



Department of  
Education

*Carmen Fariña, Chancellor*



New York City

**9-12**

# Social Studies Scope & Sequence

**2014-2015**



# **NYC Department of Education**

## 9-12 Social Studies Scope and Sequence

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# The New York City Department of Education

## Grades 9-12 Social Studies Scope & Sequence 2014-15

The study of history, geography, economics, government and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. While knowledge of content is very important, it is equally important to engage our students in historical thinking. Students engaged and challenged to think like historians, raise questions, think critically, consider many perspectives and gather evidence in support of their interpretations as they draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These are the skills that will serve them well as participating citizens of a democracy.

The New York City 9-12 Scope and Sequence is a comprehensive resource that integrates national standards, the New York State Social Studies Core Curriculum (content, concepts, key ideas, understandings and performance indicators), the Common Core Learning Standards (CCLS) and the New York State Grades 9-12 Social Studies Framework. The following Framework elements are highlighted:

- Key ideas – the central organizing feature for each grade – represent the essential and enduring content understandings that should be the focus of teaching and learning for each grade.
- Corresponding references to Conceptual Understandings (in the form of decimal notations).
- The six social studies practices of gathering, using and interpreting evidence, chronological reasoning and causation, comparison and contextualization, applying geographic reasoning, understanding economics and economic systems, and engaging in civic participation.

Each yearly course of study is organized around a suggested time frame for core content (units of study) guided by essential questions. Teachers can use the document to focus on planning coherent instruction that considers relevant skills, practices and knowledge objectives for deep historical understanding.

For students in grades 9-12, the social studies content should be integrated with the relevant CCLS by utilizing the standards for Literacy in History and Social Studies.

### Note to Teachers:

The volume of social studies content included in each year's course of study presents some challenges. Teachers are faced with large amounts of content to be "covered" and yet want to provide their students with opportunities for in-depth inquiry and exposure. This issue of "depth versus breadth" is not a new construct but it requires teachers to accept that not all content is created equal. It is also important to understand that it is not possible to "cover" everything as the amount of content covered rarely correlates to the amount of content that is learned.

The real question is how to address enough content and still make time for in-depth exploration of the most essential topics? How do we decide on which topics to linger over versus those topics that merit only familiarity? Which topics will provide students with opportunities to interact with the real complexities of historical inquiry and thinking? Which topics will support student development of necessary critical and analytical thinking skills? Which topics will help us focus attention on significant and essential issues and lead students to understand the "Big Ideas" behind history?

The dilemma of depth versus breadth is not easy to address. It is also not something that can be decided for us. It requires all teachers to make the best decisions given our knowledge of the content, assessments, instructional goals, and most importantly our understanding of student learning (students' needs, interest, and readiness).

Anna Commitante  
Senior Executive Director  
Curriculum, Instruction and Professional Development

