

## GRADE 12

# UNITED STATES GOVERNMENT AND THE POLITICAL ECONOMY

**Units of Credit:**

One Year (Required)

**Prerequisite:**

None

**Course Overview:**

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the principles, institutions, and practices of American government and its political economy. In addition, they draw on their studies of American history and of other societies to compare modern governmental and economic systems. This course serves as the culmination of the four strands in the Social Studies National Standards:

- Power, Authority and Government;
- Production, Distribution and Consumptions;
- Global Connections;
- And Civic Ideals and Practices.

**Philosophical and Historical Roots of the American Revolution**

In this first study of the course, students survey critical historical and philosophical developments that inspired the American Revolution of 1776. They will pay particular attention to evolving thoughts about human nature, natural rights, rule of law and corresponding limits on the power of government. They study the major documents leading up to the Revolution with special emphasis on the *Declaration of Independence* and the *Articles of Confederation*.

**The Constitution and the Bill of Rights**

In this unit, students focus on the philosophies of those who framed the *Constitution* and the *Bill of Rights*. They study the *Constitution*, *Bill of Rights*, selected *Federalist Papers*, and the Iroquois Confederation. Students study constitutional principles including limited government, popular sovereignty, separation of powers, and checks and balances. For example, when dealing with the rationale for checks and balances and separation of powers, students should study *Federalist Paper Number 51*; or when dealing with the role of the judiciary, they should study *Federalist Paper Number 78*. In addition, students will explore Antifederalist reservations and their contributions to constitutional compromises and the *Bill of Rights*. In addition, students should study *Washington's Farewell Address*.

**Civil Rights and Civil Liberties**

Discussing cases currently before the courts as well as historical documents, students learn their civil rights and civic responsibilities. Students examine the evolution of civil rights and civil liberties. Using primary documents including the *Bill of Rights*, and secondary documents, students examine the changing interpretations of law. Using case studies including *Plessy v. Ferguson*, *Brown v. Topeka, Kansas, Board of Education*, *Korematsu v. United States*, *Gideon V. Wainright*, and others, students learn how many groups have struggled to protect their civil rights and liberties. Students review the special legal status of tribal members.

### **Our Government Today: The Legislative Branch**

In this unit students examine the selection and functions of modern legislatures and explore the process and issues of lawmaking, such as the committee system, lobbying, and the influence of the media and special interests on legislation. Through critical reading of primary and secondary documents and the use of simulations and interactive learning strategies, students can practice critical thinking and apply these skills to assess proposed legislation, the practices of legislatures, and candidates for office.

### **Our Government Today: The Executive Branch**

Students will examine the selection and duties of members of the executive branch. Through a critical reading of primary and secondary sources, students will learn to document the evolution of Presidential power and its impact on world affairs, and military and economic policy. Through selected case studies, students will analyze presidential campaigns, the President's role in legislation, and influence on the courts. Students should explore the process of presidential decision making through simulation and interactive learning. In addition, students will learn about the role of the bureaucracies as extensions of executive and legislative power.

### **The Courts and the Governmental Process**

In this unit students examine the role, function and influence of the courts: federal, state, local, and tribal. They focus upon how courts have interpreted the Bill of Rights over time, with emphasis on themes such as due process of law, and equal protection within a pluralist society. Students examine controversies resulting from challenges to or differing interpretations of the Bill of Rights. The unit will introduce the structure and functioning of the courts and engage in case studies of specific issues, such as the First Amendment's cases on free speech, religious liberty, separation of church and state, academic freedom, and the right of assembly.

### **Economic Issues and Policies**

Students will learn fundamental economic principles and cycles including supply and demand, scarcity, markets, inflation and deflation, the role of money, externalities, and the public good. Then they will learn how governments respond to and influence economic conditions. By examining the budget-making process, fiscal and monetary policy, students learn how governmental actions influence individual, national and international well-being. Students explore how governments assist individuals and groups with efforts ranging from tax breaks to welfare payments.

### **Federalism: State and Local Government**

In this unit students analyze the principles of federalism. Students learn how federal, state, tribal, and local governments share power and responsibility. Students will also learn that local governments are the legal creations of state governments. They will learn the role of the 14th Amendment in protecting Bill of Right freedoms for citizens of all states. They will explore issues handled by each level of government, state, tribal and local.

Students will learn ways in which individuals can become participatory citizens through voting, jury service, lobbying, communicating with government officials, and community service. By analyzing a significant school policy issue, students learn how communities govern and finance their public schools. Resource people from local agencies and organizations may be invited to visit classrooms and facilitate site visits to demonstrate the work they do and reinforce the vital role the individual plays in community life. In addition, students may volunteer for community service in their schools and communities.

