



Principles of American Democracy and Economics Curriculum Guide with Common Core Literacy Standards and Resources 2014-2015

Course Description:

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Course Texts:

Remy, *United States Government: Democracy in Action*, Glencoe/McGraw-Hill, 2004.

O'Sullivan, *Economics: Principles in Action*, Prentice-Hall, 2004.

Course Goals:

The students will:

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source. As well as be able to evaluate historical arguments and write their own historical argument or a topic in history.
- Analyze in detail a series of events described in a text and be able to develop chronological and spatial thinking skills.
- Determine the meaning of words used in a text and be able to develop a sense of historical perspective.
- Analyze how a text uses structure to emphasis key points within the context of events and understand the meaning, implication, and impact of historical events.

- Compare the point of view of two different authors and understand how they treat similar events in history.
- Integrate and evaluate multiple perspectives in history through the use of multimedia formats such as short film clips, speeches, etc.
- Evaluate an author's premises, claims, and evidence.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

State Content Standards:

Principles of American Democracy

12.1 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.

12.2 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.

12.3 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.

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

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

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

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

12.9 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.

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Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

12.2 Students analyze the elements of America's market economy in a global setting.

12.3 Students analyze the influence of the federal government on the American economy.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

Common Core Standards for Literacy in History/Social Studies

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.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.

Craft and Structure:

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1.a

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 claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax 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.

CCSS.ELA-Literacy.W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2.a

Introduce a topic; 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.

CCSS.ELA-Literacy.W.11-12.2.b

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.

CCSS.ELA-Literacy.W.11-12.2.c

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2.d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.2.a

Introduce a topic; 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.

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CCSS.ELA-Literacy.W.11-12.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is

most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Use of Primary Sources:

How to Read a Primary Source

Good reading is about asking questions of your sources. Keep the following in mind when reading primary sources. Even if you believe you can't arrive at the answers, imagining possible answers will aid your comprehension. Reading primary sources requires that you use your historical imagination. This process is all about your willingness and ability to ask questions of the material, imagine possible answers, and *explain your reasoning*.

I. Evaluating primary source texts: I've developed an acronym that may help guide your evaluation of primary source texts: PAPER.

- **P**urpose of the author in preparing the document
- **A**rgument and strategy she or he uses to achieve those goals
- **P**resuppositions and values (in the text, and our own)
- **E**pistemology (evaluating truth content)
- **R**elate to other texts (compare and contrast)

Purpose

- Who is the author and what is her or his place in society (explain why you are justified in thinking so)? What could or might it be, based on the text, and why?
- Why did the author prepare the document? What was the occasion for its creation?
- What is at stake for the author in this text? Why do you think she or he wrote it? What evidence in the text tells you this?
- Does the author have a thesis? What -- in one sentence -- is that thesis?

Argument

- What is the text trying to do? How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy?
- What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples.
- What arguments or concerns do the author respond to that are *not* clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it.
- Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible.

Presuppositions

- How do the ideas and values in the source differ from the ideas and values of our age? Offer two specific examples.

- What presumptions and preconceptions do we as readers bring to bear on this text? For instance, what portions of the text might we find objectionable, but which contemporaries might have found acceptable. State the values we hold on that subject, and the values expressed in the text. Cite at least one specific example.
- How might the difference between our values and the values of the author influence the way we understand the text? Explain how such a difference in values might lead us to mis-interpret the text, or understand it in a way contemporaries would not have. Offer at least one specific example.

Epistemology

- How might this text support one of the arguments found in secondary sources we've read? Choose a paragraph anywhere in a secondary source we've read, state where this text might be an appropriate footnote (cite page and paragraph), and explain why.
- What kinds of information does this text reveal that it does not seem concerned with revealing? (In other words, what does it tell us without *knowing* it's telling us?)
- Offer one claim from the text which is the author's interpretation. Now offer one example of a historical "fact" (something that is absolutely indisputable) that we can learn from this text (this need not be the author's words).

Relate: Now choose another of the readings, and compare the two, answering these questions:

- What patterns or ideas are repeated throughout the readings?
- What major differences appear in them?
- Which do you find more reliable and credible?

