

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Government & Economics Description:

The overarching goal of this course is to provide students with the skills to be good citizens. They must understand how the government is designed to work and how it works in real life. Students need to learn to recognize their responsibilities within the system. They must understand the role that they play in a democracy. At the end of this course, they will understand party differences and how their priorities align within the system. They must learn to evaluate political candidates and the propaganda involved in the election process. They will evaluate the strengths and weakness of candidates and political platforms. They will learn how to analyze the news and to communicate both verbally and in writing their priorities. They will also realize how our government and economy interact and how much of our economic success is based on taxation, government programs and foreign policy decisions. This course will be taught with current events.

Units of Study:

- Unit 1: Introduction to Government
- Unit 2: History of the Government
- Unit 3: Executive Branch
- Unit 4: Legislative Branch
- Unit 5: The Election Process
- Unit 6: Judicial Branch
- Unit 7: Social Security
- Unit 8: Foreign Policy
- Unit 9: Federal Budget
- Unit 10: Entitlement Mentality



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Introduction to Government		
Unit Overview/Essential Understanding: Government has been and will always be an important part of our lives. The Government regulates and controls many aspects of our freedoms, rights and responsibilities. Students will understand that they must be an active part of the process. Essential Questions: <ul style="list-style-type: none">• What form of government serves best?• Where and why did government originate?• Why is competition an important factor in the U.S. Economy?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine the principles and nomenclature of government.• Students will examine the impact of significant individuals and groups.• Students will recognize that different forms of government have developed over time.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.12. A - Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good• 5.1.12. B - Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government• 5.1.12. C - Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality• 5.2.12.A - Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments• 5.2.12. B - Examine the causes of conflicts in society and evaluate techniques to address those conflicts• 5.2.12. C - Evaluate political leadership and public service in a republican form of government• 5.2.12. D - Evaluate and demonstrate what makes competent and responsible citizens• 6.2.12. G - Evaluate various economic systems		

- CC.8.6.11-12.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Important Standards Addressed in this Unit:

- 5.1.12.D - Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

Misconceptions:

- Many people do not understand that the power in our government is given to the people. We must understand how it works and our role in influencing it to represent our best interests.

Concepts/Content:

- Government
- Democracy
- Dictatorship
- Presidential Form
- Parliamentary Form
- Federalism
- Capitalism
- Socialism
- Communism

Competencies/Skills:

- Understand why it is important to study government
- Describe why we need government
- Compare and contrast historical theories on the origin of government
- Examine different economic systems of government

Description of Activities:

- Lecture and discussion

Assessments:

- Essay: Why is it important to study Government? How does the government influence your life?

Interdisciplinary Connections:

- The study of Government relates to any class that discusses social issues related to laws, economic systems or the differences in political systems in the world. It also relates to real life as it establishes the foundation for good citizenship.

Additional Resources:

- District approved text
- District approved supplemental resources
 - Magruder's American Government (1992) Prentice Hall, Needham, MA



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: History of the Government		
Unit Overview/Essential Understanding: The students will review the history of the Constitution and how we got the government that we have today. We will read the document and look at the reasons we have added amendments to it. Essential Questions: <ul style="list-style-type: none">• How has the U.S. Constitution grown and changed since its birth?• How does the idea of rule of law manifest itself in the Constitution?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine how we created the government that we have today.• Students will analyze the foundations of the U.S. democratic form of government.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.12.D - Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution• 5.1.12.E - Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas• CC.8.6.11-12.A - Write arguments focused on discipline-specific content. Provide a concluding statement or section that follows from or supports the argument presented		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.12.F - Evaluate the role of nationalism in uniting and dividing citizens		
Misconceptions: <ul style="list-style-type: none">• The creation of the Constitution was a huge experiment and people were not sure how long it would last.		

- The Constitution can be changed but it is a very difficult task. Politicians who claim that by electing their opponent they will lose their rights are praying on ignorance of the process.

