

SOCIAL STUDIES

Essential Discipline Goals

Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

GOVERNMENT– GRADE 9

SS.GOV.10 ECONOMIC AND POLITICAL SYSTEMS & HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT

Unit 1 is broken into two sections. Section one begins with a study of how governments evolved to meet social and economic needs. Examine various types and forms of world governments; study how governments compete regionally and globally. The second half of this unit focuses on the foundation of the United States government. Examine political theories and their impact on major documents in U.S. history such as the Declaration of Independence, the Articles of Confederation, the U.S. Constitution and its amendments. Students should understand the major principles of U.S. government. (SL)

Note: Teachers may use discretion in teaching economic systems later in the course, as this material is not tested on CRES A.

SS.GOV.10.01 The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations (1.1.1).

- SS.GOV.10.01.a Describe the purposes of government, such as protecting individual rights, promoting the **common good** and providing economic security **EL#8a**
- SS.GOV.10.01.b Explain the formations and functions of governments
- SS.GOV.10.01.c Compare the fundamental principles of government and law developed by leading philosophers such as Hobbes, Locke, Montesquieu and Rousseau including **Social Contract Theory, Natural Rights Theory, Separation of Powers, Checks and Balances and Popular Sovereignty**
- SS.GOV.10.01.d Explain how **common law** and historic documents, such as **Magna Carta, the English Bill of Rights** and the Mayflower Compact influenced the development of the **Constitution**
- SS.GOV.10.01.e Analyze how the **Constitution** eliminated the weaknesses of the **Articles of Confederation**
- SS.GOV.10.01.f Analyze the **Preamble** as the mission statement of the **Constitution** of the United States
- SS.GOV.10.01.g Examine the **ratification** process of the **Constitution** and the arguments that occurred including the viewpoints of the **Federalists** and the **Anti-Federalists**
- SS.GOV.10.01.h Analyze the **Bill of Rights** as a compromise of the **ratification** process of the Constitution
- SS.GOV.10.01.i Explain the fundamental principles of American government contained in the **Declaration of Independence, Articles of Confederation, United States Constitution** and the Maryland **Constitution**
- SS.GOV.10.01.j Apply the principles of **federalism, checks and balances, rule of law, judicial review, popular sovereignty, limited government, separation of powers, consent of the governed and majority rule** to real world situations

SS.GOV.10.02 The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2). EL#8b

- SS.GOV.10.02.a Evaluate the principles of **federalism, representative democracy, popular sovereignty, consent of the governed, separation of powers, checks and balances, rule of law, limited government, majority rule** and how they protect individual rights and impact the functioning of government. **EL#8b**
- SS.GOV.10.02.b Explain how the powers of government are divided and shared on the federal and state levels including **delegated, reserved** and **concurrent** powers

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- SS.GOV.10.02.c Analyze the impact of the 9th and 10th Amendments on all levels of government
- SS.GOV.10.02.d Describe the formal process for amending the **Constitution** and why this process is necessary
- SS.GOV.10.03 The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society (1.2.1).**
- SS.GOV.10.03.a Analyze the United States **Supreme Court** case *Marbury v. Madison* (1803) and the establishment of **judicial review**
- SS.GOV.10.03.b Analyze the historical expansion of the powers of the federal government by examining the United States **Supreme Court** case *McCulloch v. Maryland* (1819)
- SS.GOV.10.04 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3). ETM**
- SS.GOV.10.04.a Analyze the relationship between governmental **authority** and maintaining order under the **rule of law**
- SS.GOV.10.05 The student will analyze advantages and disadvantages of various types of governments throughout the world (2.2.1).**
- SS.GOV.10.05.a Compare **confederate, unitary** and **federal** systems of government and determine how each assists or impedes the functioning of government
- SS.GOV.10.05.b Analyze the characteristics of the following forms of government: **autocracy; authoritarian; totalitarian dictatorship; monarchy (absolute and constitutional); oligarchy; republic; democracy (direct and representative)**
- SS.GOV.10.05.c Describe and compare the characteristics of **democratic** (limited) and **authoritarian** (unlimited) governments
- SS.GOV.10.05.d Evaluate the advantages and disadvantages of **democratic** (limited) and **authoritarian** (unlimited) governments
- SS.GOV.10.05.e Describe the advantages and disadvantages of a **direct** and **representative democracy**
- SS.GOV.10.05.f Compare **parliamentary** and **presidential** democracies
- SS.GOV.10.05.g Explain how governments that are **republics** or have written **constitutions** are not necessarily **democratic** governments that follow the **rule of law** such as Peoples Republic of China and North Korea
- SS.GOV.10.06 The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce (4.1.1). ETM SSL**
- SS.GOV.10.06.a Describe how governments organize their **economic system** for the **production, distribution** and **consumption of goods and services. EL#6**
- SS.GOV.10.06.b Describe the characteristics of **traditional, command, mixed market** and **market** economies and explain how they answer the basic economic questions of what to produce, how to produce and for whom to produce
- SS.GOV.10.06.c Explain how elements of **market, command** and **traditional** economies have shaped the United States' **mixed market** economy, such as **consumer** preferences and government interference in the economy