# 12 Grade Twelve: Participation in Government

<b>1</b> <b>UNIT 1:</b> <b>Foundations of American Democracy</b>	<b>2</b> <b>UNIT 2:</b> <b>Rights and Responsibilities</b>	<b>3</b> <b>UNIT 3:</b> <b>Civic Participation and Public Policy</b>
<b>SEPTEMBER – MID-OCTOBER or FEBRUARY – MID-MARCH</b>	<b>MID-OCTOBER – NOVEMBER or MID-MARCH – APRIL</b>	<b>DECEMBER – JANUARY or MAY – JUNE</b>
<b>Essential Question:</b> <b>How has American democracy evolved?</b>	<b>Essential Question:</b> <b>Has the evolution of American principles and practices promoted greater democracy?</b>	<b>Essential Question:</b> <b>How do citizens influence government policy?</b>
<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. What are the characteristics of democratic government?</li> <li>2. Are the 300-year-old political traditions and Enlightenment ideals reflected in the Declaration of Independence and United States Constitution still alive in our government today?</li> <li>3. How was the U.S. Constitution shaped by American History prior to 1789?</li> <li>4. How is power divided and shared in the United States government (federal, local, state, and in the three branches)?</li> <li>5. Is there a balance of power between the branches?</li> <li>6. How have Supreme Court decisions expanded or restricted personal rights and responsibilities?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. What are the differences among rights, freedoms, and liberties? What is an example of a debate in U.S. History that defines each concept?</li> <li>2. How can your rights change as a result of a change in context? From state to state, outside to home, on the street to inside a school?</li> <li>3. How can I exercise the right to vote? Does every vote count the same? Why don't more people vote?</li> <li>4. Do we pay too much or too little of our income in taxes?</li> <li>5. What does it mean when you are called for jury duty? What are the roles of a jury in civil and criminal trials?</li> <li>6. How does informed citizenship support democratic government?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. What opportunities exist for an individual student to affect political and civic change?</li> <li>2. What contemporary issues do federal, state, and local governments need to address?</li> <li>3. Does the electoral system in the United States still meet our country's needs? Why or why not?</li> <li>4. What role do third parties play in United States politics? In NYS? In NYC?</li> <li>5. Where do we find reliable information about a public policy issue or a local participation in government project?</li> <li>6. How do we become civic participants?</li> </ol>
<p><b>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</b></p> <p><b>Role in the Enlightenment 12.G1a</b>  <i>Philosophies of government</i></p> <ul style="list-style-type: none"> <li>Types of government (monarchy, oligarchy, totalitarian, fascist, democratic, republican, parliamentary)</li> <li>Functions of government</li> <li>Responsibilities of government</li> <li>Politics and government</li> <li>Government vs. politics</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights which have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.</b></p> <p><b>Equality and Due Process 12.G2a</b></p> <ul style="list-style-type: none"> <li>Rights of individuals in this country</li> <li>Fundamental values of equality before law and due process</li> <li>The meaning of due process</li> <li>Inalienable rights</li> <li>Civic debates such as rights, equality before law, due process</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.</b></p> <p><b>Elections and the Electoral College 12.G4a, 12.G4b</b></p> <ul style="list-style-type: none"> <li>Election process (local, state, and federal)</li> <li>Electoral college</li> <li>Winner-take-all election</li> <li>Electoral mechanisms</li> <li>Open elections</li> <li>Who currently holds each office</li> <li>Candidates for office and their parties</li> <li>Central issues in the election cycle</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1:</b> Foundations of American Democracy</p>	<h1>2</h1> <p><b>UNIT 2:</b> Rights and Responsibilities</p>	<h1>3</h1> <p><b>UNIT 3:</b> Civic Participation and Public Policy</p>
<p>SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH</p>	<p>MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL</p>	<p>DECEMBER — JANUARY or MAY — JUNE</p>
<p><b>Essential Question:</b> How has American democracy evolved?</p>	<p><b>Essential Question:</b> Has the evolution of American principles and practices promoted greater democracy?</p>	<p><b>Essential Question:</b> How do citizens influence government policy?</p>
<ul style="list-style-type: none"> <li>■ Law vs. politics</li> <li>■ Locke vs. Hobbes</li> <li>■ Authoritarian vs. democratic government</li> <li>■ Protecting public safety</li> <li>■ Providing order</li> <li>■ Regulating economy</li> <li>■ Advancing public welfare</li> <li>■ Major principles of political systems</li> </ul> <p><i>Role of the Enlightenment in the framework for our Constitution</i></p> <ul style="list-style-type: none"> <li>■ Natural rights, social contract, popular sovereignty, separation of powers, rights of the accused, representative</li> <li>■ Montesquieu, Beccaria, Voltaire, Locke, Hobbes, Thomas Paine</li> <li>■ Influence of Roman and English Law</li> <li>■ Republicanism (Roman and Greek tradition and influence on America)</li> <li>■ English Bill of Rights</li> </ul> <p><i>Early American Government Influences</i></p> <ul style="list-style-type: none"> <li>■ Evolution of self-governing, republican governments (New England town meetings, Virginia House of Burgesses), early state constitutions (NYS), Articles of Confederation</li> <li>■ Flushing Remonstrance letter as pre-cursor to Bill of Rights</li> <li>■ Political philosophy of Declaration of Independence</li> <li>■ Impact of Declaration of Independence on the rest of the world</li> <li>■ Articles of Confederation and its failure</li> </ul> <p><b>The Constitution, Its Principles, and American System of Government 12.G1b</b></p> <ul style="list-style-type: none"> <li>■ Constitutional Convention (1787 – 1789)</li> <li>■ United States and NYS Constitutions</li> <li>■ Constitutional Debate over office of the President and Executive Branch</li> <li>■ Federalist Papers</li> <li>■ Anti-Federalist Papers</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Rights of Individuals in this Country 12.G2b</b></p> <ul style="list-style-type: none"> <li>■ Constitutional rights</li> <li>■ Statutory rights</li> <li>■ Precedents, current rules or principles of law governing specific rights</li> <li>■ Limits on specific rights</li> <li>■ Issues and implications surrounding specific rights</li> <li>■ Connections between the policy making process in the legislature and the judicial process in the courts.</li> <li>■ Civil War amendments</li> <li>■ <i>Texas v. Johnson</i> (1989) and flag burning</li> <li>■ Constitutional limits to freedom (libel, obscenity, and fair trial), <i>Escobedo v. Illinois</i>, <i>Schenk v. U.S.