### **Comparative Governments and Economies**

This unit begins with a review of the major political and economic philosophies encountered by students during their previous studies, such as socialism, fascism, communism, capitalism, democratic pluralism and emerging fundamentalist theocracies. Students learn the ways in which these different philosophies influence governments, economic policies, social welfare policies, and human rights practices. They learn how recognize most nations combine aspects of different philosophies. Students explore variations among democratic governments, so they learn to identify fundamental features of democratic governments. At the same time, students should examine how some Western democracies have —mixed systems of capitalism and state socialism.

Critical thinking skills should be used to analyze the nature of a dictatorial regimes, exploring dictatorships of both the left and the right: lack of social contracts between the state and the governed, unprotected human rights, inadequate means to redress wrongs.

### **Foreign Affairs and the Policy Response**

Students learn how the relationships between the world's nations and their governments affect national policymaking. Students identify the role of security, ideology, and economics in defining national interests and policy goals. They also examine the role of international agencies including the United Nations, the World Bank, the World Health Organization, and the World Court. They learn the purposes of international alliances and treaties such as NATO and NAFTA. They also explore the influence of trading blocks and recent environmental treaties.

### **Contemporary Issues in the World Today**

Throughout the course, students will explore current political, international, and economic affairs. They will apply critical analysis in understanding the local, state, tribal, national and global context of current issues.

Topics that might be addressed include nuclear arms proliferation and arms control; acid rain, toxic waste disposal, and resource depletion; human rights abuses; competition from abroad due to cheap labor or advanced technology; drug abuse and the spread of AIDS; the movement to decentralize socialist economies; and international political issues. Students should pay attention to the global context of these issues as well as their importance in local, state, or national affairs.

**United States Government and the Political Economy: Topics by Quarter**

\*Topics included in quarters one through three are discussed

**Qtr. 1.**

Principles of Government  
Origins of American Government  
The Constitution  
Federalism  
Political Parties  
Voters and Voter Behavior  
The Electoral Process  
Mass media and Public Opinion  
Interest Groups

**Qtr. 2.**

Congress  
Powers of Congress  
Congress in Action  
The Presidency  
The Presidency in Action  
Government at Work: The Bureaucracy  
Financing Government  
Foreign Policy and National Defense  
The Federal Court System  
Civil Liberties: First Amendment Freedoms  
Civil Liberties: Protecting Individual Rights  
Civil Rights: Equal Justice Under Law

**Qtr. 3.**

Comparative Political and Economic Systems  
Basic Economic Principles  
Economic Cycles  
Economic Classes  
Monetary and Fiscal Policy  
Government Aid to Rich and Poor  
Private Entrepreneurs, Partnerships, and Corporations  
Governing the States  
Local Government and Finance

**Qtr. 4.** \*Encompasses topics/events as they occur in society or as appropriate through natural government progression and timelines.

**OPI MONTANA STANDARDS  
THE SOCIAL STUDIES CONTENT  
STANDARDS FOR NINTH THROUGH  
TWELFTH GRADE**

1. The civics and government content standards for ninth through twelfth grade are that each student will:
  - a. analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits
  - b. analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of international relationships.
  - c. evaluate the impact of international agreements on contemporary world issues
  - d. apply civic virtues and democratic principles when working with others.
  - e. explain how citizens and institutions address social and political problems at the local, state, tribal, national and/or international level
  - f. evaluate the American governmental system compared to international governmental systems
  - g. explain the foundations and complexity of sovereignty for federally recognized 16 tribes in Montana
  - h. evaluate appropriate deliberative processes in multiple settings.
  - i. evaluate government procedures for making civic decisions at the local, state, national, tribal, and international levels

- j. analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
  - k. analyze the impact and roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights
  - l. evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international level
2. The economics content standards for ninth through twelfth grade are that each student will:
- a. analyze how incentives impact economic choices and their costs and benefits for different groups, including American Indians
  - b. explain how economic cycles affect personal financial decisions
  - c. analyze the ways in which incentives influence what is produced and distributed in a market system
  - d. evaluate the extent to which competition among sellers and among buyers exists in specific markets
  - e. describe the consequences of competition in specific markets.
  - f. evaluate benefits, costs, and possible outcomes of government policies to improve market outcomes
  - g. use current data to explain the influence of changes in spending, production, and the