SS.GOV.20 BRANCHES OF GOVERNMENT – NATIONAL AND STATE

Unit 2 is broken into three sections based on the structure and function of the three branches of government: legislative, executive, and judicial. All branches are studied in the context of separation of powers, checks and balances, and federalism. the function on national, state and local levels.

SS.GOV.20.01 The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations (1.1.1).

- SS.GOV.20.01.a Apply the principles of **federalism, checks and balances, rule of law, judicial review, popular sovereignty, limited government, separation of powers, consent of the governed and majority rule** to real world situations

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- SS.GOV.20.02 The student will evaluate how the principles of government assist or impede the function of government (1.1.2).**
- SS.GOV.20.02.a Explain how the powers of government are divided and shared on the federal and state levels including **delegated, reserved** and **concurrent** powers
 - SS.GOV.20.02.b Describe the **bicameral** structure, powers and organization of the United States Congress and the Maryland **General Assembly**
 - SS.GOV.20.02.c Explain the powers denied to the national and state governments including: **bills of attainder, ex post facto** laws and the suspension of **habeas corpus** in the **Constitution**
 - SS.GOV.20.02.d Identify and explain the **implied powers** of Congress including the **Elastic Clause** (necessary and proper) and its effects on the functioning of government
 - SS.GOV.20.02.e Describe legislative tools that can be used during the lawmaking process, such as **filibuster**, conference committees, and overriding a **veto**
 - SS.GOV.20.02.f Describe how the **Constitution** and legislation provides for **checks and balances**, such as Legislative overrides of **vetoes**, the limitations on the **powers** of the **President** such as the **War Powers Act (1973)** and the appointment process
 - SS.GOV.20.02.g Compare the structure, powers and **authority** of the executive branch on the federal and state levels including the use of **executive orders**
 - SS.GOV.20.02.h Analyze the degree to which the powers of the executive branch have changed over time. such as the **War Powers Act of 1973**
 - SS.GOV.20.02.i Describe the selection process for the **President** of the United States including the **Electoral College**
 - SS.GOV.20.02.j Describe the impact of **Amendments 22** and **25** on the Office of the **President**
 - SS.GOV.20.02.k Describe the powers, structure and organization of the Federal and Maryland Court systems
 - SS.GOV.20.02.l Explain the methods of selecting federal **justices/judges** and Maryland judges
 - SS.GOV.20.02.m Explain the difference between **original jurisdiction** and **appellate jurisdiction**
 - SS.GOV.20.02.n Analyze the role of the federal and state courts in applying the principle of **judicial review**
 - SS.GOV.20.02.o Explain how **judicial review** affects the functioning of government and **public policy**
- SS.GOV.20.03 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4). ETM SSL**
- SS.GOV.20.03.a Analyze the external factors that influence the lawmaking process including the roles of the **media, lobbyists, Political Action Committees (PACs), special interest groups, citizens** and **public opinion** **EL#7**
- SS.GOV.20.04 The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society (1.2.1).**
- SS.GOV.20.04.a Analyze the United States **Supreme Court** case *Marbury v. Madison* (1803) and the establishment of **judicial review**
 - SS.GOV.20.04.b Analyze the United States Supreme Court case *McCulloch v. Maryland* (1819) and its impact on the **Elastic** (necessary and proper) and **Supremacy Clauses**
- SS.GOV.20.05 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3). ETM EL#8a**
- SS.GOV.20.05.a Analyze the relationship between governmental **authority** and maintaining order under the **rule of law**
 - SS.GOV.20.05.b Describe the structure, powers and **authority** of the executive branch on the federal and state levels
 - SS.GOV.20.05.c Examine the following state government offices: **Governor; Lieutenant Governor; Comptroller; and Attorney General**
 - SS.GOV.20.05.d Describe how the governor of Maryland can use **executive power** to maintain order and safety in the state, such as calling out the **National Guard** in the case of a natural disaster
 - SS.GOV.20.05.e Describe the purpose, limitations and impact of **executive orders** in maintaining order and providing safety for **citizens** **ETM**

