

# FLINT RIVER ACADEMY SOCIAL STUDIES STANDARDS

## Government and Economics

### PRINCIPLES OF AMERICAN DEMOCRACY

#### **1. Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

- a. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government
- b. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville
- c. 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 premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self evident truths”
- d. 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 *Federalist Papers*
- e. 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
- f. Understand that the Bill of Rights limits the powers of the federal government and state governments

#### **2. Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**

- a. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy)
- b. Explain how economic rights are secured and 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; right to join or not join labor unions; copyright and patent)
- c. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes
- d. 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
- e. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others
- f. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements)

#### **3. Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**

- a. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes

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- b. 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.
- c. Discuss the historical role of religion and religious diversity
- d. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes

#### **4. Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**

- a. 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
- b. Explain the process through which the Constitution can be amended
- c. Identify their current representatives in the legislative branch of the national government
- d. 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
- f. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court
- g. Explain the processes of selection and confirmation of Supreme Court justices

#### **5. Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**

- a. 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
- b. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts)
- c. 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
- d. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *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)

#### **6. Students evaluate issues regarding campaigns for national, state, and local elective offices.**

- a. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties
- b. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections
- c. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding
- d. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)

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- e. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections)
- f. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College

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

- a. Explain how conflicts between levels of government and branches of government are resolved
- b. Identify the major responsibilities and sources of revenue for state and local governments
- c. Discuss reserved powers and concurrent powers of state governments
- d. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power
- e. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders
- f. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media
- g. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them
- h. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia

### **8. Students evaluate and take and defend positions on the influence of the media on American political life.**

- a. Discuss the meaning and importance of a free and responsible press
- b. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics
- c. Explain how public officials use the media to communicate with the citizenry and to shape public opinion

### **9. Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**

- a. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices
- b. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher)
- c. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government
- d. 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)
- e. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them

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- f. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries
- g. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel)
- h. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them

**10.** Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

### Economics

#### Scarcity and Economic Reasoning

- 1. Students will understand that productive resources are limited, therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.**
- a. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services
  - b. Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and trade offs
  - c. Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment
  - d. Describe how people respond predictably to positive and negative incentives
  - e. Predict how interest rates act as an incentive for savers and borrowers
  - f. Recognize that voluntary exchange occurs when all participating parties expect to gain
  - g. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce?
  - h. Describe how clearly defined and enforced property rights are essential to a market economy
  - i. Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth
  - j. Formulate a savings or financial investment plan for a future goal

#### Supply and Demand

- 2. Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.**
- a. Define supply and demand
  - b. Describe the role of buyers and sellers in determining the equilibrium price
  - c. Describe how prices send signals to buyers and sellers
  - d. Recognize the consumers ultimately determine what is produced in a market economy (consumer sovereignty)
  - e. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failures
  - f. Demonstrate how supply and demand determine equilibrium price and quantity in the produce, resource, and financial markets

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- g. Identify factors that cause changes in market supply and demand
- h. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource and financial markets
- i. Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses
- j. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes
- k. Explain how financial markets, such as stock market, channel funds from savers to investors

### Market Structures

#### **3. Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.**

- a. Compare and contrast the following forms of business organizations: sole proprietorship, partnership, and corporation
- b. Identify the three basic ways that firm finance operations (retained earnings, stock issues and borrowing) and explain the advantages and disadvantages of each
- c. Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies
- d. Identify the basic characteristics of monopoly, oligopoly, and pure competition.
- e. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more
- f. Demonstrate how firms with market power can determine price and output through marginal analysis
- g. Explain ways that firms engage in price and nonprice competition
- h. Illustrate how investment in research development, equipment and technology, and training of workers increases productivity
- i. Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity
- j. Identify skills individuals need to be successful in the workplace

### The Role of the Government

#### **4. Students will understand the roles of government in a market economy are the provisions of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.**

- a. Explain how the government responds to perceived social needs by providing public goods and services
- b. Describe major revenues and expenditures categories and their respective proportions of local, state and federal budgets
- c. Identify laws and regulations adopted in the United States to promote competition among firms.
- d. Describe the characteristics of natural monopolies and the purpose of government regulations of these monopolies, such as utilities
- e. Define progressive, proportional and regressive taxation
- f. Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued
- g. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt
- h. Define and explain fiscal and monetary policy
- i. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment and economic growth
- j. Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment and economic growth

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### National Economic Performance

- 5. Students will understand the means by which economic performance is measured.**
- Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment and inflation
  - Explain how Gross Domestic Product (GDP), economic growth, unemployment and inflation are calculated
  - Analyze the impact of events in the United States history, such as wars and technological developments, on business cycles
  - Identify the different causes of inflation and explain who gains and loses because of inflation
  - Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government
  - Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy

### Money and the Role of Financial Institutions

- 6. Students will understand the role of money and financial institutions in a market economy.**
- Explain the basic functions of money
  - Identify the composition of the money supply of the United States
  - Explain the role of banks and other financial institutions in the economy of the United States
  - Describe the organization and functions of the Federal Reserve System
  - Compare and contrast credit, savings, and investment services available to the consumer from financial institutions
  - Monitor financial investments such as stocks, bonds, and mutual funds
  - Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates

### Trade

- 7. Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.**
- Explain the benefits of trade among individuals, regions and countries
  - Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service
  - Define trade barriers, such as quotas and tariffs
  - Explain why countries sometimes erect barriers to trade
  - Explain the difference between balance of trade and balance of payments
  - Compare and contrast labor productivity trends in the United States and other developed countries
  - Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries
  - Evaluate the arguments for and against free trade

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Flint River Academy  
 12<sup>th</sup> Grade  
 Government and Economics Curriculum Map

| 1 <sup>st</sup> Nine Weeks   |   |   | 2 <sup>nd</sup> Nine Weeks  |                     |   | 3 <sup>rd</sup> Nine Weeks |                |                    |                  | 4 <sup>th</sup> Nine Weeks                     |                               |                  |
|--|---|---|---|---------------------|---|----------------------------|----------------|--------------------|------------------|--|-------------------------------|------------------|
| Foundations of American Government                                     |   |   | The Rights and Responsibilities of the U.S. Citizenry                                 |                     |   | Micro Economics            |                |                    |                  | Macro Economics                                |                               |                  |
| Cultural & Social Influences on the Development of American Government | The Constitutional System<br><br>Limited Government | Federalism<br><br>Separation of Powers<br><br>Branch Government | Political Process<br><br>Civil Rights and Civil Liberties<br><br>The Election Process | U.S. Foreign Policy | The Structure of State and Local Government | Basic Economic Concepts    | Market Economy | Business and Labor | Personal Finance | Measuring and Monitoring Economic Performances | Role of Government in Economy | Global Economics |
| 3 weeks  | 3 weeks   | 3 weeks   | 5 weeks   | 2 weeks             | 2 weeks                                     | 3 weeks                    | 2 weeks        | 2 weeks            | 2 weeks          | 3 weeks  | 3 weeks                       | 3 weeks          |