

# American Government

## Course Outline and Topics

### 2008

#### I. **Principles of Governmental Systems** (*Suggested time frame: 7 weeks*)

##### A. Purposes of governmental systems

1. Provide for public order
2. Provide public services
3. Provide for national security

##### B. Types of governmental systems

1. Distribution of power by authority (anarchy to totalitarian)
2. Distribution of power by levels (unitary, confederated, federal)

##### C. Historical foundations of American government

1. Philosophical base
  - a. John Locke
  - b. Jean-Jacques Rousseau
  - c. Thomas Hobbes
  - d. Karl Marx
  - e. Voltaire
  - f. Montesquieu
2. Colonial experience
3. Key documents
  - a. Mayflower Compact
  - b. Declaration of Independence
  - c. Articles of Confederation
  - d. The Constitution and Amendments
  - e. The Bill of Rights

##### D. Principles of the American governmental system

1. Limited government
2. Majority rule
3. Separation of powers
4. Checks and balances
5. Consent of the governed
6. Republicanism/representative democracy
7. Popular sovereignty
8. Rule of law
9. Equality of opportunity
10. Individual rights and responsibilities
11. Federalism

12. Judicial review
13. Eminent domain

## II. **Structure, Organization, and Functions of American Government** (Suggested time frame: 7 weeks)

### A. Legislative

1. National
2. Maryland
3. Howard County

### B. Executive, Departments and Agencies

1. National
2. Maryland
3. Howard County

### C. Judicial

1. National
2. Maryland

## III. **Influencing Government** (Suggested time frame: 4 weeks)

### A. Individual citizens

### B. Political parties

1. Evolution of U.S. two party system
2. Role of minor parties
3. Democrats versus Republicans
  - a. Support base
  - b. Ideologies and platforms
  - c. Symbols
4. Campaign financing

### C. Voting and voting behavior

1. History of voting rights in the U.S.
  - a. Suffrage in Colonial America
  - b. Suffrage during Reconstruction
    - 1) 15<sup>th</sup> Amendment
    - 2) "Grandfather clause"
    - 3) Literacy Tests
    - 4) Poll taxes
  - c. 19<sup>th</sup> Amendment
  - d. 23<sup>rd</sup> Amendment
  - e. 24<sup>th</sup> Amendment

- f. *26<sup>th</sup> Amendment*
- g. Voting Rights Acts of 1965, 1970, 1975, and 1982
- 2. Voter qualifications
- 3. Group identity
- 4. Demographic voting patterns
  - a. Voting group
    - 1) Ethnicity/culture
    - 2) Age
    - 3) Religion
    - 4) Education
    - 5.) Gender
    - 6) Occupation
  - b. Region
    - 1) North/northeast
    - 2) Mid-Atlantic
    - 3) Midwest
    - 4) South/southeast
    - 5) West/southwest
    - 6) *Bible Belt*
    - 7) *Rust Belt*
    - 8) *Sun Belt*

#### D. Electoral process

- 1. Primary and general elections
- 2. Conventions and nomination process
- 3. Electoral college
- 4. Historical election controversies and how they were resolved
  - a. Presidential election of 1800
  - b. Presidential election of 1876
  - c. Presidential election of 2000

#### E. Mass media and public opinion

#### F. Interest groups

- 1. NRA
- 2. AARP
- 3. MADD/SADD
- 4. Planned Parenthood
- 5. NAACP
- 6. Christian Coalition
- 7. NEA
- 8. GLAD
- 9. VFW
- 10. AFL-CIO

- G. National and state regional interests and cooperation
  - 1. Population growth and shifts
  - 2. Natural resources
    - a. Coal mining
    - b. Oil production
    - c. Forestry
    - d. Minerals
    - e. Fishing
    - f. National parks and wildlife
    - g. Ecological preservation
  - 3. Regional religious interests
    - a. Mormons in Utah
    - b. Evangelicals in the South
    - c. Catholics in the Northeast
  - 4. Economic development and urban sprawl/ Smart Growth

IV. **Establishing Public Policy** (*Suggested time frame: 5 weeks*)

- A. Domestic responsibilities
  - 1. Environment/land use
    - a. Environmental Protection Agency
    - b. Pollution
  - 2. Health/social insurance
    - a. Medicare
    - b. Medicaid
    - c. Mental health care
    - d. Social Security Administration
  - 3. Education
  - 4. Equity
    - a. Affirmative action
    - b. Equal Employment Opportunity Commission
    - c. American with Disabilities Act
    - d. Welfare
    - e. Title IX
  - 5. Internal security
  - 6. Immigration/migration (Immigration and Naturalization Service)
  - 7. Regional networks and interests
- B. Geopolitical and Historical Issues
  - 1. Alliances
  - 2. Defense (War Powers Act)
  - 3. Human rights
  - 4. International organizations
    - a. International Monetary Fund
    - b. International Red Cross

- c. North Atlantic Treaty Organization
- d. Organization of American States
- e. United Nations
- f. World Bank
5. Regional networks (North American Free Trade Agreement)
6. Technology, culture, and censorship

V. **Establishing Justice** (*Suggested time frame: 5 weeks*)

A. Guaranteeing Civil Rights

1. Landmark court decisions
2. Legislative actions
3. Executive actions
4. The Bill of Rights
5. Due process
6. Civil Rights Act of 1964

B. Common Law

C. Constitutional Law

1. *Marbury v. Madison, 1803*
2. *McCullough v. Maryland, 1819*
3. *Plessy v. Ferguson, 1896*
4. *Brown v. Board of Education, 1954*
5. *Gideon v. Wainwright, 1963*
6. *Escobedo v. Illinois, 1964*
7. *Miranda v. Arizona, 1966*
8. *Tinker v. Des Moines, 1966*
9. *New Jersey v. TLO, 1985*