</i> (1919)</li> <li>■ Civic rights of citizens and residents to associate and petition and assemble (KKK in Skokie, IL)</li> </ul> <p><b>An Independent Judicial System 12.G2c</b></p> <ul style="list-style-type: none"> <li>■ Role of the courts with regard to protection of rights and freedoms</li> <li>■ Flexibility of judicial interpretation</li> <li>■ Impartiality of justices</li> </ul> <p><b>Civil Rights 12.G2d</b></p> <ul style="list-style-type: none"> <li>■ Evolving definition of civil rights</li> <li>■ Debates on the expansion and protection of civil rights</li> <li>■ <i>Dred Scott v. Sanford</i> (1857), <i>Brown v. Board of Education of Topeka</i> (1954), <i>Brown v. Board of Education (II)</i> (1955), Civil Rights Act (1964), <i>Swann v. Charlotte-Mecklenburg Board of Education</i> (1971), <i>Gideon v. Wainwright</i> (1963)</li> <li>■ 19th Amendment (1920), ERA</li> <li>■ Defense of Marriage Act (1996), <i>U.S. v. Windsor</i> (2013)</li> <li>■ Americans with Disabilities Acts (1990, 2008)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Obtaining and completing a voter registration form</li> <li>■ Contacting elected officials</li> </ul> <p><b>Participating in the Electoral Process 12.G4c</b></p> <ul style="list-style-type: none"> <li>■ Evaluating promises and voting records of incumbents</li> <li>■ Analyzing and evaluating candidates’ experiences</li> <li>■ Calendar for federal, state, and local elections</li> <li>■ Obtaining an absentee ballot</li> <li>■ Contributing money to political campaign (McCain-Feingold Bill (2002), <i>Citizens United v. Federal Election Commission</i> (2009))</li> </ul> <p><b>Political Parties 12.G4d</b></p> <ul style="list-style-type: none"> <li>■ Founders’ views on political parties</li> <li>■ Joining a political organization</li> <li>■ Personnel (staff, volunteers, allies)</li> <li>■ Campaign strategy (offensive and defensive)</li> <li>■ Political, economic, and social philosophies and party platforms</li> </ul> <p><b>Volunteerism, Advocacy and Civic Participation 12.G4e</b></p> <ul style="list-style-type: none"> <li>■ Volunteering to work in a political campaign</li> <li>■ Community improvement projects, coalition building with local government, neighborhood CBOs and advocacy groups.</li> <li>■ Civic participatory action (contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts)</li> <li>■ Citizens as activists (opposing arguments on abolition, women’s rights, immigration, LGBT rights, environmental policy, housing rights, etc.)</li> </ul> <p><b>12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution.</b></p> <p><b>Executive Branch and Public Policy 12.G5a</b></p> <ul style="list-style-type: none"> <li>■ Policy (roles, shaping, implementing, amending, and enforcing)</li> <li>■ Executive Address</li> <li>■ State of the Union</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<h1>1</h1> <p><b>UNIT 1: Foundations of American Democracy</b></p>	<h1>2</h1> <p><b>UNIT 2: Rights and Responsibilities</b></p>	<h1>3</h1> <p><b>UNIT 3: Civic Participation and Public Policy</b></p>
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<p><b>Essential Question:</b> <b>How has American democracy evolved?</b></p>	<p><b>Essential Question:</b> <b>Has the evolution of American principles and practices promoted greater democracy?</b></p>	<p><b>Essential Question:</b> <b>How do citizens influence government policy?</b></p>
<ul style="list-style-type: none"> <li>■ Federalists vs. Anti-Federalists</li> <li>■ Constitutional Compromises (Great Compromise, 3/5 Compromise, Commerce Compromise, Bill of Rights)</li> <li>■ No one is above the law (<i>U.S. v. Nixon</i> (1972), impeachment process, Johnson impeachment (1868), Nixon resignation (1974), Clinton impeachment (1999))</li> </ul> <p><b>Separation of Powers 12.G1c</b></p> <ul style="list-style-type: none"> <li>■ Article I, II, III setting forth powers and responsibilities of each branch, systems of checks and balances and system of federalism</li> <li>■ Limited government</li> <li>■ Separation of powers</li> <li>■ System of federalism (creation of Constitutional Convention)</li> <li>■ Three branches</li> <li>■ The system of checks and balances</li> <li>■ Structure at all levels of government</li> <li>■ Tests of Federal Government (<i>McCulloch v. Maryland</i> (1819), Nullification Crisis (1832), Civil War, Little Rock 9 (1957), states challenging Affordable Health Care Act (2013-present))</li> <li>■ State vs. national concerns of federal government <ul style="list-style-type: none"> <li>– National concerns such as interstate commerce which rely on federal action (<i>Gibbons v. Ogden</i> (1805), <i>Wabash v. Illinois</i> (1886), Sherman Anti-Trust Act, Interstate Commerce Commission)</li> <li>– State concerns such as police power which rely on state and local actions (Ferguson Mo. (2014), Department of Defense Excess Property Program)</li> <li>– Federal government such as education policy ((IDEA), No Child Left Behind, Race to the Top)</li> </ul> </li> </ul> <p><b>The Executive Branch 12.G5a</b></p> <ul style="list-style-type: none"> <li>■ United States electoral and representational system single-member districts</li> <li>■ Winner-take-all elections</li> <li>■ The electoral college</li> <li>■ Compromise over the electoral college</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Rights: Legal Status and Location 12.G2e</b></p> <ul style="list-style-type: none"> <li>■ Rights are not absolute</li> <li>■ Rights and location (schools, workplace, private property)</li> <li>■ Debates around extension and limitations of rights</li> <li>■ Rights and responsibilities of minors (workplace, family, emancipation)</li> <li>■ Rights and responsibilities related to medical treatment or public assistance for minorities</li> <li>■ Limits on individual legal rights and responsibilities when interacting with other countries</li> <li>■ Freedom of expression inside and outside of school (<i>Tinker v. Des Moines</i> (1969), <i>Bethel v. Fraser</i> (1982), <i>New Jersey v. T.L.O</i> (1985))</li> <li>■ Some legal rights change when moving to another state</li> </ul> <p><b>Freedom of the Press 12.G2f</b></p> <ul style="list-style-type: none"> <li>■ First Amendment</li> <li>■ Forms of news media (daily newspapers, weekly magazines, television, radio, internet, advertising, <i>Nixon v. NY Times</i> (1973), <i>FCC v. Pacifica Foundation</i> (1978), <i>People v. RJ Reynolds</i> (1998))</li> <li>■ Free and open flow of information</li> <li>■ Venue for a variety of views</li> <li>■ Limitations of freedom of the press, role of sponsors and oligopoly</li> </ul> <p><b>12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</b></p> <p><b>Balancing Personal Liberties 12.G3a</b></p> <ul style="list-style-type: none"> <li>■ Balance of personal liberty and social responsibility</li> <li>■ Rights of the accused</li> <li>■ 4th, 5th, 6th, 7th, 8th, 14th Amendments</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Governmental Branches and Agencies Determine Policy 12.G5b, 12.G5c</b></p> <ul style="list-style-type: none"> <li>■ Balancing regional and national needs, existing political positions and loyalties, and sources of political power</li> <li>■ Negotiating and implementing government policy</li> <li>■ Government action across levels of government</li> <li>■ Governmental departments and agencies</li> <li>■ Department of Homeland Security</li> <li>■ Federal Emergency Management Agency (FEMA, Hurricane Sandy (2012))</li> <li>■ U.S. Department of Education (Race to the Top)</li> <li>■ Border controversy (Texas and Arizona vs. federal government)</li> <li>■ Public works projects (Alaskan Bridge to Nowhere)</li> <li>■ Keystone XL Pipeline</li> </ul> <p><b>Effective Media Consumers 12.G5d</b></p> <ul style="list-style-type: none"> <li>■ Citizens as watchdogs of government</li> <li>■ Increasing amount of sources</li> <li>■ Evaluating media sources and public policy research</li> <li>■ Effective and informed citizens engage in public policy research</li> <li>■ Bills and laws, legislative history</li> <li>■ Legislative and executive reports</li> <li>■ Newspapers and other periodicals</li> <li>■ Libraries, archives</li> <li>■ Internet</li> <li>■ Conducting an interview, Institutional Review Board Guidelines</li> </ul>