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SS.GOV.20.05.f Analyze the impact of national emergencies on the expansion of the powers of the government including the suspension of the writ of **habeas corpus**

SS.GOV.20.06 The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1). ETM SSL

SS.GOV.20.06.a Evaluate the impact of changing population size on representation in legislative bodies as determined by the United States **Census**

SS.GOV.20.06.b Explain the reasons for **reapportionment** and its impact on fiscal decisions and representation

SS.GOV.20.06.c Determine the impact of **gerrymandering** on groups, communities and the legislative bodies involved **ETM**

SS.GOV.20.06.d Analyze how **demographic** characteristics of **constituents** affect the election of representatives and the **policy** decisions they make **ETM SSL**

SS.GOV.30 LOCAL GOVERNMENT AND STATE POLICY

Unit 3 examines how the structures and functions of state and local government differ from the national government. The unit analyzes how the role and relationship of state and local government has changed over time. Current state and local government policies such as Smart Growth, urban sprawl, eminent domain, land use and demographics are addressed.

SS.GOV.30.01 The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2).

SS.GOV.30.01.a Examine the purpose of **eminent domain** and how it affects **citizens'** rights

SS.GOV.30.01.b Describe the structure and powers of the executive branch on the federal, state and local levels

SS.GOV.30.01.c Examine the structure and functions of local governments in Maryland

SS.GOV.30.01.d Explain the methods of selecting Maryland judges

SS.GOV.30.02 The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3). ETM SSL

SS.GOV.30.02.a Evaluate the effects of crime and crime prevention as a **public policy** issue on government spending, quality of life and **campaign** issues

SS.GOV.30.02.b Evaluate the effect that international, national, and **regional interests** have on shaping state and national environmental **policy**. **EL#6** such as logging forested areas, oil drilling, **pollution**, nuclear power, or alternative energy sources

SS.GOV.30.02.c Describe how national, state, and local legislative bodies use taxing to address public policy

SS.GOV.30.02.d Analyze the role of the executive on the national, state and local level in the **budgetary** process

SS.GOV.30.03 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4). ETM SSL

SS.GOV.30.03.a Explain how **initiative**, **referendums**, and **recall** are opportunities for individuals and groups to initiate change in **state** and local government **policy** **ETM**

SS.GOV.30.03.b Analyze various methods that individuals or groups may use to influence laws and governmental **policies** including **petitioning**, letter writing and acts of **civil disobedience**

SS.GOV.30.04 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3). ETM SSL

SS.GOV.30.04.a Describe how the **governor** of Maryland can use **executive power** to maintain order and safety in the state, such as calling out the **National Guard** in the case of a natural disaster

SS.GOV.30.04.b Evaluate the role of state and national governments concerning issues related to public safety and maintaining order, **such as crime prevention, changes in driver's license requirements, seat belt laws, and immunization shots** **ETM**

SS.GOV.30.04.c Analyze the impact of national emergencies on the expansion of the powers of government

SS.GOV.30.04.d Analyze the relationship between governmental **authority** and maintaining order under the **rule of law**.