D. Criminal Law

1. The public and crime
2. Types of criminal offenses
3. Constitutional rights
4. Law enforcement
5. Trial procedures
6. Sentencing
7. Correctional system

E. Civil Law

1. Contracts and consumer law
2. Housing law
3. Family law
4. Tort cases
5. Juvenile justice

## VI. The American Economic System *(Suggested time frame: 8 weeks)*

### A. Basic Problems of Scarcity

1. Imbalance of resources
2. Choice, opportunity costs, trade-offs
3. Marginal decision-making

### B. Types of Economic Systems

1. Economic questions- what, how, and for whom
2. Allocation strategies
  - a. Tradition
  - b. Command
  - c. Market
  - d. Mixed

### C. The United States Mixed Market System

1. Institutions (households, corporations, stock markets, banks) and the business cycle
2. Incentives (financial and material rewards, public concern, family priorities)
3. Opportunity cost
4. Free enterprise
5. Limited governmental regulation

### D. Establishing Domestic Economic Public Policy

1. Fiscal policy
  - a. Establishing the federal budget
    - 1) Office of Management and Budget
    - 2) House and Senate Appropriations Committees
    - 3) Gramm-Rudman-Hollings Act
  - b. Sources of government revenue
    - 1) Local government
      - a) Property taxes
      - b) Government service fees
    - 2) State government
      - a) Income taxes
      - b) Sales taxes
      - c) Gasoline, alcohol, and cigarette taxes
      - d) Government service fees
    - 3) National government
      - a) Income taxes
      - b) Corporate taxes
      - c) Excise taxes
      - d) Customs, duties, tariffs
      - e) Inheritance taxes

- f) Miscellaneous government fees
    - c. Types of Taxes
      - 1) Progressive taxes
      - 2) Regressive taxes
      - 3) Proportional taxes
      - 4) Flat taxes
  - 2. Monetary policy and the Federal Reserve
    - a. Structure and regulatory functions
    - b. Reserve requirements
    - c. Interest rates
    - d. Open market operations
  - 3. Welfare of the American people
  - 4. Minimum wage
  - 5. Conflicting economic goals
    - a. Economic freedom
    - b. Growth
    - c. Stability
    - d. Equity
    - e. Security
    - f. Productivity
    - g. National defense
    - h. Environmental protection
    - i. Educational quality
  - 6. Price stability
  - 7. Measuring economic performance
    - a. Gross Domestic Product (GDP)
    - b. Consumer Price Index (CPI)
    - c. Unemployment rate
    - d. New housing starts
    - e. Stock market performance
  - 8. Achieving socioeconomic goals
- E. Establishing Economic Policies in the Global Arena
  - 1. Trade/sanctions
  - 2. Foreign aid
  - 3. Humanitarian aid
  - 4. Environmental cooperation
- F. Individual Economic Decision-Making
  - 1. Money Management
    - a. What is money?
    - b. Personal financial goals and decisions
      - 1) Role of higher education
      - 2) Choosing and preparing for a career and the role of personal lifestyle choices

- 3) Your income
  - a) Your paycheck (*net v. gross pay*)
  - b) Filing taxes
- c. Banking Services
  - 1) Types of checking/debit accounts
    - a) Factors to consider when opening an account
    - b) Check writing
    - c) Balancing the checkbook
    - d) Overdraft protection
  - 2) Types of savings accounts
    - a) Passbook savings
    - b) Money market accounts
    - c) Individual versus joint accounts
  - 3) Loans
    - a) Automobile loans
    - b) Mortgages
    - c) Personal loans
    - d) Business loans
  - 4) Credit Cards
    - a) Types of cards
      - (1) Purposes
      - (2) How they work
      - (3) Reading credit statements
    - b) Managing credit cards
  - 5) ATMs and online banking
  - 6) Money orders
  - 7) Cashier's checks
  - 8) Safe deposit boxes
- d. The rules of budgeting

## 2. Investments

- a. Higher risk investments
  - 1) Speculative stocks
  - 2) Real estate
  - 3) Pros and cons of buying real estate
    - a) Pros and cons of rental property
    - b) Protecting your property and property rights
  - 4) Stock mutual funds
  - 5) Money market mutual funds
- b. Low risk investments
  - 1) Insured certificates of deposit
  - 2) Insured savings accounts
  - 3) U.S. Savings Bonds
  - 4) U.S. Government Securities

3. Insurance
  - a. Life Insurance
    - 1) Whole life insurance
    - 2) Term life insurance
  - b. Health Insurance
  - c. Mortgage and Rental Insurance
  - d. Car/Vehicle Insurance
    - 1) Types of coverage
    - 2) How rates are determined and are you insurance worthy?
  - e. Liability
  - f. Retirement options
  
4. Consumer Decisions
  - a. Cash or Credit?
  - b. Installment purchases
  - c. Rent-a-centers and check cashing centers: *A consumer dream or nightmare?*
  - d. Impact of advertising on consumer choices
  - e. Benefits and consequences of online shopping
  - f. "*Caveat emptor*" – Reporting consumer complaints
  - g. Credit bureaus, credit history, and credit reports
  - h. Bankruptcy
  - i. Consumer counseling and loan consolidations
  - j. Financing higher education

**American Government  
Essential Curriculum  
2008**

**Unit 1: Principles of Governmental Systems**

**Goal 1:** Students will demonstrate the ability to explain the origins, purposes, and types of governmental systems. (1050.00)

**Objectives-**The student will be able to:

- a. Define government and explain its importance. (1050.01) 1.1.2
- b. Identify how philosophers have described the nature and purpose of the state. (1050.02) 1.1.2

**Analyze the works of philosophers whose beliefs were responsible for molding the Founders' vision of the nature of the state and compare those beliefs with the views of modern political figures. (1050.02 H) 1.1.2**

- c. List the functions that government performs. (1050.03) 1.1.2
- d. Describe how government promotes the public good. (1050.04) 1.1.3
- e. Describe the differences among types of governments from authoritarian to democratic. (1050.05) 2.2.1

**Analyze the differences in the types of governments of modern nations in relation to of their origins and economic policies. (1050.05 H) 2.2.1**

- f. Explain how constitutions can protect rights and promote the general welfare. (1050.06) 1.2.5
- g. Identify the features of unitary, federal, and confederal systems of government. (1050.07) 2.2.1
- h. Compare the differences between direct democracy and representative democracy. (1050.08) 1.1.2
- i. Use criteria to evaluate the effectiveness of various forms of government. (1050.09) 2.2.