# 1

## UNIT 1: Foundations of American Democracy

SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH

**Essential Question:**  
How has American democracy evolved?

- Election of 1800 (Revolution of 1800), Election of 1876
- Controversy/modern day applicability of electoral college
- Electoral college as it relates to proportions of campaigning and financing
- Red states, blue states, purple/battleground states
- *Bush v. Gore* (2000)
- Governments make and change policy, executive-legislative relations
- Address by chief executive, seeking popular and legislative acceptance of a policy agenda
- Executive officials, legislators, constituency groups, and advocacy groups battle for their causes
- Case study of presidencies – Jackson, Polk, McKinley, T. Roosevelt, Wilson, FDR, Nixon

### Supreme Court and Judicial System 12.G1d

- Rule of law
- Evolution of the U.S. legal system
- Common law
- Constitutional law
- Statutory law
- Administrative regulations

### Judicial branch

- *Marbury v. Madison* (1803)
- Controversy of judicial review
- Case studies (*Dredd Scott* (1857), *Plessy v. Ferguson* (1896), *Brown v. Board of Education* (1954), *Roe v. Wade* (1973))
- Jefferson’s view of Supreme Court as an oligarchy
- *Worcester v. Georgia* (1832)
- Role of John Marshall

### Reserving Powers to the States 12.G1e

- States’ rights and states’ powers
- Debate over federal powers vs. state powers

cont.

# 2

## UNIT 2: Rights and Responsibilities

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
Has the evolution of American principles and practices promoted greater democracy?

- Warren Court
- *Miranda v. Arizona* (1966), *Gideon v. Wainwright* (1964), *Mapp v. Ohio* (1961), *Escobedo v. Illinois* (1965), *Terry v. Ohio* (1968)

### Voting and Participating in Government 12.G3b

- Voting (pivotal form of political participation)
- Debates about voter registration and identification issues (Arizona and voter ID)
- Right of citizens to be elected to public office
- Qualifications of public office positions
- Responsibilities of U.S. residents (filing tax returns, voting, etc.)
- Debates over legal age (voting, military, smoking, drinking)

### Citizen Contribute and Participate 12.G3c, 12.G3d

- Military Selective Service Act
- Duty of every male citizen and resident of the U.S., ages 18-26, to register
- *Rostker v. Goldberg*, 453 U.S. 57 (1981)
- Mandatory registration vs. mandatory draft
- Constitutional history of military service
- Military and political importance of a militia in colonial times
- Second Amendment
- Conscription and military draft
- Wartime occurrences of civil disobedience
- Conscientious objection
- Struggle against racial and gender discrimination in the armed services
- National security vs. civil liberties (*Alien Sedition Act* (1798), *Lincoln’s Removal of Habeas Corpus* (1861), *Schenk v. U.S.* (1919), *Korematsu v. U.S.* (1944), *USA PATRIOT Act* (2001), military tribunals, legal status of terrorists awaiting trial)

cont.