II. Here are some additional concepts that will help you evaluate primary source texts:

1. Texts and documents, authors and creators: You'll see these phrases a lot. I use the first two and the last two as synonyms. Texts are historical documents, authors their creators, and vice versa. "Texts" and "authors" are often used when discussing literature, while "documents" and "creators" are more familiar to historians.
2. Evaluating the veracity (truthfulness) of texts: For the rest of this discussion, consider the example of a soldier who committed atrocities against non-combatants during wartime. Later in his life, he writes a memoir that neglects to mention his role in these atrocities, and may in fact blame them on someone else. Knowing the soldier's possible motive, we would be right to question the veracity of his account.
3. The credible vs. the reliable text:
 1. *Reliability* refers to our ability to trust the consistency of the author's account of the truth. A reliable text displays a pattern of *verifiable* truth-telling that tends to render the unverifiable parts of the text true. For instance, the

soldier above may prove to be utterly reliable in detailing the campaigns he participated in during the war, as evidenced by corroborating records. The only gap in his reliability may be the omission of details about the atrocities he committed.

2. *Credibility* refers to our ability to trust the author's account of the truth on the basis of her or his tone and reliability. An author who is inconsistently truthful -- such as the soldier in the example above -- loses credibility. There are many other ways authors undermine their credibility. Most frequently, they convey in their tone that they are not neutral (see below). For example, the soldier above may intersperse throughout his reliable account of campaign details vehement and racist attacks against his old enemy. Such attacks signal readers that he may have an interest in not portraying the past accurately, and hence may undermine his credibility, regardless of his reliability.
 3. An author who seems quite credible may be utterly unreliable. The author who takes a measured, reasoned tone and anticipates counter-arguments may seem to be very credible, when in fact he presents us with complete balderdash. Similarly, a reliable author may not always seem credible. It should also be clear that individual texts themselves may have portions that are more reliable and credible than others.
4. The objective vs. the neutral text: We often wonder if the author of a text has an "ax to grind" which might render her or his words unreliable.
1. *Neutrality* refers to the stake an author has in a text. In the example of the soldier who committed wartime atrocities, the author seems to have had a considerable stake in his memoir, which was to expunge his own guilt. In an utterly neutral document, the creator is not aware that she or he has any special stake in the construction and content of the document. Very few texts are ever completely neutral. People generally do not go to the trouble to record their thoughts unless they have a purpose or design which renders them invested in the process of creating the text. Some historical texts, such as birth records, may appear to be more neutral than others, because their creators seem to have had less of a stake in creating them. (For instance, the county clerk who signed several thousand birth certificates likely had less of a stake in creating an individual birth certificate than did a celebrity recording her life in a diary for future publication as a memoir.)
 2. *Objectivity* refers to an author's ability to convey the truth free of underlying values, cultural presuppositions, and biases. Many scholars argue that no text is or ever can be completely objective, for all texts are the products of the culture in which their authors lived. Many authors pretend to objectivity when they might better seek for neutrality. The author who claims to be free of bias and presupposition should be treated with suspicion: no one is free of their values. The credible author acknowledges and expresses those values so that they may be accounted for in the text where they appear.
5. Epistemology: a fancy word for a straight-forward concept. "Epistemology" is the branch of philosophy that deals with the nature of knowledge. How do you know what you know? What is the truth, and how is it determined? For historians who read primary sources, the question becomes: what can I know of the past based on this text, how sure can I be about it, and how do I know these things?

1. This can be an extremely difficult question. Ultimately, we cannot know anything with complete assurance, because even our senses may fail us. Yet we can conclude, with reasonable accuracy, that some things are more likely to be true than others (for instance, it is more likely that the sun will rise tomorrow than that a human will learn to fly without wings or other support). Your task as a historian is to make *and justify* decisions about the relative veracity of historical texts, and portions of them. To do this, you need a solid command of the principles of sound reasoning.

Name _____

Document Analysis – SOAPS

Title of the primary source: _____

Type of primary source: _____

(painting, photograph, map, letter, autobiography, speech, newspaper article, video clip, piece of pottery...)