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- SS.GOV.30.05 The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1). ETM SSL**
- SS.GOV.30.05.a Analyze the influence of **demographic** factors on the formation and implementation of government **policy** and funding decisions, **such as education, healthcare and Social Security. ETM**
 - SS.GOV.30.05.b Analyze patterns, trends, and projections of population in **regions** and how these may affect the **environment**, society and government **policy**
 - SS.GOV.30.05.c Analyze how shifts in regional relationships result from changes in political, economic, cultural and environmental factors (ETM)
- SS.GOV.30.06 The student will evaluate the role of government in addressing land use and other environmental issues (3.1.2). SSL EL#5**
- SS.GOV.30.06.a Analyze the effect of legislative decisions on **land use** and environmental issues FL#6
 - SS.GOV.30.06.b Describe how local governments control **land use** and manage growth through **zoning** laws and/or **ordinances EL#6**
 - SS.GOV.30.06.c Analyze the role of the state executive branch in addressing **land use** and environmental issues, such as **Smart Growth, deforestation, urban sprawl, pollution**, natural disasters, water resources, **wetland preservation** and critical areas
 - SS.GOV.30.06.d Analyze the role of the state and local governments in addressing **land use**, such as **zoning** issues, building moratoriums and **wetland preservation**
 - SS.GOV.30.06.e Evaluate the way national, state, and local governments develop **policy** to address **land use** and environmental issues, such as **urban sprawl**, building moratoriums, **Eminent Domain** and **Smart Growth EL#8a** and commercial use of public land, such as the relocation or loss of industry and urban flight
 - SS.GOV.30.06.f Analyze the importance of **regional** characteristics and interests including economic development, **natural resources**, climate and environmental issues in formulating local, state, and national government **policy**
- SS.GOV.30.07 The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals (4.1.2).**
- SS.GOV.30.07.a Explain how **scarcity** and **opportunity cost** affect government decision-making
 - SS.GOV.30.07.b Explain how governments attempt to prioritize **socio-economic goals** in response to changing economic, social and political conditions
 - SS.GOV.30.07.c Evaluate the role of government in providing public **goods**, such as national defense and public education
 - SS.GOV.30.07.d Evaluate how the principles of economic costs, benefits, and **opportunity cost** are used to address **public policy** issues, such as environmental and health care concerns
 - SS.GOV.30.07.e Explain examples of **tradeoffs** that occur within competing **socio-economic goals** during the **budget**-creation process at the national, state and local levels, such as economic freedom v. economic **equity** and security
- SS.GOV.30.08 The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance (4.1.4).**
- SS.GOV.30.08.a Describe the role of the United States Congress and the Maryland **General Assembly** in developing fiscal **policy** and the approval of **budgets**
 - SS.GOV.30.08.b Describe how national, state, and local legislative bodies use **taxing** and spending to influence the economy
 - SS.GOV.30.08.c Analyze the role of the executive on the national, state and local level in the **budgetary** process

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SS.GOV.30.09 The student will analyze the roles and relationships of regions on the formation and implementation of government policy (3.1.3). ETM EL#8a

SS.GOV.30.09.a Explain how **geographic characteristics** and shared interests stimulate **regional** cooperation between governments

SS.GOV.30.09.b Analyze the importance of regional characteristics and how the population shifts in and between **regions** affects the formation and implementation of local, state and national government **policy**
EL#8a

SS.GOV.40 CIVIL LIBERTIES

Unit 4 has three main themes: civil liberties, law and civil rights. Civil liberties focus on exploring the protections and limitations of the First Amendment. The concept of law is addressed by examining rights of the accused exploring the concepts of due process, criminal and civil law. Emphasis should be placed on Amendments 4, 5, 6, 7, 8 and 14. Civil Rights focuses on how individual rights have been protected and expanded over time, with an emphasis on the 14th Amendment and how it applies rights to the states.

Note: Frederick County Board of Education requires that ALL government courses address student rights and responsibilities. (See the U Drive for activities)

SS.GOV.40.01 Demonstrate familiarity with Frederick County Student Rights and Responsibilities document including FCPS calendar, student handbooks, individual school specific policies, etc.

SS.GOV.40.01.a Analyze issues regarding personal and civic responsibilities of United States' citizens, including the fundamental values and principles of civil society and its importance to a free society **SSL**

SS.GOV.40.02 The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations (1.1.1).

SS.GOV.40.02.a Identify the rights in the **Bill of Rights** and how they protect individuals and limit the power of government, specifically the 4th, 5th, 6th and 8th Amendments

SS.GOV.40.02.b Explain how amendments to the **Constitution** expand or limit individual **civil liberties** such as the **14th Amendment, 18th Amendment & proposed flag burning amendment (ETM)**

SS.GOV.40.03 The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2).

SS.GOV.40.03.a Describe an individual's legal obligations to obey the law, pay **taxes**, serve on a **jury** and serve as a **witness (SSL)**

SS.GOV.40.03.b Analyze the principle of **equal protection** and how it has affected individual rights as described under the **14th Amendment (ETM)**

SS.GOV.40.03.c Analyze why the United States **Supreme Court** justices' interpretations of the **Constitution** change over time **(ETM)**

SS.GOV.40.04 The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3).

SS.GOV.40.04.a Evaluate censorship of the **media** and technology as a **public policy** issue, such as obscene material and mass **media**, right to privacy, internet filters, hate speech, intellectual property, or invasive technology

SS.GOV.40.04.b Analyze and evaluate public policies that promote **equity**, such as **affirmative action, Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act Title IX (1972) and Americans with Disabilities Act (1990) (ETM)**

SS.GOV.40.05 The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society (1.2.1).