**Goal 2:** Students will demonstrate the ability to defend the origins, foundations, and evolutionary nature of American government. (1051.00)

**Objectives-**The student will be able to:

- a. Analyze the origins and historical development of values and principles, which have influenced and shaped the United States constitutional system. (1051.01) 1.1.1
- b. Relate the colonial experience to the overall development and design of the American governmental system. (1051.02) 1.1.1
- c. Explain the importance, ideals, and contributions of common law and key historical documents including the Magna Charta, the Mayflower Compact and the Declaration of Independence. (1051.03) 1.1.1
- d. Trace the historical development of the Articles of Confederation, the Constitution, the Bill of Rights, and relevant Amendments. (1051.04) 1.1.1
- e. Analyze the meaning and importance of values and principles fundamental to democracy in the United States (e.g. representative democracy, rule of law, limited government, majority rule). (1051.05) 1.1.2
- f. Explain the freedoms guaranteed by the Bill of Rights and corresponding responsibilities of citizens. (1051.06) 1.1.1
- g. Apply the basic principles on which the United States Constitution is based to contemporary situations. (1051.07) 1.1.3

**Analyze specific current events or issues as illustrations of the principals of democracy (1051.07 H) 1.1.3**

- h. Explain how the Constitution ensures the people's authority over the government. (1051.08) 1.1.2
- i. Explain how the United States Constitution grants and distributes powers to national and state governments (federalism) including reserved, delegated, concurrent, and denied powers. (1051.09) 1.1.2
- j. Compare the advantages and disadvantages of a representative democracy. (1051.10) 1.1.2
- k. Explain how the powers of the federal government have expanded in relation to the states. (1051.11) 1.1.2
- l. Describe ways in which balancing federal and state interests provides for the public good. (1051.12) 1.1.2

- m. Analyze issues related to the division of powers and its impact on institutions, groups, and individuals (e.g. taxation, welfare, regulation, education). (1051.13) 1.1.1, 4.1.2

**Assess the practicality of federal mandates in relation to current events. (1051.13 H) 1.1.1, 4.1.2**

## **Unit II: Structures, Organization, and Functions of American Government**

**Goal 1:** Students will demonstrate the ability to defend the structures and functions of legislative branches on the national, state, and local levels. (1052.00)

**Objectives-**The student will be able to:

- a. Explain how the legislative bodies differ in structure, membership, and responsibilities. (1052.01) 1.1.2
- b. Describe the special powers granted to legislative bodies. (1052.02) 1.1.2
- c. Analyze the powers, responsibilities and limitations of legislative bodies. (1052.03) 1.1.2
- d. Describe how legislation is enacted at national, state, and local levels. (1052.04) 1.1.2

**Trace a piece of local, state, or national legislation from its inception to final passage. (1052.04 H) 1.1.2**

**Goal 2:** Students will demonstrate the ability to understand the structures and functions of executive branches on the national, state, and local levels. (1053.00)

**Objectives-**The student will be able to:

- a. Describe the qualifications and duties of the president, governor, and county executive. (1053.01) 1.1.2
- b. Identify the president's domestic and foreign policy leadership roles. (1053.02) 1.1.2
- c. Describe the legislative and judicial powers of the president. (1053.03) 1.1.2

**Analyze the President's judicial power to appoint justices/judges in light of the confirmation process (1053.03 H) 1.1.2**

- d. Analyze the powers, responsibilities and limitations of representatives in executive positions. (1053.04) 1.1.2
- e. Explain the powers and roles of the governor of Maryland and the Howard County Executive. (1053.05) 1.1.2

**Determine what role the Governor of Maryland plays in determining Maryland's legislative agenda. (1053.05 H) 1.1.2**

- f. Identify the importance of the executive departments, agencies, and commissions at the national, state, and local levels. (1053.06) 1.1.2
- g. Describe the purposes and functions of independent regulatory agencies. (1053.07) 1.1.2

**Goal 3:** Students will demonstrate the ability to defend the structures and functions of judicial branches at the national and state levels. (1054.00)

**Objectives-**The student will be able to:

- a. Describe the membership and function of the United States Supreme Court. (1054.01) 1.1.2

**Analyze how factions within the court who have differing ideologies may influence court decisions. (1054.01 H) 1.1.2**

- b. Explain how the Supreme Court operates. (1054.02) 1.1.2

**Appraise the impact of the contemporary social climate on the decisions of the United States Supreme Court (1054.02 H) 1.1.2**

- c. Identify the role of the lower federal courts and describe their authority. (1054.03) 1.1.2
- d. Describe the process for judicial appointment. (1054.04) 1.1.2
- e. Analyze the powers, responsibilities and limitations of members in the judicial branches. (1054.05) 1.1.2
- f. Identify the roles of the Maryland courts and describe their authority. (1054.06) 1.1.2
- g. Identify limitations placed on judicial branches. (1054.07) 1.1.2

- h. Analyze how current issues influence the interpretation of the Constitution through amendment or judicial review. (1054.08) 1.1.2
- i. Analyze the historical expansion of powers of the federal judiciary by examining landmark Supreme Court cases. (1054.09) 1.2.1

### **Unit III: Influencing Government**

**Goal 1:** Students will demonstrate the ability to explain the roles played by individuals, groups, and institutions in influencing governmental policies and actions. (1055.00)