# 1

## UNIT 1: Foundations of American Democracy

SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH

**Essential Question:**  
How has American democracy evolved?

### Amendment Process 12.G1f

- Amendment Process
- State and federal participation in amendment process
- Constitution evolution
- Constitutional interpretation of loose construction vs. strict construction
- Use of elastic clause in National Bank, Louisiana Purchase (1803), Supreme Court's ruling on *Bush v. Gore* (2000), American Affordable Health Care Act (2009)

# 2

## UNIT 2: Rights and Responsibilities

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
Has the evolution of American principles and practices promoted greater democracy?

### *Taxation*

- Civic contribution and legal obligation
- Governments rely on taxation (income, property, and sales) as a major source of revenue
- Public policy influences and regulates financial incentives (buying a home) and disincentives (spending retirement savings before retirement age)

### *Jury duty*

- Eligible to serve at 18 years of age
- May oppose jury service for religious reasons
- Juror qualification vs. jury summons
- Grand and petit juries
- Civil and criminal cases
- Federal and state court systems
- Legal right of defendant to be judged by a jury of his/her peers (5th and 6th Amendments)
- Political right of citizens to serve as jurors (6th and 7th Amendments)

# 12 Grade Twelve: Economics

<b>1</b> <b>UNIT 1:</b> <b>Personal Finance:</b> <b>Individual Responsibility and the Economy</b>	<b>2</b> <b>UNIT 2:</b> <b>Individuals and Businesses in the Market</b>	<b>3</b> <b>UNIT 3:</b> <b>American Capitalism and the Global Economy</b>
<b>SEPTEMBER – MID-OCTOBER or FEBRUARY – MID-MARCH</b>	<b>MID-OCTOBER – NOVEMBER or MID-MARCH – APRIL</b>	<b>DECEMBER – JANUARY or MAY – JUNE</b>
<b>Essential Question:</b> <b>How can individual economic decisions shape a person's financial future?</b>	<b>Essential Question:</b> <b>Is the economic system of the United States of America fair and just?</b>	<b>Essential Question:</b> <b>How does globalization affect us?</b>
<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. What decisions do we make as borrowers, consumers, investors, and producers? Why are these decisions important?</li> <li>2. What institutions influence an individual's economic decisions? How do they do so?</li> <li>3. How do the goals of the national economy impact the individual?</li> <li>4. What are the various forms of consumer credit?</li> <li>5. How is the money I pay in taxes used?</li> <li>6. What are the economic decisions and responsibilities associated with buying a house, getting married or having children?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. Is the free enterprise system really free?</li> <li>2. What are the characteristics of an entrepreneur? What are the rewards and liabilities to opening a business?</li> <li>3. How do the choices that buyers and sellers make impact the market? How do economic indicators shape the decisions that individuals make?</li> <li>4. What is the Law of Supply? What is the Law of Demand?</li> <li>5. Historically, what roles have organized labor played in the U.S. economy? In a post-industrial economy, do unions matter?</li> <li>6. How have demographics of the American workforce changed in recent decades? What will the jobs of the future look like?</li> </ol>	<b>Inquiries</b> <ol style="list-style-type: none"> <li>1. Why is the United States considered a mixed economy and not a free market economy?</li> <li>2. How much should the government regulate the economy?</li> <li>3. How has globalization affected the United States' economy?</li> <li>4. What role does the Federal Reserve Board play in the American economic system?</li> <li>5. How do nations trade with one another?</li> <li>6. Is American capitalism sustainable?</li> </ol>
<p><b>12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.</b></p> <p><b>Economics Decisions in Our Lives 12.E1a</b></p> <ul style="list-style-type: none"> <li>■ People have personal economic goals and make economic decisions</li> <li>■ Economic decisions (opportunities, resources (income and wealth), preferences, and ethics)</li> <li>■ Impact of national economic goals on individuals</li> <li>■ Roles of individual (consumer, saver, investor, producer, earner, borrower, lender, taxpayer, and recipient of government services)</li> </ul> <p><b>Finance and Personal Finance 12.E1b</b></p> <ul style="list-style-type: none"> <li>■ Definition of money (characteristics and functions)</li> <li>■ Definition of finance (money management)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources they own to businesses in the factor markets.</b></p> <p><b>Allocation of Resources 12.E2a</b></p> <ul style="list-style-type: none"> <li>■ Limited resources</li> <li>■ Decisions on goods and services, production, distribution, and sales</li> <li>■ Resource allocation and efficiency</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Characteristics of the United States economy</i></p> <ul style="list-style-type: none"> <li>■ Circular flow of the economy</li> <li>■ Price system (all factors that work together to determine price)</li> <li>■ Theory of supply and demand</li> <li>■ Competition in a market economy</li> <li>■ Elasticity as an exception to the rule of demand</li> </ul> <p><i>Challenges for the United States and other market-based systems</i></p> <ul style="list-style-type: none"> <li>■ Unemployment</li> <li>■ Income and wealth gaps</li> <li>■ Other challenges: environmental pollution, economic instability, and discrimination</li> <li>■ Lack of government regulation</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