SS.GOV.40.05.a Analyze legislation, court decisions and key cases dealing with the interpretations of the United States **Constitution ETM**

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- SS.GOV.40.05.b The student will explain the roles and analyze strategies individuals or groups may use to initiate change in governmental **policy** and institutions **SSL EL#8b**
- SS.GOV.40.05.c Analyze the relationship between government **authority** and individual **liberty** with the establishment of the **free exercise clause**, free speech, **slander** and **libel** **ETM**
- SS.GOV.40.05.d Evaluate the decisions of the United States **Supreme Court** that have limited or expanded the First Amendment **liberties** of citizens. **ETM SSL** including **clear and present danger** and prior restraint. Examples may include cases such as *Schenck v. U.S.* (1919), *Gitlow v. New York* (1925), *Engel v. Vitale* (1962), *Katz v. U.S.* (1967), *Hazelwood School District v. Kuhlmeier* (1988), *Texas v. Johnson* (1989)
- SS.GOV.40.05.e Analyze the relationship between governmental **authority** and individual liberty with *Tinker v. Des Moines School District* (1969) and *New Jersey v. T.L.O.* (1985) **SSL**
- SS.GOV.40.05.f Examine the expansion or restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and *New Jersey v. T.L.O.* (1985) **SSL**
- SS.GOV.40.05.g Examine the significance of the United States **Supreme Court**'s decisions on the rights of those accused of crimes in the cases *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) **ETM**
- SS.GOV.40.05.h Analyze how the **Supreme Court** decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals **ETM SSL**
- SS.GOV.40.05.i Examine the impact of United States **Supreme Court** decisions on **minority** and **civil rights** issues **ETM**
- SS.GOV.40.06 The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society (1.2.2). ETM SSL**
- SS.GOV.40.06.a Evaluate the effectiveness of legislation in promoting **equity** and **civil rights**, including the **Civil Rights Act (1964)**, **Voting Rights Act (1965)**, **Higher Education Act Title IX (1972)**, **Indian Education Act (1972)** and **Americans with Disabilities Act (ADA 1990)** and Individuals with Disabilities Education Act (IDEA 1997) **ETM**
- SS.GOV.40.06.b Identify the purpose of **affirmative action** and explain how the implementation of **affirmative action** has changed over time **ETM**
- SS.GOV.40.06.c Examine **immigration policies** the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990, and current immigration legislation (ETM, SL)
- SS.GOV.40.07 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3). ETM SSL**
- SS.GOV.40.07.a Analyze the relationship between governmental **authority** and maintaining order under the **rule of law** and individual **liberty**
- SS.GOV.40.07.b Analyze issues in which the fundamental values and principles inherent to the United States constitutional system can be in conflict
- SS.GOV.40.07.c Analyze the impact of **Amendments 13, 14, 15, 18, 19, 24** and 26 on the expansion and restriction of rights over time
- SS.GOV.40.08 The student will evaluate the principle of due process (1.2.4). ETM**
- SS.GOV.40.08.a Explain the meaning of **due process of law** as set forth in the **Fifth Amendment** and how it limits the powers of the government and protects the accused
- SS.GOV.40.08.b Explain why it is necessary to have both **substantive** and **procedural due process**
- SS.GOV.40.08.c Analyze the implications and applications of the **Fourteenth Amendment**, focusing on the **due process** and **equal protection clauses**
- SS.GOV.40.08.d Explain how the **Supreme Court** used the **Fourteenth Amendment** to apply the **Bill of Rights** to the state **incorporation doctrine** to expand the influence of the **due process clause** of the **Fourteenth Amendment** in cases, such as *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Gitlow v. New York* (1925), *Near v. Minnesota* (1931), *Mapp v. Ohio* (1961)

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SS.GOV.40.09 The student will analyze elements, proceedings, and decisions related to criminal and civil law (1.2.5).

ETM SSL

- SS.GOV.40.09.a Describe the role of the courts in settling disputes between individuals
- SS.GOV.40.09.b Analyze alternatives to **litigation** in the United States legal system for maintaining order and resolving conflicts including **out-of-court settlements, arbitration and mediation**
- SS.GOV.40.09.c Identify the elements of **civil law** including: **plaintiff, defendant, contracts, contract law, breach of contract, torts**, damages, **preponderance of evidence, petit jury PFL#3.12.E**
- SS.GOV.40.09.d Identify the elements of criminal law including: **defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, subpoena**SS.GOV.40.09.e Compare the proceedings of civil and criminal cases including: **grand jury, petit jury, indictment, standards of proof (beyond a reasonable doubt and preponderance of the evidence), plea bargaining, probable cause, writ of habeas corpus, and subpoena**
- SS.GOV.40.09.f Analyze the elements of **constitutional law, statutory law and common law**

SS.GOV.50 POLICY MAKING

Unit 5 is broken into three themes: domestic, foreign and economic policy. Students will analyze and evaluate domestic policies, regulatory agencies, demographic influences on policy and the policy making process. Students will analyze and evaluate foreign policies, economic sanctions, international treaties, alliances, and organizations. Economic policy will focus on evaluating economic performance and principles; differentiating between fiscal and monetary policy; and analyzing the business cycle.