Subject — What does the source say? (Brief summary: general topic, content, and ideas) Why is this source important? What is its historical significance? What inferences can you draw from this document? Ask yourself, “So what?” in relation to the question asked.

Occasion — When and where was the primary source created? What is the historical context surrounding the creation of the document? How might this affect the meaning of the source?

Audience — For whom was the source created or performed? How might this affect the reliability of the source?

Purpose — Why was this source produced at the time it was produced? Why was it written (or drawn or made)? What motivated the author? What did he or she seek to accomplish?

Speaker—Analyze the author or speaker's *point of view*. Consider the author's personal frame of reference (economic class, occupation, gender, religion, nationality, social status, level of education, etc.), whether they are observing from outside the situation or inside the situation, and the impact of the *historical context*. Put everything together and explain why this person would be producing this piece of information at this time.

Common Core Teaching Strategies and Sample Lessons:

Students learn how to investigate historical questions by employing reading and writing strategies. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues. They learn to make historical claims backed by documentary evidence.

The link below has information on sourcing, contextualizing, close reading, and corroborating using the *Reading like a Historian* developed by Stanford University.

<http://sheg.stanford.edu/>

Analyzing Sources in the Common Core Classroom

The following link is on My Big Campus. To access this document, you will need to sign-in to My Big Campus with your District Username and Password.

http://www.mybigcampus.com/mbc_docs/analyzing-primary-sources-in-the-common-core-classroom---358186

Helpful Resources

Common Core/General

- Achieve the Core: <http://www.achievethecore.org/>
- Engage NY:
<http://www.engageny.org/>
- Social Education: <http://www.socialstudies.org/publications/socialeducation>
(Membership Required)
- The Source (CA History-Social Science Project): <http://chssp.ucdavis.edu/source-magazine>
- National Council for the Social Studies: <http://www.socialstudies.org/>

Content/Teaching Resources

- Four Score: <http://www.4score.org/>
- History Blueprint: <http://chssp.ucdavis.edu/programs/historyblueprint>
- Fordham University Source Books Project: <http://www.fordham.edu/Halsall/index.asp>

- World Digital Library: <http://www.wdl.org/en/>
 - Youth Leadership Initiative: http://208.81.226.245/central/lesson_plans/436?_yli_session=zjvcgmhf
 - National History Education Clearing House: <http://teachinghistory.org>
 - Geography Resources: <http://www.loc.gov/teachers/additionalresources/relatedresources/ss/geog.html>
- Landmark Cases of the Supreme Court: <http://www.streetlaw.org/en/landmark/home>

Theme: Foundations of American Government

Major Events/Themes	Primary and Secondary Sources
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12.1

1. 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.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. 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."
4. 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 governed as articulated in the *Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized

John Locke's Two Treatises of Government from 1690:

<http://socserv2.socsci.mcmaster.ca/econ/ugcm/3ll3/locke/government.pdf>

<http://www.fordham.edu/halsall/mod/1690locke-sel.asp>

Charles-Louis Montesquieu Persian Letters:

<http://plato.stanford.edu/entries/montesquieu/>

<http://oll.libertyfund.org/titles/1338>

Niccolò Machiavelli views on American Government:

<http://www.campaignforliberty.org/featured-articles/the-machiavellian-states-of-america/>

http://www.americanthinker.com/2012/07/the_modern_machiavelli.html

William Blackstone on the development of American Government:

<http://www.earlyamerica.com/review/spring97/blackstone.html>

http://www.blackstoneinstitute.org/_oldsite/sirwilliamblackstone.html

American Democracy/Promise and Perils as articulated by Alexis De Tocqueville:

<http://www.americanphilanthropic.com/about-us/philosophy/>

Federalist Papers: <http://thomas.loc.gov/home/histdox/fedpapers.html>

<http://www.foundingfathers.info/federalistpapers/>

The Bill of Rights:

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.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2

1. 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).
2. 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).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic

<http://billofrightsinstitute.org/founding-documents/bill-of-rights/>

http://www.archives.gov/exhibits/charters/bill_of_rights.html

Federalist Paper Number 10, 51, and 78

<http://www.constitution.org/fed/federa51.htm>

www.constitution.org/fed/federa10.htm

<http://www.constitution.org/fed/federa51.htm>

Religious Freedom

<http://www.pbs.org/godinamerica/>

PBS God In America Includes a great timeline

<http://www.smithsonianmag.com/history/americas-true-history-of-religious-tolerance-61312684/?no-ist>