	<p>money supply on various economic conditions.</p> <ul style="list-style-type: none"><li>h. use economic indicators to analyze the current and future state of the economy</li><li>i. evaluate the selection of monetary and fiscal policies in a variety of economic conditions</li></ul> <p>3. The geography content standards for ninth through twelfth grade are that each student will:</p> <ul style="list-style-type: none"><li>a. use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics</li><li>b. use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales</li><li>c. use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics</li><li>d. analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li><li>e. evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions</li><li>f. analyze the role of geography on interactions and conflicts between various cultures in Montana, the U.S. and the world</li></ul>
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- g. evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
  - h. evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
4. The history content standards for ninth through twelfth grade are that each student will:
- a. analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.
  - b. analyze change and continuity in historical eras in US and world history.
  - c. identify ways in which people exercise agency in difficult historical, contemporary, and tribal contexts
  - d. analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history
  - e. explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians
  - f. distinguish between long-term causes and triggering events in developing a historical argument
  - g. analyze how historical, social, political, ideological, and economic contexts shape people's perspectives
  - h. analyze the ways in which the perspectives of those writing

	<p>history shaped the history they produced</p> <ul style="list-style-type: none"> <li>i. evaluate how historiography is influenced by perspective and available historical sources</li> <li>j. analyze unique perspectives of American Indians in US History.</li> <li>k. evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation, myths, and stereotypes regarding American Indians</li> <li>l. analyze multiple historical sources to pursue further inquiry and investigate 1 additional sources</li> <li>m. integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas</li> <li>n. construct arguments which reflect understanding and analysis of multiple historical</li> </ul>
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**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

<p><u>READING</u> (Informational)</p> <p>RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4 Determine the meaning of</p>	<p><u>WRITING</u></p> <p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and</p>
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<p>symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p>RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p>RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that</p>	<p>clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion,</p>
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<p>makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p>RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 Integrate information from diverse sources, including American Indian</p>	<p>and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
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<p>sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>GRADES 9-12: FOCUS AREAS</b></p>
<p><b>MONTANA CODE ANNOTATED 20-1-501</b>  <b>Indian Education for All</b>  Recognition of American Indian cultural heritage—legislative intent.  (1) It is the constitutionality declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.  (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:  (a) Every Montana, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally-responsive manner; and  (b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.  (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.  History: En. Sec. 1, Ch. 527, L. 1999.</p>	<p><b>United States Government and the Political Economy: Learner Competencies</b>  <b>Philosophical and Historical Roots of the American Revolution</b>  <b>USG1. Students explain the fundamental principles, moral values, and historical roots of American democracy as expressed by essential documents.</b>  1. Analyze the influence of ancient Greek, Roman, English, and European political thinkers (<i>e.g.</i>, Aristotle, Cicero, Hobbes, Locke, Rousseau, Montesquieu, and Blackstone) on the development of American government.  2. Discuss the Founder’s views about human nature and how those views shaped the character of American democracy.  3. Study the influence of the European Enlightenment.  4. Read and discuss the <i>Declaration of Independence</i> and selected portions of the <i>Articles of Confederation</i>.  5. Describe the importance of rule of law, civic virtue, compromise, and equality under law.  <b>USG2. Students understand how history and philosophy, including the Federalist-Anti-Federalist debate, shaped the U.S. Constitution and the Bill of Rights.</b>  1. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i>.  2. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic</p>

1. Lesson Plans for incorporating IEFA can be found at numerous locations, including [www.opi.mt.gov](http://www.opi.mt.gov)

premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as —self-evident truths.¶

3. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.

4. Read the *Bill of Rights* and understand that the Bill of Rights limits the powers of the federal government and state governments.

5. Use case studies (i.e., *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia [VMI]*) to understand the controversies over changing interpretations of law and the on-going efforts to protect civil rights and liberties.

6. Evaluate the effects of the Court’s interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.

**USG3. Students evaluate, and then take positions on the value, scope and limits of rights and obligations of citizens in a democratic society.**

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights, exploring how each right is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy, and freedom of association).

2. Discuss the meaning and importance of property rights and explore their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; copyright and patent).

3. Describe the reciprocity between rights and obligations, that is, why enjoyment of one’s rights entails respect for the rights of others.

4. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
5. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
6. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
7. Discuss the historical role of religion and religious diversity.