Concepts/Content:

- Royal Colonies
- Charter Colonies
- Proprietary Colonies
- Articles of Confederation
- Continental Congress
- Constitutional Convention
- The Constitution

Competencies/Skills:

- Examine the political organization in the colonies prior to the American Revolution
- Review the political uprisings that led to the American Revolution
- Compare and contrast early state governments and the philosophical trends (e.g. popular sovereignty, representative democracy, religious freedom.)
Examine the events that led to the creation of the Articles of Confederation
- Examine the powers given to the government under the Articles of Confederation and analyze the strengths and weaknesses of the document
- Analyze why the Articles of Confederation did not work
- Examine the historical events that led to the Constitutional Convention
- Identify major players at the Constitutional Convention

Description of Activities:

- Lectures and Discussion
- Read the Constitution
- Select present day issues that are controversial and may suggest a need for amending the document

- Examine the major issues and compromises of the Constitutional Convention
- Discuss the strengths and weaknesses of the Constitution
- Analyze the need for Amendments to the Constitution and discuss the political climate for their inclusion

Assessments:

- Essay Question that compares the issues faced by the framers that are still being interpreted in the Government today. This will differ from year to year based on current government challenges.

Interdisciplinary Connections:

- The concepts defined in the Constitution often relate to English classes where rights and responsibilities are defined in literature and historical pieces that are discussed.

Additional Resources:

- District approved text
- District approved supplemental resources
 - The Constitution of the United States of America
 - Articles of Confederation



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Executive Branch		
Unit Overview/Essential Understanding: The Executive Branch is given the task in the Constitution of enforcing the laws. They work with the other two branches in creating a government that runs our country. While the President is seen as the leader of this branch, they are assisted by the Vice-President and their cabinet. The President sets the agenda for major decisions related to what challenges the country is facing. The President also represents the United States in world affairs and provides guidance in issues like the environment, economy and foreign policy. Essential Questions: <ul style="list-style-type: none">• What are the roles of the president?• How has the power of the executive branch changed over the last 230 years?• How do decisions made by the executive agencies impact individuals and groups outside of government?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine the structure and functions of the Executive Branch.• Students will evaluate political leadership.• Students will describe the tools used to carry out U.S. foreign policy.• Students will discuss the role the executive office has on the U.S. budget.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.2.12. C - Evaluate political leadership and public service in a republican form of government• 5.3.12. A - Analyze the changes in power and authority among the three branches of government over time• 5.3.12. C - Evaluate how government agencies create, amend, and enforce regulations• 5.3.12. D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy• 5.3.12. E - Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college• CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		

- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Important Standards Addressed in this Unit:

- 5.3.12.B - Compare and contrast policymaking in various contemporary world governments

Misconceptions:

- One of the biggest misconceptions is that the President runs this country. In reality, there are thousands of people in the Executive Branch.

Concepts/Content:

- President
- Vice-President
- Cabinet
- Selecting a Running Mate
- Qualifications
- Electoral College
- Major Issues Dealt with by Executive Branch in Current Events

Competencies/Skills:

- Compare and contrast the major functions of the Executive Branch of government
- Identify the major players in the Executive Branch
- Review the qualifications and terms of the major players in the Executive Branch
- Examine the salary and benefits for the major players in the Executive Branch
- Analyze how the qualifications differ from what is actually needed to be elected

Description of Activities:

- Research current candidates and decide what qualifications are important to best be the executive. The candidates could be presidential or governors depending on the election cycle.
- Create videos or posters to share information with classmates.

Assessments:

- Essay Question that asks the students to define what qualities are necessary to be a good president or leader and assesses the understanding of the challenges that are bestowed upon members of the Executive Branch.



Interdisciplinary Connections:

- Students in Business classes could use this knowledge to help them understand qualities of leadership that are necessary in the corporate world.