SS.GOV.50.01 The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3). ETM SSL EL#8b

- SS.GOV.50.01.a Analyze significant issues in domestic **policy** and how they reflect the national interest, values and principles **EL#8b**, such as healthcare, high level of security awareness, environmental concerns
- SS.GOV.50.01.b Analyze the decisions made by the government on domestic issues and their effect on society. Issues to be addressed include but are not limited to: **entitlement programs, national security, environment and regulatory agencies, socio-economic status, individuals with disabilities, welfare reform. ETM EL#8b PFL#2.12.D**
- SS.GOV.50.01.c Evaluate the effect that international, national, and **regional interests** have on shaping environmental **policy**, such as logging forested areas, oil drilling, **pollution**, nuclear power, or alternative energy sources
- SS.GOV.50.01.d Define public health and health care issues and evaluate existing government **policy**, such as smoking in public places, **Medicare and Medicaid**
- SS.GOV.50.01.e Describe how executive departments and agencies enforce governmental policies that address public issues, such as the **Center for Disease Control (CDC)**, Federal Bureau of Investigation (FBI), **Environmental Protection Agency (EPA)**, Drug Enforcement Agency (DEA)
- SS.GOV.50.01.f Describe how the United States provides national and international service programs to meet the critical needs of society, such as **AmeriCorps, Peace Corps. PFL#1.12.B**

SS.GOV.50.02 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3). ETM SSL

- SS.GOV.50.02.a Examine the impact of government decisions on individuals and groups including the regulatory policies of the Food and Drug Administration (FDA), Environmental Protection Agency (EPA), Federal Aviation Administration (FAA), Federal Trade Commission (FTC) and Federal Communications Commission (FCC) such as approval policies of the **Food and Drug Administration (FDA)**, environmental standards set by the **Environmental Protection Agency (EPA)**, regulations by the Maryland Department of the Environment

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- SS.GOV.50.02.b Explain how executive departments and **regulatory agencies** assist in maintaining order and protecting the safety of the nation **EL#7**, such as the Department of Defense (DOD), Federal Bureau of Investigation (FBI), and Department of Homeland Security (DHS)
- SS.GOV.50.02.c Analyze the relationship between governmental **authority** and maintaining order under the **rule of law**
- SS.GOV.50.02.d Analyze the impact of national emergencies on the expansion of the powers of the government
- SS.GOV.50.03 The student will analyze economic, political, social issues and their effect on foreign policies of the United States (2.1.1). ETM SSL**
- SS.GOV.50.03.a Analyze **isolationism** v. **interventionism** in United States **foreign policy (ETM)**
- SS.GOV.50.03.b Evaluate the goals of United States **foreign policy**, including national security, economic stability, promoting the spread of **democracy**, concern for humanity and world peace
- SS.GOV.50.03.c Explain how the executive develops and implements **foreign policy**, including **executive agreements**, the appointment of foreign **ambassadors**, the creation of **treaties** and the use of the military
- SS.GOV.50.03.d Evaluate how policies of the executive effect relationships with other countries including alliances for national defense (**NATO**), arms control (nuclear proliferation), **trade (NAFTA, EU)**, and social programs
- SS.GOV.50.03.e Analyze the effect of **trade policy** including: **free trade** agreements (**NAFTA, economic sanctions (embargoes, tariffs)**) and restrictions on **trade** on relationships with other countries
- SS.GOV.50.03.f Examine how **foreign aid** affects the United States relationships with other countries
- SS.GOV.50.03.g Analyze contemporary concerns that affect international relationships and government **policies** such as world health, human rights, nation-building, national security and weapons of mass destruction, outsourcing and technology transfer **PFL#1.12.E**
- SS.GOV.50.03.h Evaluate how international issues and interests affect national government **policy** such as anti-terrorism **policy**, protection of human rights, nuclear proliferation and international economic stability
- SS.GOV.50.04 The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States (2.1.2). ETM**
- SS.GOV.50.04.a Examine the function and purpose of the **United Nations (UN)** and the **North Atlantic Treaty Organization (NATO)**
- SS.GOV.50.04.b Explain the various roles of the **United Nations (UN)** including maintaining international peace, enforcing international law, addressing human rights violations and solving international problems **ETM**
- SS.GOV.50.04.c Describe the responsibility of the United States as a member of various international organizations including the **United Nations (UN)**, **North Atlantic Treaty Organization (NATO)**, and the **World Bank**
- SS.GOV.50.04.d Describe the roles of the **International Monetary Fund (IMF)** and the **World Bank** **ETM**
- SS.GOV.50.04.e Explain the role of the **International Federation of the Red Cross and the Red Crescent (IRC)** and other agencies, such as **United States Agency for International Development (USAID)** and the **World Health Organization (WHO)** in addressing humanitarian issues **ETM**
- SS.GOV.50.05 The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1). ETM SSL**
- SS.GOV.50.05.a Analyze the influence of **demographic** factors on the formation and implementation of government **policy** and funding decisions, such as education, health care and social security **ETM**
- SS.GOV.50.05.b Analyze patterns, trends, and projections of population in **regions** and how these may affect the **environment**, society and government **policy** **ETM**
- SS.GOV.50.05.c Analyze how shifts in regional relationships result from changes in political, economic, cultural and environmental factors (ETM)