**USG4. Our Government Today: The Legislative Branch: Students analyze the unique role and responsibility of the legislative branches.**

1. Discuss *Article I* of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the influence of parties, media, and special interests upon the lawmaking process.
3. Evaluate modern legislative elections, describing the roles of polls, campaign advertising and the controversies over campaign financing.
4. Explain the process through which citizens amend the Constitution.
5. Identify current representatives in the legislative branch of the national government.

**USG5. Our Government Today: The Executive Branch: Students analyze the unique role and responsibility of the executive branch.**

1. Discuss Article II of the Constitution as it relates to the executive branch, including

eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

2. Explain the growth and function of the modern bureaucracy, noting the influences of interest groups, media, and political parties.

3. Evaluate modern presidential elections, describing the roles of polls, campaign advertising, financing, the Electoral College, and the courts.

4. Describe the growth of Presidential power, citing evidence of Presidential uses of power in the 20<sup>th</sup> Century (i.e., World Wars, regional police actions, New Deal, and U.S. intelligence agencies.)

5. Describe the influence of the President upon the legislative and judicial branches.

**USG6. Students analyze the unique roles and responsibilities of the judicial branch.**

1. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the federal courts.

2. Explain the processes of selection and confirmation of Supreme Court justices.

3. Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

4. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

5. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

**USG7. Students understand common economic terms, concepts, and economic reasoning.**

1. Explain the elements of America's market economy in a global setting.
2. Analyze the influence of the federal government on the national economy.
3. Analyze issues of international trade, explaining how the U.S. economy affects and is affected by economies beyond the U.S. borders.
4. Examine the causal relationship between scarcity and the need for choices.
5. Identify the consequences of the market economy upon political and personal liberty.
6. Explain the law of supply and demand and the effects of relative scarcity upon the availability, quality and price of particular products.
7. Understand the process by which competition determines market price.
8. Explain the role of profit as an incentive to entrepreneurs in a market economy.
9. Describe the role of government in a free market economy.
10. Describe fiscal policy and its current influence on production, employment, and pricing.
11. Name aims and tools of monetary policy (including the Federal Reserve) and their influence on economic activity.
12. Explain the effects of international mobility of capital and labor on the U.S. economy.
13. Explain the significance of major economic indicators, (e.g., unemployment rate, inflation, deflation, Consumer Price Index).

**USG8. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for national, state, and local governments.
3. Discuss reserved and concurrent powers of state governments with emphasis upon the police powers of states.

4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how governments set the public agenda, form public policy, implement policy, and evaluate it through legislation, executive regulations, executive orders, and public involvement.
6. Compare the processes of lawmaking at each of the three levels of government, weighing the role of special interests and the media.
7. Identify the organization and jurisdiction of federal, state, tribal, and local courts and the interrelationships among them.
8. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
9. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
10. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
11. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

**USG9. Students analyze the origins, characteristics, and development of different political and economic systems across time, with emphasis on the quest for political democracy and economic opportunity.**

1. Explain the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, fundamentalist theocracies, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Identify general societal conditions that have launched and sustained democracies.
3. Compare the various ways governments distribute, share, and limit power in congressional and parliamentary systems.

4. Discuss the advantages and disadvantages of federal, confederate, and unitary systems of government.
5. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
6. Identify at least one twentieth-century dictator, the methods he used to gain and hold office, the conditions and interests that supported him, and his consequent fate.

**USG10. Foreign Affairs and Policy  
Response: Students explain how relationships between the goals of the world's governments affect their policymaking.**

1. Describe national interests as a function of often-competing security, ideology, and economic concerns.
2. Describe the role of international agencies and organization in responding to emerging issues and conditions.
3. Understand the purposes of international alliances and treaties and their effects on international relations.
4. Understand both the value and limits of collective security arrangements.
5. Examine the competing interests of international trade and environmental needs.
6. Examine the competing interests of global free markets and policies of protectionism.

**USG11. Contemporary Issues in the World Today: To analyze the impact of world affairs upon student's lives, students will seek information about current affairs.**

1. Follow breaking news through television, magazines, newspapers, radio and Internet sources.
2. Analyze the reliability of various news media.
3. Identify relationships between current world events and the overall course content.

	<ol style="list-style-type: none"><li>4. Describe potential consequences of breaking world news.</li><li>5. Model civil discourse in defense of political positions.</li><li>6. Demonstrate both collaboration and compromise in group discussions of critical issues.</li><li>7. Identifying with respect both common interests and differences of opinion arising from class discussions of current affairs.</li><li>8. Describing the importance of the democratic process in reaching decisions, win or lose.</li></ol>
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