<b>1</b> <b>UNIT 1:</b> <b>Personal Finance:</b> <b>Individual Responsibility and the Economy</b>	<b>2</b> <b>UNIT 2:</b> <b>Individuals and Businesses in the Market</b>	<b>3</b> <b>UNIT 3:</b> <b>American Capitalism and the Global Economy</b>
<b>SEPTEMBER — MID-OCTOBER or FEBRUARY — MID-MARCH</b>	<b>MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL</b>	<b>DECEMBER — JANUARY or MAY — JUNE</b>
<b>Essential Question:</b> <b>How can individual economic decisions shape a person’s financial future?</b>	<b>Essential Question:</b> <b>Is the economic system of the United States of America fair and just?</b>	<b>Essential Question:</b> <b>How does globalization affect us?</b>
<ul style="list-style-type: none"> <li>■ Personal financial goals and strategies</li> <li>■ Opportunity cost, trade offs</li> <li>■ The role of finance in business and government</li> </ul> <p><i>Managing your money</i></p> <ul style="list-style-type: none"> <li>■ Strategies to achieve long-term goals</li> <li>■ Budgeting</li> <li>■ Personal savings and investing</li> <li>■ Personal considerations (risk tolerance, values, age, family situation)</li> <li>■ Return on investment</li> <li>■ Managing risk through diversification</li> <li>■ Liquidity</li> <li>■ Influence of advertising</li> <li>■ Personal taxes (W2, W4 and 1099 forms, filing status, deductions, exemptions)</li> <li>■ Personal insurance (health, life, motor vehicle)</li> <li>■ Legal documents (wills, estate plans, prenuptial/postnuptial agreements, marriage licenses)</li> <li>■ Retirement funds (IRA, Roth IRA, 409K Plan)</li> </ul> <p><i>Markets</i></p> <ul style="list-style-type: none"> <li>■ Instruments</li> <li>■ Equity (stocks)</li> <li>■ Debt (public and private)</li> <li>■ Roles markets play in directing funds</li> <li>■ From savers to investors</li> <li>■ Effects markets have on individuals and the economy</li> <li>■ Types of markets: equity, debt, stock, bond, and commodity (New York Stock Exchange, NASDAQ, bond, commodities, currencies)</li> <li>■ Effects of current events on domestic and global markets</li> <li>■ Risk</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><i>Types of business organizations</i></p> <ul style="list-style-type: none"> <li>■ Sole proprietorship</li> <li>■ Partnership</li> <li>■ Corporation (profit and not-for-profit)</li> <li>■ Franchises</li> <li>■ Influences of cartels, monopolies, oligopolies</li> </ul> <p><b>Consumer Influence, Production and Pricing 12.E2b</b>  <i>Choices of buyers and sellers in the marketplace</i></p> <ul style="list-style-type: none"> <li>■ Supply and demand</li> <li>■ Market price</li> <li>■ Allocation of scarce resources, and the goods and services that are produced</li> <li>■ Consumers influence product availability and price through their purchasing power in the product market</li> <li>■ Product market supply and demand determine product availability and pricing</li> </ul> <p><b>Supply and Demand and Business 12.E2c</b>  <i>Businesses’ choices</i></p> <ul style="list-style-type: none"> <li>■ Supplying the product market <ul style="list-style-type: none"> <li>– Product market prices</li> <li>– Available technology</li> <li>– Prices of factors of production</li> </ul> </li> <li>■ Determining the prices of factors of production</li> <li>■ Supply and demand in the factor market</li> </ul> <p><i>Starting and operating a business</i></p> <ul style="list-style-type: none"> <li>■ Recognizing opportunities</li> <li>■ Setting goals</li> <li>■ Developing a business plan</li> <li>■ Strategic planning</li> <li>■ Product development, purchasing and inventory management, record keeping, and distribution</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>Effects of Entrepreneurialism and Economic Growth 12.E3c</b></p> <ul style="list-style-type: none"> <li>■ Capitalist business cycle (recession, depression, expansion, recovery)</li> <li>■ U.S. government and economy supports entrepreneurialism</li> <li>■ Intended consequences of economic growth (growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities)</li> <li>■ Unintended consequences of economic growth (recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities)</li> </ul> <p><i>Role of the entrepreneur</i></p> <ul style="list-style-type: none"> <li>■ Examples of entrepreneurs today</li> <li>■ Impact of entrepreneurs on the economy</li> <li>■ Impact of entrepreneurs on community development</li> </ul> <p><b>Role of Government in Protecting the Free Market 12.E3d</b></p> <ul style="list-style-type: none"> <li>■ Troubled Asset Relief Program (TARP), Economic Stimulus Act, American Recovery and Reinvestment Act</li> <li>■ Workplace and labor regulation (OSHA, National Labor Relations Act)</li> <li>■ Ensuring property rights (intellectual property, eminent domain)</li> <li>■ Promoting income equality (JOBS Act)</li> <li>■ Social mobility (minimum wage legislation, taxes)</li> </ul> <p><b>Role of Government and Economic Inequality 12.E3e</b></p> <ul style="list-style-type: none"> <li>■ The causes of economic inequality (social, political, economic injustices)</li> <li>■ Debates (economic injustice vs. individual choice and responsibility)</li> <li>■ Government policy addressing income gap and economic inequality</li> <li>■ Government programs designed to combat poverty (social welfare, healthcare)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><i>Banks</i></p> <ul style="list-style-type: none"> <li>■ Role of banks in the financial system and importance to consumers (savings accounts, checking accounts, loans, certificates of deposit)</li> <li>■ Kinds of banks and other deposit taking institutions (commercial, savings, investment)</li> <li>■ Banks and businesses</li> <li>■ Banks and the consumer</li> <li>■ Regulating the financial services industry</li> <li>■ Federal Reserve</li> <li>■ State banking and insurance Commissions</li> <li>■ F.D.I.C.</li> </ul> <p><b>Interest and Credit 12.E1c</b></p> <ul style="list-style-type: none"> <li>■ Interest rates (costs, measuring, APRs, short- and long-term rates)</li> <li>■ Effects of raising and lowering rates</li> <li>■ Compounding and the rule of 72</li> <li>■ Interest rate spread</li> <li>■ Nominal and real returns</li> </ul> <p><i>Credit</i></p> <ul style="list-style-type: none"> <li>■ Forms of credit (loans, credit cards, mortgage, commercial paper, treasury notes, bills, bonds)</li> <li>■ Benefits and costs of credit</li> <li>■ Credit and the consumer (personal credit reports and ratings, responsible use of credit, rights with creditors)</li> <li>■ Short-term vs. long-term credit</li> <li>■ Problems with credit and unsecured credit</li> <li>■ Credit score (calculations, consequences, relationship to borrowing rates)</li> <li>■ Credit cards (APR, grace period, hidden fees, credit card criteria, reward cards, department store cards)</li> <li>■ The impact of personal debt</li> <li>■ Predatory lending</li> <li>■ Bankruptcy (types)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>■ Production and delivery of goods and services</li> <li>■ Marketing</li> <li>■ Financing</li> <li>■ Assessing progress</li> </ul> <p><i>Interactions between large and small businesses</i></p> <ul style="list-style-type: none"> <li>■ Antitrust cases</li> <li>■ Role of federal government in blocking or approving mergers</li> <li>■ Implications for consumers</li> <li>■ Implications for business</li> </ul> <p><i>Effects of globalization on business</i></p> <ul style="list-style-type: none"> <li>■ Multinational corporations</li> <li>■ Small businesses and their connections to world trade</li> <li>■ Effects on domestic prices and production</li> <li>■ Outsourcing</li> <li>■ Effects on workers</li> </ul> <p><i>Moral, ethical, and legal issues</i></p> <ul style="list-style-type: none"> <li>■ Business ethics</li> <li>■ Regulations for doing business</li> <li>■ Corporate social responsibility</li> <li>■ Ethics of advertising</li> <li>■ Socioeconomic vs. economic models</li> </ul> <p><i>Marketing</i></p> <ul style="list-style-type: none"> <li>■ Establishing target markets (primary and secondary)</li> <li>■ Using a focus group to determine target market</li> <li>■ 4 P’s of marketing: price, product, packaging, promotion</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<p><b>12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.</b></p> <p><b>Economic Goals and Indicators 12.E4a</b></p> <ul style="list-style-type: none"> <li>■ Economic Indicators (Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates)</li> <li>■ Humphrey-Hawking Act (economic indicators and goals for those indicators)</li> <li>■ The business cycle (causes and effects of fluctuations, unemployment)</li> <li>■ Types of unemployment (structural, frictional, seasonal, cyclical)</li> <li>■ Long-term unemployed</li> <li>■ Unemployment rate vs. the Labor Force Participation Rate</li> <li>■ Effects of unemployment</li> <li>■ Inflation</li> <li>■ Causes</li> <li>■ Measuring inflation (CPI)</li> <li>■ Combating inflation</li> <li>■ Economic growth (determinants, measures (GDP), limits of growth)</li> <li>■ Effects of globalization on the United States GDP</li> <li>■ Importance of productivity and the role of technology</li> <li>■ Factors that explain why some countries grow faster than others</li> <li>■ Trade policies (tariffs, quotas, embargoes)</li> </ul> <p><b>Fiscal Policy 12.E4b</b></p> <ul style="list-style-type: none"> <li>■ Role of the president and congress</li> <li>■ Setting spending priorities (national defense, social services, rebuilding the nation’s infrastructure, education)</li> <li>■ Federal budget process</li> <li>■ Tax policy</li> <li>■ Purposes of taxes (generate revenue and/or manage the economy and promote social goals)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