Additional Resources:

- District approved text
- District approved supplemental resources
- District approved online resources like:
 - www.whitehouse.gov

Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Legislative Branch		
Unit Overview/Essential Understanding: The Legislative Branch is given the task in the Constitution of writing the laws. They work with the other two branches in creating a government that runs our country. Members of the House of Representatives and Senate are elected to represent the citizens of their constituencies.		
Essential Questions: <ul style="list-style-type: none"> • In what ways is the legislative process guided by rules and laws? • How does the legislative process differ at the national level and the state level? • Where in the legislative process do individuals get to exert their greatest influence? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will examine the structure and functions of the Legislative Branch. • Students will describe the influence of lobbyists and special interest groups on the legislative process. • Students will evaluate the fairness and effectiveness of the U.S. electoral process. • Students will engage in discussion analyzing government agencies ability to create, amend and enforce policy regulations. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 5.2.12.C - Evaluate political leadership and public service in a republican form of government • 5.3.12. A - Analyze the changes in power and authority among the three branches of government over time • 5.3.12. C - Evaluate how government agencies create, amend, and enforce regulations • 5.3.12. D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy • 5.3.12. E - Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college • CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information 		

- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Important Standards Addressed in this Unit:

- 5.3.12.B - Compare and contrast policymaking in various contemporary world governments.

Misconceptions:

- The biggest misconception about members of Congress is that we elect them to vote for us. However, many of their votes are based on pressure that they receive to vote with their political party or a Political Action Committee who has funded their campaign. Some members of Congress are more concerned about winning re-election than doing what is best for the country or their constituents.

Concepts/Content:

- Qualifications for Members of Congress
- House of Representatives Job Descriptions & Salary
- Senate Job Description & Salary
- Leadership Positions in Congress
- Current Issues that Members of Congress are faced with

Competencies/Skills:

- Compare and contrast the major functions of the Legislative Branch of government
Identify the major players in the Legislative Branch
- Review the qualifications and terms of the major players in the Legislative Branch
- Examine the salary and benefits for the major players in the Legislative Branch
- Analyze how the qualifications differ from what is actually needed to be elected

Description of Activities:

- Research current candidates and decide what qualifications are important for legislators. The candidates could be federal or state legislators depending on the election cycle.
- Create videos or posters to share information with classmates.

Assessments:

- Essay Question that require the students to evaluate the effectiveness of Congressional legislative performance.

- Project based assessment - Ask students to create a piece of legislation that could be considered necessary based on current political issues.

Interdisciplinary Connections:

- Students in Business classes could use this knowledge to understand that regulations created by Congress can influence the economic world.

Additional Resources:

- District approved text
- District approved supplemental resources
- District approved online resources like:
 - www.house.gov
 - www.senate.gov



Subject: Government/Economics	Grade: 12	Suggested Timeline: 6 weeks
Unit Title: The Election Process		
Unit Overview/Essential Understanding: While the Constitution lists the qualifications for people to be elected to government jobs, the process of getting elected is a game with many rules. In order to even run for local offices, candidates must have money. They must play the visibility game and campaign constantly to win. It is not always the best person for the job who wins. This unit examines how the election process works and what students need to know to be an informed voter. Essential Questions: <ul style="list-style-type: none">• How are rules / laws that govern the election process beneficial to the citizens of the United States?• Why is being an informed voter important to society?• How do political parties, the media, and special interest groups influence the way Americans vote?• What are components of the election process that are not specifically defined by the Constitution?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand the complexity of the election process.• Students will examine the campaign funding and spending.• Students will analyze media coverage, campaign advertising, and public opinion polls.• Students will identify how amendments extend the right to vote.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.2.12.C - Evaluate political leadership and public service in a republican form of government• 5.3.12. A - Analyze the changes in power and authority among the three branches of government over time• 5.3.12. C - Evaluate how government agencies create, amend, and enforce regulations• 5.3.12. D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy• 5.3.12. E - Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college• CC.8.6.11-12 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		

- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Important Standards Addressed in this Unit:

- 5.2.12.D - Evaluate and demonstrate what makes competent and responsible citizens

Misconceptions:

- It is not always the best candidate for the job who wins. Money, connections, name recognition, visibility, use of propaganda techniques and media manipulation are more important than actual intentions and qualifications.
- The news is real. Almost all news has some sort of bias. Fake news, social media have made deciphering the truth extremely difficult.

