follow your purchases for one semester.            |

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|  |  | Unlimited liability<br>Limited life<br>Unlimited life<br>Small Business Administration (SBA)<br>Stock, Stock market<br>Dividend<br>Bond<br>Craft Union<br>Industrial Union<br>Collective bargaining<br>Mediation<br>Arbitration<br>Lockout<br>Strike<br>Social Security Act of 1935<br>Nat'l Labor Relations Act, 1935<br>Fair Labor Standards Act, 1938<br>Taft-Hartley Act, 1947<br>Anti-trust Laws<br>Labor Union |  |  |  |
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| <b>Objective 8.08:</b>  |  | 8.8  | 8.8                                | 8.8    | 8.8  |
| <b>Evaluate the investment decisions made by individuals, businesses, and the government.</b> |  | Time deposit<br>Demand deposit<br>Credit cards<br>Debit cards<br>Mutual Funds<br>Commercial Bank<br>Savings & Loan Associations<br>Credit Unions<br>Federal Deposit Insurance Commission (FDIC)<br>Investment spending<br>Capital investment<br>Life<br>Medical<br>Comprehension<br>Liability<br>Tight money<br>Easy money | 406-419, 434-442, 480-485, 508-513 | 66, 67 | Compare and contrast services offered by different types of banks. |

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|   |  |   |                                    |        |   |
| <b>Objective 8.09:</b>  |  | 8.9   | 8.9                                | 8.9    | 8.9   |
| <b>Describe the role of money in trading, borrowing, and investing.</b> |  | Collateral<br>Money<br>Barter<br>Coins<br>Currency<br>Check<br>Legal tender<br>Credit<br>Reserve requirement<br>Medium of exchange<br>Pension funds<br>Mutual funds | 416-419, 438-442, 508-513, 525-537 | 63, 67 | Write an essay on the impact of ATM machines and how they have impacted the consumer. |

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

**Concepts: Systems**

| <b>Curriculum Goals and Objectives</b>   | <b>Time</b> | <b>Vocabulary</b>  | <b>Textbook Reference</b>       | <b>Social Studies Solutions</b> | <b>Honors Activities</b>  |
|--|-------------|--|---------------------------------|---------------------------------|---|
| <b>Competency Goal 9: The learner will analyze factors influencing the United States economy.</b>                        | 6 days      |  |                                 |                                 |   |
| <b>Objective 9.01:</b>   |             | 9.1  | 9.1                             | 9.1                             | 9.1   |
| <b>Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.</b> |             | Peak/Prosperity<br>Contraction/Recession<br>Trough/Depression<br>Expansion/Recovery<br>Gross Domestic Product (GDP)<br>Per Capita GDP<br>Standard of living<br>Consumer Price Index (CPI)<br>National Debt | 508-513,                        | 62                              | 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>Objective 9.02:</b>   |             | 9.2  | 9.2                             | 9.2                             | 9.2   |
| <b>Describe the impact of government regulation on specific economic activities.</b>                                     |             | Deregulation<br>Environmental protection<br>Work place safety<br>Consumer protection<br>Labor disputes<br>Affirmative Action   | 502-506,<br>515-518,<br>524-533 | 62, 63                          | Research the regulation of the Airline Industry by the federal government.  |

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| <b>Objective 9.03:</b>  |  | 9.3   | 9.3                 | 9.3    | 9.3  |
| <b>Explain the impact of the movement of human and capital resources on the United States economy.</b>        |  | Migration<br>Immigration<br>Service industries<br>Silicon Valley<br>Research Triangle Park  | 424-432             | 60     | 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>Objective 9.04:</b>  |  | 9.4   | 9.4                 | 9.4    | 9.4  |
| <b>Assess how current events impact decisions made by consumers, producers, and government policy makers.</b> |  | Microsoft Anti-trust Case<br>Operation Iraqi Freedom<br>Homeland Security Department<br>Patriot Act<br>Out-sourcing<br>N. C.'s Furniture Industry<br>N. C.'s Textile Industry | 428-432,            | 62, 63 | Research the Microsoft Antitrust case and report its impact on companies producing similar products.   |
| <b>Objective 9.05:</b>  |  | 9.5   | 9.5                 | 9.5    | 9.5  |
| <b>Explain the impact on the United States economy of international trade and global products.</b>            |  | Tariffs<br>Foreign trade<br>Exchange rate<br>Treaty   | 564-570,<br>608-615 | 68     | Trace the ingredients of an Almond Joy candy bar and create a flow chart of what countries would be  |

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|   |  | Multinational conglomerate<br>Globalization<br>North American Free Trade Agreement (NAFTA)<br>World Trade Organization (WTO)<br>European Union (EU)<br>Unfavorable Balanced Trade<br>Favorable Balance of Trade<br>Comparative advantage<br>Child labor<br>Human rights |                  |     | involved in the production of such candy.   |
| <b>Objective 9.06:</b>  |  | 9.6   | 9.6              | 9.6 | 9.6   |
| <b>Investigate the ways that domestic and international economies are interdependent.</b> |  | Developed countries<br>Developing countries<br>Foreign aid<br>United Nations<br>International Monetary Fund (IMF)<br>World Bank<br>Free Trade   | 564-570, 610-621 | 68  | Examine the case of American automobile companies and their interdependent relationship with Mexico and Canada. |