**Objectives-**The student will be able to:

- a. Determine how the public agenda is set and shaped by political leaders, political parties, interest groups, the media, and individual citizens. (1055.01) 1.1.4

**Evaluate the spectrum of groups and individuals who work to influence public policy. (1055.01 H) 1.1.4**

- b. Analyze the role of public opinion in American politics. (1055.02) 1.1.4
- c. Evaluate the role of lobbyists and private and public interest groups in influencing governmental policy. (1055.03) 1.1.4
- d. Explain how the individual can play a role in influencing governmental policy. (1055.04) 1.1.4

**Formulate a plan of action to influence governmental policy on a current issue on the local, state, or national level. (1055.04 H) 1.1.4**

- e. Explain demographic factors related to political participation and its impact on government policy. (1055.05) 3.1.1
- f. Evaluate issues regarding the personal and civic responsibilities of United States citizens. (1055.06) 1.1.4

**Devise an action plan to convince citizens of the benefits of participating in the political process through voting. (1055.06 H) 1.1.4**

**Goal 2:** Students will demonstrate the ability to infer how voting and voting behavior influences American government. (1056.00)

**Objectives-**The student will be able to:

- a. Describe the processes for national, state, and local elections. (1056.01) 1.1.2

**Demonstrate the election process by participating in a mock election for a selected political office. (1056.01 H) 1.1.2**

- b. Analyze the roles of political parties, campaigns and elections in United States' politics. (1056.02) 1.1.4

#### **Unit IV: Establishing Public Policy**

**Goal 1:** Students will understand the role of government in shaping domestic public policy. (1057.00)

**Objectives-**The student will be able to:

- a. Explain how government at the national, state, and local levels develops public policy effecting health, environmental, land use, economic, political, social equity, internal security, and education matters. (1057.01) 1.1.5

**Assess how different administrations affect the implementation of public policy by examining how two Maryland Governors acted on an issue. (1057.01 H) 1.1.5**

- b. Explain the role of the federal government in setting immigration and naturalization policies. (1057.02) 2.1.1
- c. Describe how regional interests impact political decisions and government policy. (1057.03) 3.1.3

**Examine how regional interests in the state of Maryland have impacted decision-making and government policy of the state General Assembly. (1057.03 H) 3.1.3**

**Goal 2:** Students will understand the role of the federal government in shaping foreign policy. (1058.00)

**Objectives-**The student will be able to:

- a. Explain how nation-states interact with each other through trade, diplomacy, treaties, international law, and military alliances. (1058.01) 2.1.1
- b. Outline the powers that the Constitution gives the President and the Congress in the making of foreign policy. (1058.02) 2.1.1
- c. Describe the various means used by the United States in developing and carrying out foreign policy including diplomacy, economic, military, and humanitarian aid, military intervention, and sanctions. (1058.03) 2.1.1

**Devise a “post war” plan that incorporates a program that fulfills all 5 of America’s foreign policy goals. (1058.03 H) 2.1.1**

- d. Illustrate the influence of American constitutional values and their historical relationships on foreign policy. (1058.04) 2.2.1
- e. Describe the interdependent relationship of the United States with other countries and with international organizations. (1058.05) 2.1.1
- f. Discover the role of regional networks and international organizations in implementing American foreign policy goals. (1058.06) 2.1.1
- g. Discover the role of the government in promoting technological cooperation, cultural exchanges, and human rights. (1058.07) 2.1.1
- h. Evaluate significant issues of United States’ foreign policy in light of national interests, values, and principles. (1058.08) 2.1.1, 3.1.3

**Measure the extent to which America’s foreign policy values have changed over time. (1058.08 H) 2.1.1, 3.1.3**

## Unit V: Establishing Justice

**Goal 1:** Students will demonstrate the ability to appraise the role of government in expanding and guaranteeing civil rights for all Americans. (1059.00)

**Objectives-**The student will be able to:

- a. Explain the significance of landmark Supreme Court decisions in relation to civil rights. (1059.01) 1.2.1, 1.2.2

**Analyze/debate current controversial issues regarding civil rights in light of landmark Supreme Court decisions of the past (1059.01 H) 1.2.1, 1.2.2**

- b. Examine the roles of the legislative and the executive branches of government in expanding and guaranteeing civil rights in both historical and contemporary settings. (1059.02) 1.2.3, 1.2.4

- c. Explain how the United States Constitution and the Bill of Rights guarantee civil liberties for American citizens. (1059.03) 1.1.1

**Assess the value of the First Amendment in protecting the actions of entertainers pertaining to political and social causes. (1059.03 H) 1.1.1**

- d. Explain how the laws of Howard County forbid discriminatory practices based upon race, religion, creed, disability, color, gender, national origin, occupation, marital status, political opinion, sexual orientation, personal appearance, familial status or sources of income. (1059.04) 1.2.3

- e. Summarize changes regarding civil rights and liberties, including due process and equal protection. (1059.05) 1.2.6

- f. Describe the impact of changes in voting rights, housing law, employment and other forms of discrimination cases. (1059.06) 1.2.3

**Analyze the social, political, and economic impact of changes in housing law, employment and other forms of discrimination cases. (1059.06 H) 1.2.3**

- g. Explain how the laws and Human Rights Commission of Howard County extend protections to individuals. (1059.07) 1.2.6

- h. Compare the differences between substantive and procedural due process. (1059.08) 1.2.6

**Goal 2:** Students will demonstrate the ability to appraise the purposes and operations of the criminal justice system in the United States. (1060.00)

**Objectives-**The student will be able to:

a. Predict perceptions about crime in the United States. (1060.01) 1.2.7

**Hypothesize the types of crimes and their frequency in Howard County, and then evaluate the validity of their prediction with actual data (1060.01 H) 1.2.7**

b. Categorize types of crimes. (1060.02) 1.2.7

c. Analyze the concept of victimless crime. (1060.03) 1.2.7

d. Evaluate the balance between the protection of civil rights in a free society and the need to protect society from criminal behavior. (1060.04) 1.2.5