Concepts/Content:

- Election Process
- Propaganda
- Role of Media
- Role of Money
- Role of Political Action Committees
- Debates
- Commercials
- Political Parties
- Clean Elections
- Gerrymandering
- Fake News

Competencies/Skills:

- Understand the timeline and components of the election process
- Analyze propaganda techniques that candidates use to get elected
- Examine the role of the media in elections
- Examine the methods that candidates get their message to the voters
- Examine the role of Political Action Committees in elections

Description of Activities:

- Watch debates and critique the participants.
- Watch political commercials on livingroomcandidate.org and identify propaganda techniques.
- Read articles from various news sites and identify red flags to indicate fake news.
- Watch news across a variety of stations and attempt to identify bias.
- Listen to candidate's speeches and determine what they are promising and how possible their promises are. Identify what they are not saying in their speeches.
- Explore the website Open Secrets and discover how much money is being donated to

	<ul style="list-style-type: none"> • Discuss the role of money in political campaigns • Understand the role of debates in the election process • Evaluate candidates based on their political platforms • Understand the value of political ads and commercials • Compare and contrast the platforms of major political parties • Analyze the advantages and disadvantages of clean elections • Understand the concept of gerrymandering • Evaluate the accuracy of news stories and be aware of fake news sites and biases of journalists 	<p>candidates. Identify where the money is coming from. Realize the obnoxious amount of money that is being spent on campaigns.</p> <ul style="list-style-type: none"> • Understand the differences in the major party platforms and their philosophic differences. Have students identify which party they best align with. • Watch a video about Clean Elections and debate the advantages and disadvantages of this strategy to reduce the influence of money in campaigns. • Explore how gerrymandering has influenced how the lines are drawn to determine representation regions. Look at the maps. • Explore the work of Fair Districts and their attempts to reduce the manipulation of drawing districts for political gain.
<p>Assessments:</p> <ul style="list-style-type: none"> • Essay Question where students will critically analyze the strengths and weaknesses of political candidates. • Project based assessment - propaganda in campaign commercials 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • The biggest connection may not be to other classes but to the real world. The election process is complex and many adults get so confused and disillusioned with the process that they choose not to vote. The important connection that students must make is that the government influences all aspects of their lives and they must understand how to be informed citizens and participate in the process. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved text • District approved supplemental resources • District approved online resources like: <ul style="list-style-type: none"> ○ www.votesmart.org ○ www.livingroomcandidate.org ○ www.opensecrets.org ○ YouTube (Clean Elections Video) 	



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: The Judicial Branch		
Unit Overview/Essential Understanding: The Judicial Branch is given the task in the Constitution of interpreting the laws. They work with the other two branches in creating a government that runs our country. Students will understand the structure and appellate nature of the court system, as well as, current court decisions will be discussed as well as pending cases.		
Essential Questions: <ul style="list-style-type: none">• How are the powers of the judicial branch unique among the three branches of government?• In what ways do the ideas of judicial restraint and activism reflect different ideals of our society?• How have court decisions defined the Constitution and the civil liberties of American citizens?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine the structure and functions of the Judicial Branch.• Students will explain jurisdiction of the federal courts and the state courts.• Students will describe how the Supreme Court decides cases.• Students will examine the nature and causes of crimes.• Students will explain the different types of defenses used by perpetrators of crime.• Students will explain an individual's due process rights.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.3.12. A - Analyze the changes in power and authority among the three branches of government over time• CC.8.6.11-12.A - Write arguments focused on discipline-specific content. Provide a concluding statement or section that follows from or supports the argument presented		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.12.E - Analyze and assess the rights of people as written in the PA Constitution and the US Constitution		

Misconceptions:

- Many students think that the Judicial Branch is a less important branch of government. They do not always realize that an appointment to the court can also have influence for decades.
- The court is an appellate court and rarely hears cases live. The court is not like you see on TV. The members read decisions of early courts and the judges debate amongst themselves as to what the outcome should be.

Concepts/Content:

- History of the Judicial Branch
- Supreme Court Job Description
- Supreme Court Salary and Benefits
- Checks and Balances of the Court
- Current Supreme Court Members and Issues

Competencies/Skills:

- Compare and contrast the major functions of the Judicial Branch of government
- Identify the major players in the Judicial Branch
- Review the qualifications and terms of the major players of the Judicial Branch
- Examine the salary and benefits for the major players of the Judicial Branch
- Analyze how the qualifications differ from what is actually needed to be selected

Description of Activities:

- Research the political make up of the members of the Supreme Court.
- Examine a current issue being considered by the Supreme Court and research potential ramifications of their decision. Create a handout outlining the effects of the decision.
- Weigh the pros and cons of Supreme Court Justices serving for life.

