

| COMPONENT                         | OBJECTIVES  | COMPETENCY   |
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| <p>I Geographic Understanding</p> | <ol style="list-style-type: none"> <li>1. Map the state primaries in a presidential election.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> <li>2. Compare and contrast the election processes at the national, state, and local levels.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> <li>3. Identify major political divisions of the United States.<br/>(SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> <li>4. Describe the process and significance of redistricting.<br/>(SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> <li>5. Obtain appropriate information from maps and/or primary sources.<br/>(SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> <li>6. Cite examples of elections where the outcome was influenced by geographic factors.<br/>(SS.A.1.4.1) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.2) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</li> </ol> | <p>A. After studying the geographic factors that affect the outcomes of local, state, and national elections in the United States, the students will:</p> <ol style="list-style-type: none"> <li>a. Map the locations of political regions and districts.</li> <li>b. Compare/contrast the influence of a selected region and/or district on national elections, past and present (most recent); e.g., the South's impact on the 1988/1992 presidential elections.</li> <li>c. Analyze, by writing newspaper articles or creating a news broadcast, the impact of redistricting on national, state, and/or local elections; e.g., Florida Congressional Districts, Miami-Dade County Commission.</li> <li>d. Predict, using demographic trends, the future influence of various regions and/or districts in local, state, and national elections.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.C.2.4.1) (SS.C.2.4.3)</li> </ol> |

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| <p>II Historical Awareness</p> | <ol style="list-style-type: none"> <li>1. Trace the major events leading to the establishment of the Constitution.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.4) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.5)</li> <li>2. Compare and contrast the various philosophies that influenced the development of the government of the United States.<br/>(SS.A.1.4.1) (SS.A.1.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.5)</li> <li>3. Review major documents which provided the foundation for the Constitution.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.4) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.5)</li> <li>4. Discuss the historical origins of basic constitutional concepts; i.e., representative government, separation of powers federalism.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.4.4.4) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.5)</li> </ol> | <ol style="list-style-type: none"> <li>A. After studying the foundations of United States government, the students will:             <ol style="list-style-type: none"> <li>a. Create a flow chart indicating the major events and documents that contributed to the establishment of the United States government; e.g., the Magna Carta, the Declaration of Rights of Man, Albany Plan of Union, Second Continental Congress, the Declaration of Independence, the Articles of Confederation.</li> <li>b. Summarize the conceptual ideas underlying our present national government.</li> <li>c. Research and report on the people behind the ideas and concepts which provided the philosophical basis for the Constitution; e.g., Locke, Rousseau.</li> <li>d. Assess, in writing or through a formal debate, the controversies surrounding federalism; e.g., Articles of Confederation vs. Constitution; North vs. South during the Civil War; the role of the federal government vs. the role of state governments in the Civil Rights Movement.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.5.4.7) (SS.C.2.4.1)</li> </ol> </li> </ol> |

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|           | <ol style="list-style-type: none"> <li>1. Describe the way each branch of the national government checks and balances the powers granted to the other branches.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.1.) (SS.C.2.4.5)</li> <li>2. Explain how the system of checks and balances has been modified by the establishment of political parties and the growth of presidential powers.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.1.) (SS.C.2.4.5)</li> <li>3. Assess the current relevance of the constitutional qualifications for the presidency.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>4. Describe the constitutional duties and powers of the president and their limitations.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>5. Identify various roles of the president.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>6. Analyze how and why presidential power has grown over time.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>7. Analyze the role played by the cabinet and the executive office in helping the president carry out his/her duties.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>8. Identify the constitutional and other duties of the office of vice president.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>9. Outline the procedure for replacing a president prior to the expiration of his/her term in office.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>10. Describe the organizational structure and functions of the United States Congress.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> </ol> | <p>B. After studying the three branches of government, the students will:</p> <ol style="list-style-type: none"> <li>a. Explain the functions and responsibilities of each branch and describe the qualifications for holding office in each branch.</li> <li>b. Provide, through small group or large group simulation or presentation, examples that illustrate checks and balances and separation of powers; e.g., seniority system, executive powers, senatorial courtesy, appropriations, judicial review, senate confirmations.</li> <li>c. Propose, through small group discussion or written assignment, reform(s) that would enable the branches to better serve and be closer to the American people.</li> <li>d. Collect and review newspaper articles that trace the route of specific legislation through the appropriate branches of government.<br/>(SS.C.2.4.1)</li> </ol> |