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<p><b>Inflation and International Currencies 12.E1d</b></p> <ul style="list-style-type: none"> <li>Individuals in the global economy</li> <li>Inflation and international currencies</li> <li>Value fluctuation relative to the United States dollar</li> </ul>	<p><i>Production and pricing</i></p> <ul style="list-style-type: none"> <li>What and how to produce?</li> <li>Who will receive what is produced?</li> <li>Total cost pricing, price penetrating, price skimming</li> <li>Role of input costs in determining price</li> <li>Role of government in determining price</li> <li>Law of supply and demand in determining market price</li> <li>Effects of monopolies and oligopolies</li> </ul> <p><b>12.E3 THE IMPACTS OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental impact. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</b></p> <p><b>Workplace Workforce 12.E3a</b></p> <ul style="list-style-type: none"> <li>Evolving roles of workers in business (providing input to management, working in teams)</li> <li>Matching worker qualifications and skills with frequently evolving business needs</li> </ul> <p><i>Composition of the workforce</i></p> <ul style="list-style-type: none"> <li>Needs of workers (women, teenagers, elderly, minorities, glass ceiling)</li> <li>Population and demographic trends</li> <li>Experience, location, and skill needs</li> <li>Affirmative action</li> <li>Changing skill requirements</li> </ul> <p style="text-align: right;"><i>cont.</i></p>	<ul style="list-style-type: none"> <li>Tax fairness (progressive, regressive, and proportional)</li> <li>Kinds of taxes (income, sales, federal, state, local, social security, real property)</li> <li>Government services provided</li> <li>Taxing jurisdictions</li> <li>Tax levy, tax rate, and tax bills (school, city, county, town)</li> <li>Assessments (collection of data and computation)</li> <li>Taxpayer challenges</li> <li>Use of taxes and spending to fight inflation and recession</li> <li>Keynesian fiscal policy vs. classical supply side fiscal policy</li> <li>Historical examples of fiscal policy (Great Depression, stagflation of 1970s, Tax Reform Act of 1986, American Recovery and Reinvestment Act of 2009)</li> <li>Corporate subsidies, incentives, abatements</li> <li>Taxes’ effects on elastic and inelastic products</li> <li>National debt, national deficit</li> </ul> <p><b>Monetary Policy and the Federal Reserve 12.E4c</b></p> <ul style="list-style-type: none"> <li>Definition of monetary policy</li> <li>Goals of monetary policy</li> <li>Conditions leading to the creation of the Federal Reserve</li> <li>Historical examples of bank panics.</li> <li>History of the Federal Reserve</li> <li>Federal Reserve’s structure, functions, and goals (maintaining price stability and sustainable growth)</li> <li>Role of the Federal Reserve in making and implementing monetary policy</li> <li>Tools of the Federal Reserve (required reserve ratio, discount rate, open market operations)</li> <li>Effects of changing interest rates</li> <li>Fighting inflation and recession</li> <li>Policy decisions under Greenspan (1987 – 2006), Bernanke (2006 – 2014), Yellen (2014 – present)</li> </ul> <p style="text-align: right;"><i>cont.</i></p>