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- SS.GOV.50.06 The student will analyze the roles and relationships of regions on the formation and implementation of government policy (3.1.3). ETM**
- SS.GOV.50.06.a Explain the **geographic** factors that influence **foreign policy** and international political relations
EL#8a
- SS.GOV.50.07 The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce (4.1.1).**
- SS.GOV.50.07.a Describe how governments organize their **economic system** for the **production, distribution and consumption of goods and services**
- SS.GOV.50.07.b Explain how elements of **market, command and traditional** economies have shaped the United States' **mixed market** economy, such as **consumer** preferences and government interference in the economy
- SS.GOV.50.08 The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals using cost-benefit analysis (4.1.2). SSL PFL#1.12.A**
- SS.GOV.50.08.a Explain how governments attempt to prioritize **socio-economic goals** in response to changing economic, social and political conditions **ETM**
- SS.GOV.50.08.b Evaluate the role of government in providing public **goods**, such as national defense and public education
- SS.GOV.50.08.c Explain how **scarcity** and **opportunity cost** affect government decision-making **PFL#1.12.A**
- SS.GOV.50.08.d Explain examples of **tradeoffs** that occur between competing **socio-economic goals** during the **budget**-creation process at the national, state and local levels **PFL 3.12.A**, such as economic freedom v. economic **equity** and security
- SS.GOV.50.08.e Evaluate how the principles of economic costs, benefits, **trade-offs** and **opportunity cost** are used to address **public policy** issues, such as environmental and health care concerns
- SS.GOV.50.09 The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state (4.1.3). ETM SSL EL#8b**
- SS.GOV.50.09.a Describe the role of **regulatory agencies** in carrying out the **policies** of the executive on the national and state level
- SS.GOV.50.09.b Analyze how the actions of **regulatory agencies** address public issues, **market failures** and monopolies at the local, state and/or national level
- SS.GOV.50.09.c Describe the purpose, roles and responsibilities of **regulatory agencies: Federal Trade Commission (FTC), Federal Aviation Administration (FAA), Environmental Protection Agency (EPA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)**
- SS.GOV.50.09.d Examine how other government agencies, such as the Maryland Public Service Commission, the Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Safety and Health Administration fulfill the obligations of government and respond to issues in society
- SS.GOV.50.10 The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance (4.1.4). SSL**
- SS.GOV.50.10.a Analyze the role of the executive on the national, state and local level in the budgetary process
- SS.GOV.50.10.b Explain how economic instability, including periods of growth and **recession**, is a part of the **free enterprise** system
- SS.GOV.50.10.c Explain how the **Consumer Price Index (CPI)**, the unemployment rate and the **Gross Domestic Product (GDP)** measure economic performance
- SS.GOV.50.10.d Explain how **inflation** reduces buying power and may contribute to a slowdown in the economy
PFL#1.12.D
- SS.GOV.50.10.e Describe how national, state, and local legislative bodies use **taxing** and spending to influence the economy **PFL#3.12.D**
- SS.GOV.50.10.f Describe the role of the United States Congress and the Maryland **General Assembly** in developing **fiscal policy** and the approval of **budgets**