**Demonstrate how society balances the need for public order with the rights of the individual using a current case study. (1060.04) 1.2.5**

e. Identify the multiple roles played by law enforcement officers. (1060.05) 1.2.5

f. Trace the flow of cases through the criminal justice system for both adults and juveniles. (1060.06) 1.2.7

g. Interpret the freedoms guaranteed by the Bill of Rights and amendments as they pertain to judicial proceedings. (1060.07) 1.2.6

h. Summarize the proceedings, which occur before, during, and after a criminal trial. (1060.08 ) 1.2.5

i. Appraise the various forms of correctional practices. (1060.09) 1.2.5

j. Identify the crimes that most frequently involve juveniles. (1060.10) 1.2.5

**Analyze national, state, or local crime statistics to determine trends related to juveniles. (1060.10 H) 1.2.5**

**Goal 3:** Students will demonstrate the ability to understand the purposes and operations of the civil justice system in the United States. (1061.00)

**Objectives-**The student will be able to:

- a. Explain how laws protect consumers entering into contracts. (1061.01) 1.2.7
- b. Distinguish between rights and duties of landlords and tenants. (1061.02) 1.2.7
- c. Identify the key elements necessary for a tort action and the process by which these claims are settled. (1061.03) 1.2.7

**Recommend which method of tort resolution could be endorsed and eliminated through testimonies to a legislative committee. (1061.03) 1.2.7**

- d. Explain the legal requirements of marriage in the state of Maryland. (1061.04) 1.2.7
- e. Explain the differences in marriage, legal separation, divorce and annulment. (1061.05) 1.2.7
- f. Cite current Maryland laws which regulate the rights of parents and children in adoption and custody cases. (1061.06) 1.2.7

## **Unit VI: The American Economic System**

**Goal 1:** Students will demonstrate the ability to apply basic economic concepts and systems. (1062.00)

**Objectives-**The student will be able to:

- a. Analyze the economic concepts of wants, needs, and scarcity. (1062.01) 4.1.2
- b. Identify the factors of production (1062.02) 4.1.2
- c. Define opportunity cost. (1062.03) 4.1.2

**Examine the practical implications of opportunity cost in the President's annual budget proposal. (1062.03 H) 4.1.2**

- d. Explain the relationship between supply, demand, and price. (1062.04) 4.1.2
- e. Summarize how traditional, command, market economies answer the basic economic questions of what to produce, how to produce, how much to produce, and how to distribute goods and services (1062.05) 4.1.2

**Goal 2:** Students will demonstrate the ability to discover the forces, which direct the United States' market system. (1063.00)

**Objectives-**The student will be able to:

- a. Describe the interdependence of individuals, businesses, and government in the economy. (1063.01) 4.1.1, 4.1.2, 4.1.3
- b. Identify the various types of business structures. (1063.02) 4.1.1

**Identify the various types of business structures and research examples from the local community. (1063.02 H) 4.1.1**

**Goal 3:** Students will demonstrate the ability to understand the role of the government in establishing domestic economic policy. (1064.00)

**Objectives-**The student will be able to:

- a. Construct the phases of the business cycle. (1064.01) 4.1.1
- b. Describe the characteristics and use of fiscal policy including taxation and spending. (1064.02) 4.1.1
- c. Categorize taxes as progressive, regressive, and proportional. (1064.03) 4.1.1
- d. Distinguish between taxes designed to raise revenue and those designed to influence behavior. (1064.04) 4.1.1
- e. Describe the characteristics and use of monetary policy and the role of the Federal Reserve. (1064.05) 4.1.1

**Suggest the reactions of the Federal Reserve in various historical economic situations by combining the interests of a variety of economic figures. (1064.05 H) 4.1.1**

- f. Support ways in which the government provides for the economic welfare of the people including public assistance, Social Security, and minimum wage. (1064.06) 4.1.3

- g. Identify ways in which the government seeks to achieve socioeconomic goals. (1064.07) 4.1.3, 3.1.2

**Compare “flat tax” proposals for income taxes with our existing tax system in light of socioeconomic disparities. (1064.07 H) 4.1.3, 3.1.2**

- h. Select issues surrounding conflicting contemporary economic public policy goals. (1064.07) 4.1.3, 3.1.2

**Analyze the cause, effect, and the consequences resulting from Maryland’s policies regulating its seafood industry. (1064.08) 4.1.3, 3.1.2**

**Goal 4:** Students will demonstrate the ability to predict the role of the government in establishing economic policies in the global arena. (1065.00)

**Objectives-**The student will be able to:

- a. Determine the impact of multinational corporations on international trade. (1065.01) 2.1.1

**Analyze the impact of actions of multinational corporation on individual countries as a whole, or on specific issues involving labor, resources or a national infrastructure. (1065.01 H) 2.1.1**

- b. Interpret the economic interdependence among the United States and other nations. (1065.02) 2.1.1

**Design an economic model of interdependence between the United States and a developing nation. (1065.02 H) 2.1.1**

- c. Predict ways in which the government can affect international trade through tariffs and sanctions. (1065.03) 2.1.1
- d. Research the ways in which the United States can further its foreign policy interests through economic practices including foreign and humanitarian aid. (1065.04) 2.1.1, 2.2.2
- e. Compare the American labor force with that of other nations. (1065.05)
- f. Examine the economic exploitation of foreign workers in relation to trade issues. (1065.06) 2.2.2

**Analyze the working conditions of the people in four selected countries, and then select an appropriate economic sanction for one of the countries. (1065.06) 2.2.2**

**Goal 5:** Students will demonstrate the ability to understand the issues associated with personal economic decision-making. (1066.00)