Assessments:

- Essay Question that requires students to consider the strengths and weaknesses possible Supreme Court nominees or the examines a current issue that the Supreme Court has on its docket.

Interdisciplinary Connections:

- Supreme Court rulings could be the basis for reasoning methodology used in a philosophy class.

Additional Resources:

- District approved text
- District approved supplemental resources
- District approved online resources like:
 - www.supremecourt.gov



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Social Security		
Unit Overview/Essential Understanding: One of the biggest Government expenditures is Social Security. One in five Americans count on Social Security income to help them when they retire or become disabled. This system was created to alleviate the potential for poverty after so many people lost everything after the Great Depression. This program is financed by the tax dollars that the public pays. It is important to understand who the system helps, where the money goes and how it can benefit in later life. Students also need to realize that the current members of the Government can influence the continuation and success of this program. They will also consider the alternatives if the program is eliminated. Essential Questions: <ul style="list-style-type: none">• What were the factors that led to the creation of the Social Security program?• How has history influenced changes in the Social Security program?• What are the benefits and disadvantages of paying into a program that helps older or disadvantaged citizens?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand the components and importance of Social Security.• Students will explain the purpose of the FICA tax.• Students will describe what Social Security is and whom it was intended to help.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.3.12. A - Evaluate the costs and benefits of government decisions to provide public goods and services• 6.3.12. B - Assess the government's role in regulating and stabilizing the state and national economy• 6.3.12. C - Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies• 6.5.12. A - Analyze the factors influencing wages• CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		

- CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Important Standards Addressed in this Unit:

- 5.3.12.B - Compare and contrast policymaking in various contemporary world governments

Misconceptions:

- Many students think that Social Security is just for old people. In fact, Social Security helps the elderly, the disabled and has survivor benefits for spouses and children.
- Many students do not realize that Social Security taxes are already being taken out of their paychecks. They do not know that it is a right that people receive if they have paid into the system.
- Many people do not know that employers are required to match the amount that the employee is paying into the system.

Concepts/Content:

- History of Social Security
- Reasons for Creation of Social Security
- Who gets Social Security?
- How is Social Security Financed?
- Future of Social Security

Competencies/Skills:

- Examine and describe the history, major principles and the current rules and regulations of Social Security
- Determine who gets benefits
- Realize the importance of keeping the system fluid and the danger to many people if Social Security is not sustained

Description of Activities:

- Watch a video about who gets Social Security.
- Lectures and Discussion

Assessments:

- Essay Question where students will analyze the strengths and weaknesses of the Social Security program.



Interdisciplinary Connections:

- This Social Security unit will transfer to Economics and Business classes that examine the role of taxes related to the government as well as issues like planning for retirement and the pros and cons of Social Programs.

Additional Resources:

- District approved text
- District approved supplemental resources
 - Social Security and You. A Teacher's Resource Guide from the Social Security Administration. SSA Publication No. 05-10040. August 1995
- District approved online resources like:
 - www.ssa.gov



Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Foreign Policy		
Unit Overview/Essential Understanding: Another huge government expenditure is military spending which often is based on our Foreign Policy. The United States has pledged to support allies as well as protect our own people. Since World War II, the United States has taken a leadership role in the world. This unit will study why we changed from our isolationist roots and why it is important for us to maintain this role. Being a world leader, however, requires a lot of resources which must be allocated by the Government. This unit will look at where the money is spent and how much money is spent to maintain this position. Essential Questions: <ul style="list-style-type: none">• What is foreign policy?• How has American Foreign Policy changed over the past 230 years?• What should be the primary determinant of U.S. foreign policy goals?• What philosophical standards should be used to determine “right” and “wrong” in American foreign policy?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand the effect of Foreign Policy on government economic issues.• Students will list the types of issues that are addressed in the U.S. foreign policy.• Students will summarize the changes in U.S. foreign policy over time.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.3.12. A - Evaluate the costs and benefits of government decisions to provide public goods and services• 6.3.12. B - Assess the government's role in regulating and stabilizing the state and national economy• 6.3.12. C - Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies• CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information• CC.8.6.11-12.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation		

- CC.8.6.11-12.G - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Important Standards Addressed in this Unit:

- 6.5.12. A - Analyze the factors influencing wages

Misconceptions:

- One of the common misconceptions that many students have is that what happens in other countries does not affect us. We are number one and we do not need to worry about other countries. In reality, what other countries decide in regard to their governments, economies, environmental policies or how they treat their people can influence us dramatically.