Article on history of religious tolerance

<http://billofrightsinstitute.org/resources/educator-resources/headlines/freedom-of-religion/>

Bill of Rights Institute, includes current events

<http://www.dailyherald.com/article/20131221/news/712219940/>

Nativity scene photo with article for religious freedom visual literacy <http://www.dnainfo.com/chicago/20131203/downtown/atheist-display-marks-pagan-winter-solstice-bill-of-rights-at-daley-plaza>

[Photograph and article of Nativity, Menorah, and Atheist display](#)

<http://www.bizpacreview.com/2013/06/13/obama-threatens-to-veto-religious-freedom-protection-for->

issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. 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.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the

[military-76633](#)

Photograph and story about freedom of religion for military

<http://s-usih.org/2011/05/great-forgetting.html>

Image, graphic on separation of church and state and Film Review of *Memento*, used to teach about religion freedom

relationship of government and civil society in authoritarian and totalitarian regimes.

Theme: The Three Branches of Government

Major Events/Themes	Primary and Secondary Sources
<p>12.4</p> <p>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.</p> <p>2. Explain the process through which the Constitution can be amended.</p> <p>3. Identify their current representatives in the legislative branch of the national government.</p> <p>4. 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.</p> <p>5. 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.</p> <p>6. Explain the processes of selection and confirmation of Supreme Court</p>	<p><u>Primary Sources</u></p>

Major Events/Themes	Primary and Secondary Sources
<p>justices.</p> <p>12.5</p> <p>1. 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.</p> <p>2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>3. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases.</p> <p>4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Peña</i>, and <i>United States v. Virginia (VMI)</i>.</p>	

Theme: Participating in Government/Voting

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p><u>12.6</u></p> <ol style="list-style-type: none"> 1. 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. 2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, and petitioning, picketing, running for political office). 5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections). 6. Analyze trends in voter turnout; the causes and effects of reapportionment and 	<p>http://debatewise.org/debates/27594-should-the-voting-age-be-lowered-to-16/</p> <p>Debate-Wise lists the arguments for and against lowering the voting age</p> <p>http://www.debate.org/opinions/should-the-u-s-lower-the-voting-age</p> <p>Debate.org poll with reader comments on pros and cons of lowering the voting age</p> <p>http://www.washingtontimes.com/news/2013/may/15/maryland-teens-lead-national-movement-to-lower-vot/?page=all</p> <p><i>Washington Times</i> Article about Movement to Lower Vote</p> <p>http://www.civicyouth.org/quick-facts/youth-voting/</p> <p>Bullet points, line and bar graphs, quick facts on youth voting</p> <p>http://www.nationalreview.com/article/387258/raise-voting-age-josh-gelernter</p> <p>Editorial Against Lowering the Voting Age</p> <p>http://ethicist.blogs.nytimes.com/2009/11/03/must-you-vote/?_php=true&_type=blogs&_r=0</p> <p>New York Times Blog Critiques movements like Rock the Vote</p> <p>http://www.nytimes.com/roomfordebate/2012/05/28/do-we-need-to-redefine-adulthood/leave-the-voting-age-alone</p> <p>New York Times—overview issue of redefining adulthood with links to a variety of articles including one on leaving the voting age at 18</p> <p>http://debatewise.org/debates/27594-should-the-voting-age-be-lowered-to-16/</p>