**Objectives-**The student will be able to:

- a. Explain *what money is* and describe how it is used in our society. (1066.01)
- b. Explain how one's financial goals are directly related to one's personal investment in education and decision making in life choices. (1066.02)
- c. Identify sources of income and personal wages. (1066.03)
- d. Explain the differences between gross and net pay. (1066.04)
- e. Read a pay stub and identify the types of deductions taken from wages. (1066.05)
- f. Fill out a simple tax form. (1066.06)
- g. Compare the differences between various savings and checking options. (1066.07)
- h. Fill out a check and balance a checkbook. (1066.08)
- i. Identify the types of loans offered by financial institutions. (1066.09)
- j. Explain the financial obligations, consequences, and costs of borrowing money. (1066.10).
- k. Describe how to manage credit responsibly. (1066.11)
- l. Demonstrate how to create a responsible personal budget based on personal income. (1066.12)
- m. Compare the characteristics and risks of different types of personal investments. (1066.13)
- n. Compare the types of insurance options provided for consumers. (1066.14)
- o. Discover practices used by wise consumers. (1066.15)

- p. Conclude the role of advertising in influencing consumer behavior. (1066.16)
- q. Describe financing options for continuing or higher education. (1066.17)

## APPENDIX

### Suggested Activities for Honors American Government

- **Analyze the works of philosophers whose beliefs were responsible for molding the Founders' vision of the nature of the state and compare those beliefs with the views of modern political figures. (1050.02 H) 1.1.2**

*Suggested Strategy* (PROCESS / PRODUCT): The students will research how the political thinkers: Locke, Rousseau, Hobbes, and Machiavelli and the modern figures: Thomas Jefferson, Franklin D. Roosevelt, J. Edgar Hoover, Mussolini answered the questions, "What is the nature of man?" "What is the relationship between man and government?" and "What is government's responsibility?" Using a Meet the Press format, the students will discuss how the different figures handled these key questions.

- **Analyze the differences in the types of governments of modern nations in relation to their origins and economic policies. (1050.05 H) 2.2.1**

*Suggested Strategy* (PROCESS): Given a list of countries, have students identify their types of governments. Have students trace the origins of government, economic policies, attitudes towards government, and visions of the future. Have students conduct a global economic summit for "global understanding" as a format for presentation.

- **Analyze specific current events or issues as illustrations of the principals of democracy (1051.07 H) 1.1.3**

*Suggested Strategy* (CONTENT / PRODUCT): The students will be asked to take on the role as a member of the local community helping to prepare a time capsule for a 4<sup>th</sup> of July celebration. The students should create a montage which reflects a mosaic of the principles of democracy in contemporary situations. (Suggested montages: video, powerpoint, scrapbook, music video)

- **Assess the practicality of federal mandates in relation to current events. (1051.13 H) 1.1.1, 4.1.2**

*Suggested Strategy* (PROCESS / PRODUCT): The students will research a current federal mandate (such as Homeland Security or No Child Left Behind) and its relationship to a goal of the national government established in the Preamble of the Constitution. As part of their research, the students should examine how the states will carry out these mandates (funding) and how funding these mandates impacts the system of federalism (reserved powers). In a letter to a member of Congress, the students should assess how responsible the national government is when it creates mandates without funding.

- Trace a piece of local, state, or national legislation from its inception to final passage. (1052.04 H) 1.1.2**

**Suggested Strategies** (CONTENT): Using a recent legislative bill as an example, explore the evolution of that legislation from its emergence as an issue in American politics (some examples are Meghan's Law and Homeland Security/Patriot Act).
- Analyze the President's judicial power to appoint justices/judges in light of the confirmation process. (1053.03 H) 1.1.2**

**Suggested Strategies** (PROCESS / PRODUCT): The students should research a series of previous Supreme Court justices (such as Thurgood Marshall, Sandra Day O'Connor, or Clarence Thomas) to create a dossier reflecting their experience and other qualifications to serve on the Court. Using this information, the students should develop a powerpoint presentation to explain why this Justice deserves a position on the Court. This will be made for presentation to the U.S. Senate (class audience) who will determine if this candidate should have been confirmed.
- Determine what role the Governor of Maryland plays in determining Maryland's legislative agenda. (1053.05 H) 1.1.2**

**Suggested Strategies** (PROCESS): The students should use The Baltimore Sun to compile articles reflecting the bills and the issues of that legislative session and classify them (related categories/topics/issues). From these artifacts, the students should extrapolate what the Governor's legislative agenda was for that session. Given the State of the State Address, the students will compare the actual agenda with their hypothesis. Using a value line the students will rate the governor's influence on this legislative session.
- Analyze how factions within the court who have differing ideologies may influence court decisions. (1054.01 H) 1.1.2**

**Suggested Strategy** (PROCESS / PRODUCT): Research the biographies and the recent voting records of the current members of the U.S. Supreme Court. Identify their political beliefs as conservative, moderate, or liberal. Examine the current docket of the U.S. Supreme Court. Student groups should choose one case that is expected to be heard during the Court's calendar year. Students will summarize the nature of the case and the issues to be argued. Keeping in mind the background information on each Justice, student groups will predict how each Justice will vote on the case researched, thereby, rendering a decision. Groups will create a poster on their chosen case citing their Court decision predictions. Posters should be displayed around the room. During the course of the year, the students will check if their predictions are proven to be correct.