Concepts/Content:

- History of Foreign Policy
- Isolationism
- Communist Containment
- WWII
- Korean War
- Vietnam Conflict
- War of Terror
- Cost of War
- United Nations
- Cost of Foreign Policy
- Current Foreign Policy

Competencies/Skills:

- Examine the history of Foreign Policy and understand why so much federal money is spent there.

Description of Activities:

- Lecture and Discussion

Assessments:

- Essay Question that examines a current foreign policy situation and analyzes the cost of United States involvement as well as the nonmonetary cost of discontinuing involvement in the situation.



Interdisciplinary Connections:

- This is more of a real world than academic connection. The United States in part of a much larger entity than just our country. We must support our allies in order for them to help us when we need. Our previous leaders have made commitments to substantiate our role as a World Leader. There are costs and benefits involved to maintain this position.

Additional Resources:

- District approved text
- District approved supplemental resources
- District approved online resources like:
 - <http://www.whitehouse.gov/issues/foreign-policy>

Subject: Government/Economics	Grade: 12	Suggested Timeline: 2 weeks
Unit Title: Federal Budget		
Unit Overview/Essential Understanding: The major focus of this unit is the U.S. economy. Students learn to discern how the economy effects the government and how the government effects the economy. The Federal Government pays for the programs it has promised the American people, as well as fund the cost of government services, infrastructure, military, education, environmental protection, research and development, energy, homeland security, space exploration, interest on the debt, among other things. Students will learn how the government creates a budget and which costs are mandatory or discretionary. The government borrows money to pay for costs beyond income from taxes and this leads to debt which needs to be managed.		
Essential Questions: <ul style="list-style-type: none"> • How big is the federal budget and where does that money go? • How can the federal government manage all of its debt? • How does the federal budget impact our economy? • How does the economy impact the government? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will examine Federal Budget issues. • Students will evaluate and reflect on current budgeting priorities. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 6.3.12. A - Evaluate the costs and benefits of government decisions to provide public goods and services • 6.3.12. B - Assess the government's role in regulating and stabilizing the state and national economy • 6.3.12. C - Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies • 6.3.12. D - Evaluate the role that governments play in international trade • 6.4.12. D - Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century • 6.5.12. A - Analyze the factors influencing wages 		

- 6.5.12. B - Evaluate how changes in education, incentives, technology, and capital investment alter productivity
- 6.5.12. D - Analyze the role of profits and losses in the allocation of resources in a market economy
- 6.5.12. F - Assess the impact of entrepreneurs on the economy
- 6.5.12. H - Evaluate benefits and costs of changes in interest rates for individuals and society
- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- CC.8.5.11-12.C - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Important Standards Addressed in this Unit:

- 6.1.12. B - Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services
- 6.1.12. C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations
- 6.1.12. D - Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations
- 6.2.12. D - Predict how changes in supply and demand affect equilibrium price and quantity sold
- 6.2.12. E - Evaluate the health of an economy (local, regional, national, global) using economic indicators.)

Misconceptions:

- Many students do not realize that the Federal Government borrows money from itself to pay for current needs. The Social Security taxes collected are not kept solely to pay Social Security Benefits. The American people who buy Savings Bonds are also loaning money to the American Government.
- Debt is not necessarily a bad thing if it is a small part of the actual Gross Domestic Product.

Concepts/Content:

- Current Federal Budget Priorities
- Role of Taxes
- Federal Deficit
- Federal Debt
- Current Government Economic Decisions

Competencies/Skills:

- Investigate where the Federal Government spends its money
- Understand how the price of goods and services are determined and how supply and demand influence price
- Discuss how government regulation and control of

Description of Activities:

- Lecture and Discussion
- Students will examine the data from Federal Budget charts and discern where the money is allocated and where the money is borrowed from to pay for shortfalls.