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|           | <ol style="list-style-type: none"> <li>11. Outline the passage of a federal law.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>12. Examine the ways in which congress exercises its expressed and implied powers.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>13. Define domestic policy and summarize the major areas of domestic concern.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>14. Describe the constitutional powers of Congress and the president with respect to foreign policy.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>15. Outline the organizational structure of the national judiciary.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>16. Describe the process of judicial review.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>17. Evaluate the selection process for Supreme Court justices, noting the inherent powers of the office.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>18. Differentiate between original and appellate jurisdiction in the federal judiciary.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>19. Contrast the processes through power is passed in each of the three branches of government.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>20. Describe the qualifications and responsibilities of members of each of the three branches of the national government.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> <li>21. Examine the impact of public opinion and the media on the three branches of government.<br/>(SS.A.4.4.4) (SS.C.1.4.3) (SS.C.2.4.5)</li> </ol> |            |

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|           | <ol style="list-style-type: none"> <li>1. Explain the concept of federalism.<br/>(SS.A.1.4.4) (SS.A.4.4.4) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>2. Analyze the strengths and weakness of the federal system of government.<br/>(SS.A.1.4.4) (SS.A.4.4.4) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>3. Discuss the powers granted and denied to the national and state governments.<br/>(SS.A.1.4.4) (SS.A.4.4.4) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>4. Identify the constitutional provision for the existence of state governments and review the historical evolution of state governments.<br/>(SS.A.1.4.4) (SS.A.4.4.4) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>5. Evaluate the structure and function of government at all levels in American political life.<br/>(SS.A.1.4.4) (SS.A.4.4.4) (SS.B.1.4.4) (SS.B.2.4.3) (SS.C.1.4.3) (SS.C.2.4.5) (SS.D.2.4.3)</li> </ol><br><ol style="list-style-type: none"> <li>1. Explain the relationship between a nation's political system and its political culture.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</li> <li>2. Describe the basic structure and functions of political parties in the United States, past and present.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</li> <li>3. Describe a significant third party movement in American history and assess its impact on the political process.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</li> </ol> | <p>C. After studying federalism, the students will:</p> <ol style="list-style-type: none"> <li>a. Create a chart or diagram that illustrates the division of powers between the national government and the state governments; i.e., delegated powers, reserved powers, concurrent powers.</li> <li>b. Cite examples from history that relate to the ongoing debate between nationalists and states rightists.</li> <li>c. Discuss, using examples from newspapers, magazines, or television news programs, how the concept of federalism is applied to current issues.</li> <li>d. Propose, through essay or discussion, changes to improve the current federal system of government in the United States.</li> </ol><br><p>D. After studying the role of politics and political parties in the United States, the students will:</p> <ol style="list-style-type: none"> <li>a. Explain the role of politics and political parties in the United States, past and present.</li> <li>b. Compile or draw a series of political cartoons illustrating the role political parties have played in the electoral process throughout United States history.</li> <li>c. Debate the philosophy, platform, and/or policy (ies) of one of the major political parties.</li> </ol> |

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|           | <p>4. Describe the role of political parties in the democratic process.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8)<br/>(SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>5. Compare and contrast the political philosophies/points of view of the Democratic and Republican parties since the 1960s.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8)<br/>(SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>6. Assess the positive and negative aspects of the current electoral process; e.g., primaries, nominating conventions, electoral college.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8)<br/>(SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>7. Describe the functions and types of pressure and special interest groups that exist in the United States; e.g., political action committees, labor organizations, professional groups.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.8)<br/>(SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.5)</p> <p>1. Discuss problems faced by state and local government.<br/>(SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.2)<br/>(SS.C.2.4.5) (SS.D.2.4.3)</p> <p>2. Analyze the strengths and weaknesses of the federal system in dealing with domestic and foreign problems.<br/>(SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1)<br/>(SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>3. Research government responses to selected social problems; e.g., health care, poverty, housing, substance abuse.<br/>(SS.A.1.4.3) (SS.A.1.4.4) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.2)<br/>(SS.C.2.4.5) (SS.D.2.4.3)</p> <p>4. Use the inquiry approach to address governmental problems.<br/>(SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1)<br/>(SS.C.2.4.5) (SS.D.2.4.3)</p> | <p>d. Write an editorial or a letter to the editor proposing a reform in the current electoral process.</p> <p>e. Create an “ideal” campaign ticket for president and vice-president that includes descriptions and backgrounds of the candidates.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.C.2.4.1)</p> <p>E. After studying contemporary problems related to United States government, the students will:</p> <p>a. Cite examples that show how the United States government has attempted to resolve problems, past and present; e.g., housing, poverty, health.</p> <p>b. Research and debate a contemporary problem of government.</p> <p>c. Propose a plan to resolve a selected contemporary problem (s).</p> <p>d. Predict, in writing or through a creative illustration, the possible outcomes of a selected unsolved problem.<br/>(SS.A.1.4.3) (SS.C.2.4.1)</p> |