- Appraise the impact of the contemporary social climate on the decisions of the United States Supreme Court (1054.02 H) 1.1.2**

*Suggested Strategy* (PROCESS): The students should research the creation of affirmative action (purpose, social situation) and the decisions of the Supreme Court in *Bakke v. University of California* (1978); *Gratz v. Bollinger* (2003); and *Grutter v. Michigan* (2003). The students should then compare and contrast the social forces facing minorities from the sixties to current day. Using these results to identify trends, the students should then predict the results of the next Supreme Court affirmative action case.
- Assess the spectrum of groups and individuals who work to influence public policy. (1055.01 H) 1.1.4**

*Suggested Strategy* (PROCESS): In a community forum, have students conduct a policy making hearing on one of the following issues: slot machines, land use for housing developments or industry, Chesapeake Bay clean-up, or smoking in public facilities. Students will be assigned roles such as political party members, interest groups, media (television and print), and other stakeholders who represent business and personal concerns of the community. Before a “Council” made up of 2 to 3 individuals (adult volunteers from the school or community), the students should make their best case from their assigned perspectives to the “Council.”
- Formulate a plan of action to influence governmental policy on a current issue on the local, state, or national level. (1055.04 H) 1.1.4**

*Suggested Strategy* (PRODUCT): Have students design a plan of action to influence public policy for a current political issue to be shared with a public official. Have student explore examples such as re-districting of schools, building a soccer complex near a residential area, airport security, funding for Parkinson’s Disease research, issuing school vouchers, and regulating questionable multi-national corporate business practices.
- Devise an action plan to convince citizens of the benefits of participating in the political process through voting. (1055.06 H) 1.1.4**

*Suggested Strategy* (PRODUCT): Each student should survey 5 family members or friends to identify trends in voting behavior (level of participation, reasons for same, etc). From their exploration, the students will design a “Voters Intention Pledge” describing compelling reasons for voting. The students should elicit pledges from their survey respondents. Following up on the pledges, the students should request an artifact that authenticates their actual voting.
- Demonstrate the election process by participating in a mock election for a selected political office. (1056.01 H) 1.1.2**

*Suggested Strategy* (PROCESS / PRODUCT): The students should a conduct a mock election using student-selected candidates (such as historical or

- political figures, celebrities, or local characters). Suggested components of the election process should include: voter registration; public appearances such as debates, advertisements, or town meetings; primary election/caucus; convention; and the general election. Through this process the students should record reflections in a journal about the importance and impact of each segment in the election process.
- Assess how different administrations affect the implementation of public policy by examining how two Maryland Governors acted on an issue (1057.01 H) 1.1.5**  
*Suggested Strategy* (PROCESS / PRODUCT): The students should research how two Governors, such as O’Malley and Ehrlich, defined how policy would be carried out within the state. Students may examine issues such smart growth, the death penalty, or school assessments. Using a debate circle format, the students should assume the roles of the opposing administrations.
  - Examine how regional interests in the state of Maryland have impacted decision- making and government policy of the state General Assembly. (1057.03 H) 3.1.3**  
*Suggested Strategy* (PROCESS): Have students research legislation that has been proposed in the Maryland General Assembly in the past year. Have students trace the origins and development of one bill and analyze the motives of the specific interest groups supporting the legislation.
  - Devise a “post war” plan that incorporates a program that fulfills all 5 of America’s foreign policy goals. (1058.03 H) 2.1.1**  
*Suggested Strategy* (PRODUCT): The students, playing the role of foreign policy advisors to the President, should devise an action plan for the reconstruction of Iraq. As a reference, the students should examine the programs implemented by the United States after WW II , such as the Marshall Plan or the post-war rebuilding of Japan.
  - Measure the extent to which America’s foreign policy values have changed over time. (1058.08 H) 2.1.1., 3.1.3**  
*Suggested Strategy* (PROCESS): The students should read Washington’s Farewell Address and Bush’s address to Congress on September 20, 2001 about the War on Terrorism. They should compare the nation’s foreign policy values over time. The students should write an essay (ECR) reflecting on the extent to which the war on terrorism has impacted foreign policy values of the country.
  - Analyze/debate current controversial issues regarding civil rights in light of landmark Supreme Court decisions of the past. (1059.01 H) 1.2.1, 1.2.2**  
*Suggested Strategy* (PRODUCT / PROCESS): Have students choose a current controversial civil rights issue. Have students trace the development of the case by identifying background information, the Constitutional issues involved and its relationship to landmark civil rights cases. Have students prepare arguments for

and against the issue to be argued before the Supreme Court. A panel of “student” jurists will decide the case providing majority and dissenting opinions.

- **Assess the value of the First Amendment in protecting the actions of entertainers pertaining to political and social causes. (1059.03 H) 1.1.1**  
*Suggested Strategy* (CONTENT): The students will examine the actions of entertainers who criticized presidential administrations. Another example to consider could be symbolic paraphernalia worn to various awards ceremonies. Using a value line, the students should rate to what degree the First Amendment protects their rights and then write an essay defending their positions.
- **Analyze the social, political, and economic impact of changes in housing law, employment and other forms of discrimination cases. (1059.06 H) 1.2.3**  
*Suggested Strategy* (PROCESS / PRODUCT): (NOTE: This is one example of how you would approach one of these factors.) Have students debate the positive and negative effects of how Title IX has impacted the amount of funding on the local, state, and national levels on interscholastic sports, college scholarships, and corporate sponsorships and advertising.
- **Hypothesize the types of crimes and their frequency in Howard County, and then evaluate the validity of their prediction with actual data (1060.01 H) 1.2.7**  
*Suggested Strategy* (CONTENT): Applying the inquiry method, the students should formulate a hypothesis about the most frequently committed crimes in Howard County. They should collect crime reports from the newspapers for two weeks reflecting the actual crimes committed in the community. In addition, the students should access the local uniform crime report (UCR). Using the results from the news and UCR, the students should evaluate their hypothesis and write a conclusion.
- **Demonstrate how society balances the need for public order with the rights of the individual using a current case study (1060.04 H) 1.2.5**  
*Suggested Strategy* (PROCESS): *Using a mock Supreme Court format, the students will develop the arguments of the petitioner/respondent and the pertinent questions the student Justices might ask. The students should discuss the values reflected in their moot court decision with the values reflected in actual Court decision. An example could be the death penalty case, Wiggins v. Maryland.*
- **Analyze national, state, or local crime statistics to determine trends related to juveniles. (1060.10 H) 1.2.5**  
*Suggested Strategy* (PROCESS): Using statistical abstracts and the internet, have students research and identify the top ten crimes committed by juveniles on the local, state, and national levels. Students will track and compare statistics from the most current results recorded to those recorded 5 and 10 years ago. Students will brainstorm reasons for the changes in the statistics tracked during the 10-

year period and make generalizations about the trends and causes for recent juvenile crimes.