# 2

## UNIT 2: Individuals and Businesses in the Market

MID-OCTOBER — NOVEMBER or MID-MARCH — APRIL

**Essential Question:**  
**Is the economic system of the United States of America fair and just?**

### *Compensation and rewards*

- Factors leading to job satisfaction or dissatisfaction
- Salary vs. wages vs. ownership
- Fringe benefits
- Employer-of-choice issues (benefits, working conditions, incentives, flex time, labor unions, working from home, employee ownership)

### **Government Role in Regulating Workplace and Stimulating the Economy 12.E3b**

- Keynesian economics vs. Neo-liberalism
- Protecting property rights
- Regulating working conditions
- Protecting the right to bargain collectively
- Reducing discrimination in the workplace
- Curbing abusive business practices
- The government’s role in balancing labor and business interests

# 3

## UNIT 3: American Capitalism and the Global Economy

DECEMBER — JANUARY or MAY — JUNE

**Essential Question:**  
**How does globalization affect us?**

### *Foreign exchange*

- Exchange rates
- Reasons for exchange rate fluctuations
- Effects of exchange rate fluctuations
- Central Banks affect exchange rates
- American use of Central Bank vs. China’s use of Central Bank

### *Foreign investment*

- Portfolio capital flows
- Direct foreign investment

### *Global economic and financial issues and crises*

- Debt of developing nations
- Environmental issues and concerns
- World financial crises (Asia 1997, Russia 1998, global 2008)
- Economic implications of national and international crises

### **Trade Policies, Agreements and Concerns 12.E4d**

- Definition of globalization
- Historical development of the global economy
- The impacts of trade flows, capital movements, direct foreign investment, tourism, and foreign trade
- Positive and negative effects of globalization on developing and industrialized nations

### *Trade—effects of globalization on the enterprise system*

- Importance of trade
- Measuring trade
- Trade policy issues
- Global (WTO) and regional trading blocs (EMU, NAFTA, ASEAN, and MERCOSUR Common Market of the South)

### *Trade policies and agreements and concerns*

- Tariffs, quotas, embargoes set the rules for trade between the United States and other nations
- Outsourcing
- Production possibility with trade
- People as both consumer and worker and the effects of both on globalization
- International loopholes/penalties