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- SS.GOV.50.10.g Determine how the executive branch influences economic performance by using the tools of **fiscal policy** including increasing and decreasing **taxes** and **tariffs** and/or spending
- SS.GOV.50.10.h Evaluate the effectiveness of **fiscal policy** in achieving **economic growth** and employment, such as **tax** incentives and changes in spending
- SS.GOV.50.10.i Describe the effectiveness of **monetary policy** in how the Federal Reserve System uses the tools of monetary policy to achieve achieving **economic growth**, full employment and **price stability**
- SS.GOV.50.10.j Describe how the **Federal Reserve System** uses the three tools of **monetary policy**, including **open market operations** (buying and selling securities), changes in the **discount (interest) rate** and changes in the reserve requirements to influence the economy
- SS.GOV.50.10.k Interpret various charts and graphs to analyze the impact of **monetary, fiscal and regulatory policy**

SS.GOV.60 POLITICAL PARTIES, POLITICS AND VOTING

Unit 6 emphasizes the elements that influence both voters and government officials. Students will examine the selection of elected officials, the organization and function of political parties, the purposes of interest groups and the influence of the media on the election process.

SS.GOV.60.01 The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2). SSL

SS.GOV.60.01.a Describe the selection process for the **President** of the United States including the **Electoral College**

SS.GOV.60.01.b Describe the election process in the United States including the nominating process, **primary** and **general elections**

SS.GOV.60.02 The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3). SSL

SS.GOV.60.02.a Explain how parties and candidates identify and prioritize **campaign** issues; including crime prevention, **entitlements**, military intervention

SS.GOV.60.03 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4). ETM SSL

SS.GOV.60.03.a Describe the roles of **political parties** in the United States and how they influence elections, elected officials and **public opinion** SSL

SS.GOV.60.03.b Describe how **citizens, candidates, campaigns** and **campaign financing** influence the political process in the United States SSL

SS.GOV.60.03.c Analyze the roles of participants in the election process including voting, contributing, and electioneering SSL

SS.GOV.60.03.d Analyze how **citizens** make informed decisions regarding **candidates, issues, and policies**

SS.GOV.60.03.e Evaluate how the **media, political parties, special-interest groups, lobbyists, Political Action Committees (PACs)** influence **public opinion** and government **policies**

SS.GOV.60.03.f Analyze the role of the **media, special-interest groups, and public opinion** in influencing the **policy** and decisions of the executive branch SSL

SS.GOV.60.03.g Evaluate the reliability and influence of the **media** on elections, elected officials and **public opinion**

SS.GOV.60.03.h Analyze various methods that individuals or groups may use to influence laws and governmental policies including **petitioning**, letter writing and acts of **civil disobedience** SSL

SS.GOV.60.03.i Describe the importance of being informed on civic issues, volunteering and public service

SS.GOV.60.03.j Explain how **initiative, referendum, and recall** are opportunities for individuals and groups to initiate change in **state** and local government **policy**

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SS.GOV.60.04 The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1). ETM SSL

SS.GOV.60.04.a Determine the influence **demographic** factors, such as race, age, education, ethnicity and gender have on voting patterns **ETM**

SS.GOV.60.04.b Analyze how **demographic** characteristics of **constituents** affect the election of representatives and the **policy** decisions they make **ETM**

SS.GOV.70 ACTIVE CITIZENSHIP

Unit 7 is a practical application of the knowledge students gained in Units 1-6. Students will identify a community need and then follow-up through the development and execution of a plan to address or educate others about the identified need.

Note: MSDE mandates completion of Service Learning hours for all students. FCPS meets part of this requirement through the government course. This unit is the most appropriate for the completion of this requirement. Before the end of the semester, each student must complete at least one SSL activity.

SS.GOV.70.01 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4). ETM SSL FL#8b

SS.GOV.70.01.a Analyze how **citizens** make informed decisions regarding candidates, issues, and policies **SSL**

SS.GOV.70.01.b Describe the importance of being informed on civic issues, volunteering and public service **SSL**

SS.GOV.70.01.c Analyze various methods that individuals or groups may use to influence laws and governmental policies including **petitioning**, letter writing and acts of **civil disobedience** **SSL**

SS.GOV.70.01.d Analyze the social, economic or political needs within the local state and/or national community **SSL**

SS.GOV.70.01.e Identify a specific need to address **SSL**

SS.GOV.70.01.f Develop and implement a plan to address the identified need **SSL**

SS.GOV.70.01.g Evaluate the impact of the plan on addressing the need **SSL**

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