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p>redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</p> <p>12.7</p> <ol style="list-style-type: none"> 1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent powers of state governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the 	<p>http://www.nytimes.com/uwire/uwire_SLNU062520045163996.html</p> <p>Editorial--Lower the voting age to 16</p> <p>http://www.amherstbee.com/news/2009-09-16/editorial/019.html</p> <p>Political Columnist—Lower the voting age to 16</p> <p>http://ivn.us/2012/06/07/voting-age-questioned-as-youth-voters-leave-the-parties-to-become-independent/?utm_source=ivn&utm_medium=listing&utm_campaign=opt-beta-v-1-1</p> <p>From California Election Center, Student-written article about voting age</p> <p>http://www.cnn.com/2011/11/08/tech/web/online-voting/</p> <p>From CNN Tech Page-- Why Can't Americans Vote On-line</p> <p>http://abcnews.go.com/Politics/OTUS/election-day-vote-online-internet-today/story?id=17647954</p> <p>ABC News, includes short video</p> <p>http://www.washingtonpost.com/blogs/wonkblog/wp/2012/11/06/estonians-get-to-vote-online-why-cant-america/</p> <p>Blog from Washington Post about On-Line Voting</p>

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p>media.</p> <p>7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.</p> <p>8. 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.</p>	<p>Interactive/Graphics</p> <p>http://www.youtube.com/watch?v=ar7r5aG_B0Y</p> <p>Animated video on voting history featuring Perez Hilton, John Legend</p> <p>http://www.youtube.com/watch?v=4AeRFhwSYVQ</p> <p>Rock the Vote Video—We Will</p> <p>http://dailycaller.com/2012/05/12/jonah-goldberg-young-people-are-so-frickin-stupid-video/#ooid=54bHhuNDrdPIqn9GwkhEDjoPplQ_7xya</p> <p>Video—young people cannot vote stupid</p> <p>http://www.fairvote.org/reforms/universal-voter-registration/17-year-old-primary-voting-2/</p> <p>Fair Vote text discussing voter registration. Includes a map where students can click on the state and get specific information about state voter registration laws.</p> <p>http://www.civicyouth.org/maps/elections/</p> <p>Interactive map where students can highlight a state and get statistics on number of voters by age categories</p> <p>http://www.civicyouth.org/quick-facts/youth-demographics/</p> <p>infographic—“Young People Come to Politics From a Diversity of Experiences”</p>

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources

Theme: Liberty and Justice for All

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p><u>12.8</u></p> <ol style="list-style-type: none">1. Discuss the meaning and importance of a free and responsible press.2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. <p><u>12.9</u></p> <ol style="list-style-type: none">1. 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.2. 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).3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.4. Describe for at least two countries the consequences of conditions that gave rise	

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p>to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).</p> <p>5. 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.</p> <p>6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p> <p>7. 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).</p> <p>8. 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.</p>	

Theme: Introduction to Economics

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p><u>12.1</u></p> <ol style="list-style-type: none"> 1. Examine the causal relationship between scarcity and the need for choices. 2. Explain opportunity cost and marginal benefit and marginal cost. 3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior. 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. 5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). <p><u>12.2</u></p> <ol style="list-style-type: none"> 1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. 2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. 3. Explain the roles of property rights, competition, and profit in a market economy. 4. Explain how prices reflect the relative scarcity of goods and services and perform 	<p><i>Scarcity and the need for choices in United State Government</i> http://ingrimayne.com/econ/Introduction/ScarcityNChoice.html</p> <p>http://www.ssag.sk/SSAG%20study/EKO/scarce%20resources.pdf</p> <p><i>Adam Smith Wealth of Nations</i> www.econlib.org/.../Smith/smWN.htm www.investopedia.com/.../adam-smith-wealth-of-nations.asp</p> <p>www.gutenberg.org/files/3300/3300-h/3300-h.htm</p>

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p>the allocative function in a market economy.</p> <p>5. Understand the process by which competition among buyers and sellers determines a market price.</p> <p>6. Describe the effect of price controls on buyers and sellers.</p> <p>7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p> <p>8. Explain the role of profit as the incentive to entrepreneurs in a market economy.</p> <p>12.3</p> <p>1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p> <p>2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</p> <p>3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p> <p>4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</p>	

Major Events/Themes Curriculum Objectives	Primary and Secondary Sources
<p><u>12.4</u></p> <ol style="list-style-type: none"> 1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance. 2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition. 3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. 4. Explain the effects of international mobility of capital and labor on the U.S. economy <p><u>12.5</u></p> <ol style="list-style-type: none"> 1. Distinguish between nominal and real data. 2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth. 3. Distinguish between short-term and long-term interest rates and explain their relative significance. 	