	<p>production influence the economy</p> <ul style="list-style-type: none"> • Understand the importance of taxes and paying them • Understand the trickle-down effects of raising minimum wage or giving tax rebates • Compare and contrast the differences in the major political parties' economic philosophies in government control and regulation of business and the production of goods and services • Understand the difference between the Federal Debt and Federal Deficit 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Essay Question where students will examine the current federal budget and analyze where the money is being spent and make suggestions as to how the Government could make positive changes to reduce the debt and deficit as well as allocate money in more efficient ways. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • In many business classes students will make a personal budget and plan for how their money is being spent and allocated. The federal government budget does all of that on a much larger scale. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved text • District approved supplemental resources <ul style="list-style-type: none"> ○ The Federal Budget of the United States of America ○ "Ten Trillion and Counting," Frontline, PBS video, March 24, 2009 ○ "Is America #1?" John Stossel ABC Video, July 28, 2007 	

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| | <ul style="list-style-type: none">○ "Why Cheap Gas Is a Bad Habit." By Robert J. Samuelson Newsweek, September 19, 2005● District approved online resources like:<ul style="list-style-type: none">○ U.S. National Debt Clock |
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Subject: Government/Economics	Grade: 12	Suggested Timeline: 1 week
Unit Title: Entitlement Mentality		
Unit Overview/Essential Understanding: Throughout this course, students have learned the role of the government in our lives. Over the years when unemployment was high and the economy was in trouble, the government stepped in and helped the people through various programs. Now the American People have come to expect to be bailed out when times are tough. Furthermore, to get elected, politicians promise to fix all the economic problems. In this unit, students will explore the attitude of entitlement in our country. They will understand that it is important to realize that sometimes it takes tough times to appreciate the good times. They will realize that it is important to plan for the bad times and take responsibility for their future because too often the government is making promises that lead to more problems. Essential Questions: <ul style="list-style-type: none">• What is entitlement?• How does the attitude of entitlement influence the voter's expectation of the government?• How does the election process contribute to the attitude of entitlement?• What can we do to end the age of entitlement mentality?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine how the attitude of entitlement influences many government issues discussed in this course.• Students will examine the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.3.12. A - Evaluate the costs and benefits of government decisions to provide public goods and services• 5.2.12. D - Evaluate and demonstrate what makes competent and responsible citizens• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas• CC.8.5.11-12.D - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)		

Important Standards Addressed in this Unit:

- 5.2.12.A - Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments

Misconceptions:

- The government, in an effort to prevent people from struggling, attempts to adjust the economy to always grow. In a true capitalist business cycle there is a natural roller coaster of highs and lows. Americans need to stop expecting the stock market, their pensions, property value or income to always grow. They need to plan for the lows when economic times are good and realize that things will get better over time when the economy is struggling.

Concepts/Content:

- Entitlement Mentality
- History of Entitlement
- Effects of Entitlement
- How can we end Entitlement?

Competencies/Skills:

- Understand Robert J. Samuelson's paradox that led to the age of entitlement mentality
- Analyze the historical events that led to the paradox
- Examine how expectations about what the government can and should do for us have changed since the end of World War II
- Examine how people's expectations have influenced the government's expectations about what they should do for the American people
- Discuss how the current American political system encourages promises of stability and no risk
- Hypothesize how we can change the entitlement mentality in America

Description of Activities:

- Lecture and discussion

Assessments:

- Essay Question where students explain where the entitlement attitude came from and how we can change this attitude in the United States.

Interdisciplinary Connections:

- This topic is relatable to all aspects of life. Entitlement happens to people related to government programs but also to people on a different places in the social hierarchy. The connection for students to make is that in all of life there will be ups and down. We must plan for them financially, socially and understand that sometimes when we struggle, we learn more. If we expect the government to solve all of our problems, we will have a lifetime of disappointment.

Additional Resources:

- District approved text
- District approved supplemental resources
 - Samuelson, Robert J. *The Good Life and Its Discontents: The American Dream in the Age of Entitlement*. Vintage 1997