- **Recommend which method of tort resolution could be endorsed and eliminated through testimonies to a legislative committee (1061.03 H) 1.2.7**  
*Suggested Strategy* (CONTENT / PROCESS): Teachers should provide a list of tort cases reflecting a variety of methods of resolution for this type of case. Possible cases are the McDonald's coffee case, Firestone tires, fat content of McDonald's food, cigarette cases, or asbestos. The students should research the issue and the method use to resolve the dispute. From this information, the students should prepare testimony for a legislative committee considering a way to control the number of tort cases. Upon completing the testimony, the committee should recommend which method of resolving torts to eliminate and to endorse.
- **Examine the practical implications of opportunity cost in the President's annual budget proposal (1062.03 H) 4.1.2**  
*Suggested Strategy* (CONTENT): The students should compile a list of potential spending categories for the annual budget. From this list, they should prioritize the top five spending areas. The students should access the President's actual budget sent to Congress to identify how their choices differed. For a town meeting, the students should develop statements or questions for the President which reflect their understanding of the opportunity costs of the President's choices.
- **Identify the various types of business structures and research examples from the local community. (1063.02 H) 4.1.1**  
*Suggested Strategy* (INSTRUCTION): **Have students analyze local business directories and journals. They are to compile lists of prominent local and state businesses. For each the business identified, will determine the type of business structure for each company listed.**
- **Analyze the cause, effect, and the consequences resulting from Maryland's policies regulating its seafood industry (1064.07 H) 4.1.3, 3.1.2**  
*Suggested Strategy* (PROCESS / PRODUCT): The students should examine the necessity for seafood harvesting regulations in Maryland. Students will make predictions about the effects of the regulations. After exploring these issues, the students should be assigned a specific role to portray who might be impacted by these regulations (such as boat captain, restaurant owner, environmental professor at the University of Maryland, recreational boater, and spokesperson for the Chesapeake Bay Foundation). From these perspectives, the students should write an editorial from one group's point of view. During readings of the editorials, other students should form a living value line to reflect how effectively their point of view was affected by the editorial readings.

- **Suggest the reactions of the Federal Reserve in various historical economic situations by combining the interests of a variety of economic figures (1064.04 H) 4.1.1**

*Suggested Strategy* (PROCESS): The teacher should develop a series of scenarios which incorporate the economic conditions including employment, GDP, consumer spending, and interest rates for events in America's economic history. Events may include the Depression, Stagflation (Nixon), runaway inflation (Carter), and George H.W. Bush's recession. In a jigsaw, each expert group should research a perspective the Federal Reserve might consider in its decision making. (Viewpoints may reflect a member of industry, a banker, FED Chair, labor union official, President Chamber of Commerce, and the head of a multinational conglomerate.) The groups should describe how their assigned viewpoint would want the Federal Reserve to react to the scenarios. Each group should select an individual to lobby at a Federal Reserve meeting for the action that would support their group's viewpoint.

- **Compare "flat tax" proposals for income taxes with our existing tax system in light of socioeconomic disparities. (1064.07 H) 4.1.3, 3.1.2**

*Suggested Strategy* (ASSESSMENT): Have students research the major points of the most recent tax reform bill and the proposed controversial "flat tax." In their research students will determine how each of the above tax measures impact the wealthy, the poor, married couples, and the elderly. Students will determine who benefits the *most* or the *least* from each of the proposed measures. Taking a position on whether they are *for* or *against* a "flat tax," students will debate the equity of tax reform.

- **Analyze the impact of actions of multinational corporation on individual countries as a whole, or on specific issues involving labor, resources or a national infrastructure. (1065.01 H) 2.1.1**

*Suggested Strategy* (CONTENT / PRODUCT): The students should research a current multinational corporation, investigating its economic activities in the United States and/or abroad and their impact on the nation's economy, resources, and people. . Using this information, students will create a political cartoon depicting the impact of the corporation in areas such as international trade, abuses, or economic improvements.

- **Design an economic model of interdependence between the United States and a developing nation. (1065.02 H) 2.1.1**

*Suggested Strategy* (PRODUCT / CONTENT): Have students research the form of government, political and social stability, diplomatic ties, natural resources, and economic needs and wants, and design a treaty or business alliance proposal of economic interdependence between the United States and Brazil. Have students create the treaty or alliance to benefit both countries, politically, economically, and culturally. In a Summit meeting, each country will submit its proposals, the

General Assembly will vote on acceptance and a formal agreement between nations will be established.

- **Analyze the working conditions of the people in four selected countries, and then select an appropriate economic sanction for one of the countries (1065.06 H) 2.2.2**

*Suggested Strategy* (CONTENT / INSTRUCTION): Students should research the working conditions in four countries such as Vietnam, Germany, the United States and Brazil. The students should seek information pertaining to the wages, minimum wage requirements and fringe benefits. Based on the premise that the President's goal is to support humanitarian interests, the students should target one country for potential economic sanctions based on their findings. They should identify which sanction would be most effective and why.

- **Recommend an investment choice that presents the best opportunity for earnings (1066.13 H)**

*Suggested Strategy* (CONTENT / PRODUCT): Using textbook resources and a contact with an investment agency either in person or online, students should describe the characteristics, benefits, and possible dangers associated with 4 investment options. Selecting the optimal choice from their choices, a produce an advertisement extolling the benefits of that investment.