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| <b>Objective 9.07:</b>  |  | 9.7  | 9.7   | 9.7        | 9.7  |
| <b>Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.</b>                         |  | Monetary policy<br>Fiscal policy<br>Loose (Easy) money policy<br>Tight money policy<br>Reserve requirement<br>Discount Rate<br>Interest rates<br>Open Market Operations<br>Government spending<br>Revenue<br>Taxation<br>Personal Income Tax<br>Excise tax<br>Regressive tax<br>Progressive tax<br>Proportional Tax<br>Sales Tax | 515-518,<br>529-533,<br>542,-557,<br>722-731                                    | 62, 63     | Using various newspapers, study the government's attempts to stimulate the economy by lowering interest rates.           |
| <b>Objective 9.08:</b>  |  | 9.8  | 9.8   | 9.8        | 9.8  |
| <b>Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.</b> |  | Scarcity<br>Depression<br>Inflation<br>Recession<br>Bear and bull markets<br>Radioactive waste disposal<br>NIMBY (Not In My Back Yard)<br>Clean Air and Water Act  | 416-419,<br>491-494,<br>502-506,<br>515-518,<br>610-615,<br>622-627,<br>690-698 | 57, 63, 68 | Compare and contrast the economic conditions during the OPEC oil embargo, Persian Gulf war, and Operation Iraqi Freedom. |



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|  |  | OPEC Oil Embargo<br>Cuban Economic<br>Embargo<br>Zoning laws<br>Building codes |  |  |  |
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**Competency Goal 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.**

**Concepts: Perspective**

| <b>Curriculum Goals and Objectives</b>  | <b>Time</b> | <b>Vocabulary</b>   | <b>Textbook Reference</b>            | <b>Social Studies Solutions</b> | <b>Honors Activities</b>   |
|---|-------------|---|--------------------------------------|---------------------------------|--|
| <b>Competency Goal 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.</b> | 4 days      |   |                                      |                                 |  |
| <b>Objective 10.01</b>  |             | 10.1  | 10.1                                 | 10.1                            | 10.1   |
| <b>Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.</b>  |             | Voting<br>Paying taxes<br>Fiscal responsibility<br>Community activism<br>Volunteerism<br>Obeying the laws<br>Speaking to issues<br>Compromise<br>Cooperation<br>Collaboration | 6-7, 120-130,<br>352-358,<br>704-717 |                                 | 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. |
| <b>Objective 10.02:</b>   |             | 10.2  | 10.2                                 | 10.2                            | 10.2   |
| <b>Develop, defend, and evaluate positions on issues regarding diversity in American life.</b>  |             | Racism<br>Sexism<br>Ageism<br>Bias<br>Gender<br>Disabilities<br>Religion<br>Lifestyles  | 19-23, 120-124                       |                                 | Develop a graphic Organizer on the pro’s and con’s of affirmative action.  |

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|  |  | Nationality<br>Physical Appearance<br>Multicultural<br>“Melting Pot” theory<br>“Tossed Salad” theory  |  |      |   |
| <b>Objective 10.03:</b>  |  | 10.3  | 10.3   | 10.3 | 10.3  |
| <b>Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.</b> |  | Self-motivation<br>Being informed<br>Earning capacity<br>Literacy<br>Public service   | 125-130,<br>329-337,<br>384-393,<br>704-717                    |      | Create posters that address the need to continue beyond high school with education.                 |
| <b>Objective 10.04:</b>  |  | 10.4  | 10.4   | 10.4 | 10.4  |
| <b>Demonstrate characteristics of effective citizenship.</b>   |  | Property rights<br>Individual rights<br>Voting rights<br>Taxpayer<br>Involvement<br>Charity<br>Community spirit<br>Responsible Behavior<br>Tolerance<br>Volunteerism<br>Patriotism<br>Community service | 6-23, 120-<br>130, 329-337,<br>352-358,<br>382-399,<br>704-717 |      | Use current human-interest stories to provide examples of citizen’s actions that make a difference. |
| <b>Objective 10.05:</b>  |  | 10.5  | 10.5   | 10.5 | 10.5  |
| <b>Describe examples of recurring public problems and issues.</b>  |  | Under employment<br>Education needs<br>Baby Boomers   | 270-275,<br>329-337,<br>690-698,                               |      | Select a mega issue facing America. Conduct research on the topic and prepare a five minute oral    |

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|   |  | Law and order<br>Graying population<br>Taxation<br>Graft and corruption<br>Citizen apathy<br>Security<br>Economic cycles<br>Disease<br>Poverty<br>New Immigration<br>Unemployment<br>Substance Abuse<br>Prison Reform<br>Racism/Discrimination<br>Waste Disposal<br>Homelessness<br>Crime<br>Acid Rain/Greenhouse Effect<br>Natural Disasters<br>Pollution |  |      | presentation with a visual.  |
| <b>Objective 10.06:</b>   |  | 10.6   | 10.6   | 10.6 | 10.6   |
| <b>Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.</b> |  | Economic choices<br>Legal choices<br>Political choices<br>Freedom<br>Liberty<br>Justice<br>Self-determination<br>Socio-economic status<br>Political activism   | 7-23, 98-107,<br>120-124,<br>352-358,<br>389-399,<br>416-419,<br>434-437,<br>515-518,<br>690-698,<br>704-717 |      | Create a visual, song, or presentation that depicts the benefits of freedom. |