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| <p>III Civic Responsibility</p> | <p>5. Identify, research, and propose solutions to problems faced by local, state, and national government.<br/>(SS.A.1.4.3) (SS.A.1.4.4.) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>6. Discuss the political and economic implications of the legalization of controlled substances.<br/>(SS.A.1.4.3) (SS.A.1.4.4.) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>1. Demonstrate the importance of participation in community service, civic improvement, and involvement in political activity.<br/>(SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.D.2.4.3)</p> <p>2. Describe the responsibilities of citizens in a democracy.<br/>(SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.D.2.4.3)</p> <p>3. Design and implement a community service project.<br/>(SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.D.2.4.3)</p> | <p>A. After studying and discussing the importance of citizen involvement in community service, civic improvement, and political activity, the students will:</p> <p>a. Cite, through small group or class discussion, examples that illustrate how students can participate in community service activities to accomplish civic improvement.</p> <p>b. Plan, implement, and report on a school and/or community service project to achieve civic improvement.</p> <p>c. Assess, through individual, team, or small group discussion, the effectiveness of the civic improvement project after it has been completed.</p> |

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|           | <ol style="list-style-type: none"> <li>1. Assess the constitutional guarantees to which an individual is entitled, noting that they reflect the belief that government should protect individual rights.<br/>(SS.A.1.4.2) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>2. Describe the constitutional protections guaranteed to persons accused of a crime.<br/>(SS.A.1.4.2) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>3. Discuss the importance of maintaining a balance between law and order and the need to protect individual rights; e.g., drug testing.<br/>(SS.A.1.4.2) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>4. Discuss ways by which citizens exercise their political rights.<br/>(SS.A.1.4.2) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>5. Evaluate the effects of legislative acts on civil rights and civil liberties in the United States.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>6. Examine selected pivotal Supreme Court cases which have helped to define individual rights.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> <li>7. Evaluate the changing relationship between majority rule and individual rights as it is reflected in our legal and governmental systems, and as it has evolved through differing constitutional interpretations.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</li> </ol> | <p>B. After studying the concept of individual rights, the students will:</p> <ol style="list-style-type: none"> <li>a. List and explain the individual rights that are guaranteed in the original Constitution and subsequent amendments.</li> <li>b. Research and debate Supreme Court decisions that expanded or limited individual rights.</li> <li>c. Write a short story illustrating what life would be like in the United States if there were fewer individual rights.</li> <li>d. Discuss which individual rights are the most important.<br/>(SS.A.1.4.3)(SS.C.2.4.1)</li> </ol> |



| COMPONENT                        | OBJECTIVES   | COMPETENCY   |
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| <p>IV Economic Understanding</p> | <p>8. Explain the concept of majority rule with protections for individual and minority rights.<br/>(SS.A.1.4.2) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>9. Examine the role of a free press in a democratic society.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>10. Analyze freedoms granted in the Bill of Rights and subsequent Constitutional amendments to all citizens regardless of race, religion, and origin.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.4) (SS.A.5.4.7) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.2.4.3)</p> <p>1. Compare and contrast the three world economic systems; e.g., traditional, command, and market.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>2. Describe the basic types of business organizations; i.e., sole proprietorship, partnership, corporation.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>3. Explain the fundamental principles of a free market system.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>4. Evaluate the sources of revenue and expenditures of national, state, and local governments, noting various services provided.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> | <p>A. After studying various economic philosophies and comparing the economic views of various United States leaders, the students will:</p> <p>a. Cite examples that illustrate how a political figure's economic philosophy has impacted public policy.</p> <p>b. Compare/contrast the economic philosophies of selected American presidents and/or candidates for the presidency; e.g., Herbert Hoover and Franklin Roosevelt, Ronald Reagan and Jimmy Carter, George Bush and Bill Clinton.</p> <p>c. Critique a leader's economic position from the point of view of one or more economic philosopher(s).</p> <p>d. Write an editorial or a letter to the editor about the economic philosophy of a current or past candidate for political office.<br/>(SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.C.2.4.1)</p> |

| COMPONENT                   | OBJECTIVES  | COMPETENCY  |
|-----------------------------|---|---|
| <p>V Cultural Awareness</p> | <p>5. Compare and contrast the political and economic philosophies associated with various types of government; e.g., capitalism, communism, socialism.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>6. Analyze selected economic philosophies; e.g., the economic philosophies of Adam Smith, John Locke, Karl Marx, John Maynard Keynes.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.5) (SS.A.3.4.6) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.5.4.1) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>7. Predict how a country's political structure affects its economic success.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.3.4.8) (SS.C.2.4.1) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1)</p> <p>1. Analyze the effectiveness of interest groups on government policy.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3)</p> <p>2. Recognize that American society is and always has been pluralistic and multicultural.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3)</p> <p>3. Develop a multicultural perspective that respects the dignity and worth of all people.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.8) (SS.B.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3)</p> | <p>A. After studying the influence of people from diverse backgrounds on United States government, the students will:</p> <p>a. Cite examples that illustrate how people from diverse backgrounds have influenced United States government.</p> <p>b. Research and report on the circumstances which motivated selected individuals to get involved in national, state, and/or local government.</p> <p>c. Determine, through small group discussion or written essay, the person(s) who made the most significant contribution(s) to government.<br/>(SS.A.1.4.1) (SS.A.3.4.9)</p> |

| COMPONENT             | OBJECTIVES   | COMPETENCY   |
|-----------------------|--|--|
| VI Global Perspective | <ol style="list-style-type: none"> <li>1. Explain how United States citizenship can be acquired.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.4) (SS.D.2.4.3)</li> <li>2. Explain how United States immigration policy has changed over time.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.4) (SS.D.2.4.3)</li> <li>3. Describe government regulations that relate to immigrants.<br/>(SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.C.2.4.1) (SS.C.2.4.3) (SS.C.2.4.4) (SS.D.2.4.3)</li> </ol><br><ol style="list-style-type: none"> <li>1. Define government as a universal institution and describe its major functions.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.B.2.4.3) (SS.C.1.4.1) (SS.D.2.4.3)</li> <li>2. Differentiate among the major forms of government in the world today.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.B.2.4.3) (SS.C.1.4.1) (SS.D.2.4.3)</li> <li>3. Compare the structure and function of American democracy with other forms of government.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.B.2.4.3) (SS.C.1.4.1) (SS.D.2.4.3)</li> </ol> | <ol style="list-style-type: none"> <li>B. After studying United States immigration policy, the students will: <ol style="list-style-type: none"> <li>a. Describe, the immigration process and create a chart or diagram showing how immigrants can become citizens.</li> <li>b. Research and report on policies/laws/ actions of the United States government related to immigration.</li> <li>c. Interview immigrants, parents, and/or relatives, to determine how immigrants have impacted the local community.</li> <li>d. Debate an immigration issue.</li> <li>e. Propose, through team, small group or entire class discussion, ways to assist newly arrived immigrants.</li> <li>f. Create a song, poem, story, art display, dance, or film that expresses the idea that the United States is a nation of immigrants.<br/>(SS.A.1.4.3) (SS.C.2.4.1)</li> </ol> </li> <br/> <li>A. After studying selected forms of government, the students will: <ol style="list-style-type: none"> <li>a. Formulate generalizations as to the universal purposes of government.</li> <li>b. Create a chart comparing and contrasting forms of government; e.g., communism, democracy, socialism.</li> <li>c. Create a political map showing the major forms of government around the world.</li> <li>d. Design a type of government that will meet the needs of citizens in the 21<sup>st</sup> century.<br/>(SS.A.1.4.1) (SS.A.5.4.1)</li> </ol> </li> </ol> |

| COMPONENT | OBJECTIVES   | COMPETENCY   |
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|           | <p>4. Assess the effects of the spread of democratic principles on people and governments throughout the world; e.g., Athenian democracy, the Enlightenment, American and French Revolutions, collapse of communism in Eastern Europe and the Soviet Union, Tienanmen Square, Cuban and Nicaraguan Revolutions, Anti-Apartheid movement.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.2.4.4) (SS.A.2.4.5) (SS.A.2.4.7) (SS.A.3.4.1) (SS.A.3.4.2) (SS.A.3.4.5) (SS.C.3.4.6) (SS.A.3.4.7) (SS.B.2.4.3) (SS.C.1.4.1) (SS.D.2.4.3)</p> <p>1. Describe the types of pressure groups that impact foreign policy.<br/>(SS.A.1.4.1) (SS.B.1.4.4) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Define foreign policy and list the basic long-range goals of American foreign policy in various regions of the world.<br/>(SS.A.1.4.1) (SS.B.1.4.4) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Analyze the problems facing the United States in dealing with various foreign powers; e.g., Commonwealth of Independent States (CIS), emerging independent republics of the former Yugoslavia, Cuba.<br/>(SS.A.1.4.1) (SS.B.1.4.4) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Explain how transnational economic activities have impacted foreign policy; e.g., North America Free Trade Agreement (NAFTA), European Union.<br/>(SS.A.1.4.1) (SS.B.1.4.4) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> | <p>B. After studying United States foreign policy, the students will:</p> <p>a. Identify the goals of United States foreign policy and discuss how they are influenced by international affairs.</p> <p>b. Research and report how foreign policy decisions are made.</p> <p>c. Create a political cartoon that compares/contrasts United States foreign policy goals with foreign policy goals of other nations.</p> <p>d. Produce a chart comparing the coverage of selected foreign policy issues by the media in different nations.</p> <p>e. Write an editorial or letter to the editor justifying or criticizing a selected foreign policy decision.<br/>(SS.A.1.4.1) (SS.C.2.4.1)</p> |

| COMPONENT | OBJECTIVES  | COMPETENCY |
|-----------|---|------------|
|           | <p>5. Evaluate the ability of the American political process to deal with the interdependent nature of domestic and foreign problems.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>6. Analyze how personal and collective decisions made in the United States have consequences for people in other parts of the world and how decisions made in other nations affect people in the United States.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>7. Identify local and national issues that are related to world issues.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>8. Compare and contrast the media's coverage of selected issues in the United States and other nations.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>9. Assess the effectiveness of unilateral, bilateral, and multilateral approaches in dealing with contemporary global issues.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>10. Describe how domestic issues are affected by international occurrences and events.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3) (SS.C.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> |            |

| COMPONENT | OBJECTIVES   | COMPETENCY   |
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|           | <ol style="list-style-type: none"> <li>1. Analyze the problems facing the United States in dealing with foreign powers.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3)</li> <li>2. Interpret changes that have occurred in the economic, political, and social systems of western and non-western societies.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3)</li> <li>3. Discuss the interdependence of world regions.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3)</li> <li>4. Explain how geographic location affects the political and economic relationships of countries in the world.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3)</li> <li>5. Examine selected documents; e.g., Magna Carta, United States' Bill of Rights, Universal Declaration of Human Rights, and world organizations; e.g., Amnesty International, UNESCO, Freedom House, that have focused attention on universal human rights.<br/>(SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.1.4.4) (SS.B.2.4.2) (SS.B.2.4.3)</li> </ol> | <p>C. After studying regional and world organizations and how they work to resolve global problems, the students will:</p> <ol style="list-style-type: none"> <li>a. Explain the purposes and major features of selected regional and world organizations; e.g., United Nations, Organization of American States, European Union, North Atlantic Treaty Organization.</li> <li>b. Debate the reactions of the United States government toward the policies of a regional and/or world organization.</li> <li>c. Role play, dramatize, or discuss United States reaction to a crisis handled by a regional and/or world organization; e.g., the Desert Storm initiative, the “Zionism is fascism” controversy, break-up of the former Soviet Union, the U.N. peace-keeping efforts in the Middle East, Somalia, Bosnia, and international terrorism.</li> <li>d. Assess, through discussion or written assignment, the strengths and weaknesses of regional and world organizations in resolving conflicts.<br/>(SS.A.1.4.1)</li> </ol> |