

Dorchester County Public Schools
High School Social Studies Curriculum
“Government”

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STATEMENT OF NON-DISCRIMINATION

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THIS MATERIAL IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST

I. Philosophy

Dorchester County Public School Mission Statement

The mission of Dorchester County Public Schools is to assure that every child will learn by providing:

Rigorous educational programs that challenge all students
School environments that are safe, friendly, and nurturing
Exceptional faculty and staff who are committed to providing a child-centered climate

Dorchester County Public Schools Vision Statement

Through a cooperative and supportive partnership among the school, home, and community, the Dorchester County Public Schools will provide continuously improving educational programs, which enable all students to acquire the self-discipline, knowledge, and skills necessary to become creative, self-sufficient, life-long learners and productive citizens.

Philosophy of Content

American Government prepares young people to identify, understand and work to resolve problems that confront them, their communities, the nation, and the world. To accomplish these tasks and work effectively as citizens, students need to learn about the role that economics, geography, history and sociopolitical concepts have played in the development of their own society and societies around the world. This course is designed to have students develop the knowledge and skills necessary to understand and cope with change, resolve conflict, analyze issues and appreciate diversity in a representative democracy.

Purpose

The 21st century brings us face-to-face with the information –technology age. New issues, together with old problems, will challenge the intellectual and social structures of our world. Government will help students find order in their lives by illustrating patterns and connections of political systems. All students will study American Democracy through the perspectives of history, the interactions influence on law and society. Each student will gain the knowledge and skills needed to participate as responsible and effective community members and citizens in an increasingly complex world.

Mission Statement

“American Government” provides a foundation for students to develop the knowledge and skills needed to participate as responsible and effective members of the community. Central to the student’s experiences will be hands-on investigations and real world applications of economics, geography, history and socio-political concepts. Students will have access to multimedia materials including: original documents, video, printed text, simulations and Internet resources.

Description of Process and Acknowledgements

A collaborative team composed of countywide secondary social studies educators and the central office curriculum facilitator were responsible for writing and reviewing the “American Government” curriculum.

II. General Description

General Course Outline

“American Government” is a course of study designed to provide the essential content in social studies that will provide students with the knowledge to be effective functioning citizens in a complex society. Students will be expected to demonstrate mastery of the role of economics, geography, American society and societies around the world. Coursework will include investigations, hands on demonstrations, applications of concepts and the development of critical thinking skills.

Scope and Sequence

UNIT	TIME LINE
I. Purposes, Forms, and Types of Political and Economic Structures	10 Days
II. Foundations and Principles of Government and the Constitution	10 Days
III. Legislative Branches (National, State, and Local)	10 Days
IV. Executive Branches (National, State, and Local)	10 Days
V. Judicial Branches (National and State)	10 Days
VI. Domestic and Foreign Policy	12 Days
VII. Participation in Government	10 Days
VIII. Student Service Learning ***DCPS graduation requirement	3 Days

American Government

Scope and Sequence: Alignment to State Goals and Learner Outcomes

Content Standard 1: Political Science--Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible

Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States.

A. The Foundations and Function of Government

Indicator 1: The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2).

Assessment Limits:

- Concepts: federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection, and eminent domain.*
- Federal and Maryland state government: Legislative, Executive and Judicial powers, structure and organization.*
- Local government will be assessed in terms of powers and responsibilities.*
- Selection of National and Maryland state leaders: Electoral College and election/appointment processes*

Objectives:

- a. Evaluate the principles of **federalism, representative democracy, popular sovereignty, consent of the governed, separation of powers, checks and balances, rule of law, limited government, and majority rule** and how they protect individual rights and impact the functioning of government
- b. Explain how the powers of government are divided and shared on the federal and state levels including **delegated, reserved and concurrent powers**
- c. Analyze the principle of **equal protection** and how it has affected individual rights
- d. Examine the purpose of **eminent domain** and how it affects

citizen's rights

- e. Describe the formal process for amending the **Constitution** and why this process is necessary
- f. Describe how the **Constitution** provides for **checks and balances**, such as Legislative overrides of vetoes, the limitations on the **powers** of the President and the appointment process (Unit 2)
- g. Explain the powers denied to the national and state governments including: **bills of attainder**, **ex post facto** laws and the suspension of **habeas corpus** in the **Constitution**
- h. Identify and explain the **implied powers** of Congress including the **Elastic Clause** (necessary and proper) and its effects on the functioning of government
- i. Describe the **bicameral** structure, powers and organization of the United States Congress and the Maryland **General Assembly**
- j. Describe legislative tools that can be used during the law making process, such as **filibuster**, conference committees, and overriding a veto
- k. Examine the powers and functions of local legislative bodies in Maryland, such as county councils, county commissioners, and city councils (Unit 3)
- l. Describe the structure, powers and **authority** of the executive branch on the federal, state, and local levels
- m. Analyze the degree to which the powers of the executive branch have changed over time, such as the War Powers Act (1973)
- n. Describe the selection process for the president of the United States including the Electoral College (Unit 4)
- o. Describe the powers, structure and organization of the Federal and Maryland court systems
- p. Explain the difference between original jurisdiction and appellate jurisdiction
- q. Explain how judicial review affects the functioning of government
- r. Analyze why the United States Supreme Court justices' interpretations of the Constitution change over time
- s. Explain the methods of selecting federal justices/judges and Maryland judges (Unit 5)
- t. Describe an individual's legal obligations to obey the law, pay taxes, serve on a jury and serve as a witness
- u. Describe the election process in the United States including the nominating process, primary and general elections (Unit 7)

Indicator 2: The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations (1.1.1).

Assessment Limits:

- Historic Documents: Declaration of Independence, Articles of Confederation, United States Constitution and the Bill of Rights.*
- Students are to know which rights/protections are addressed by the first ten amendments. Students are not expected to know the contents of any document by number. Other documents and amendments may be assessed, but excerpts will be provided.*
- Basic principles: federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection.*

Objectives:

- a. Describe the purposes of government, such as protecting individual rights, promoting the common good and providing economic security
- b. Evaluate why governments are formed (Unit 1)
- c. Examine the fundamental principles of government and law developed by leading philosophers, such as Hobbes, Locke, Montesquieu and Rousseau
- d. Explain how common law and historic documents, such as Magna Carta, the English Bill of Rights and the Mayflower Compact influenced the framers of the Constitution and its development
- e. Analyze how the Constitution eliminated the weaknesses of the Articles of Confederation
- f. Examine the ratification process of the Constitution and the arguments that occurred including the view points of the Federalists and the Anti-Federalists
- g. Explain the fundamental principles of American government contained in the Declaration of Independence, Articles of Confederation, and United States Constitution and the Maryland Constitution
- h. Analyze the Preamble as the mission statement of the Constitution of the United States
- i. Identify the rights in the Bill of Rights and how they protect individuals and limit the power of government
- j. Apply the principles of federalism, checks and balances, rule of law, judicial review, separation of powers, consent of the governed and majority rule to real world situations
- k. Explain how amendments to the Constitution expand or limit individual civil liberties, such as the 14th Amendment, 18th Amendment & proposed flag burning amendment (Unit 2)

Indicator 3: The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3).

Assessment Limits:

□ *Public issues: Environment (pollution, land use), Entitlements (Social Security, welfare) Health care and public health (costs, substance abuse, diseases) Censorship (media, technology) Crime (prevention, punishments) Equity (race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities.)*

Objectives:

- a. Describe how executive departments and agencies enforce governmental policies that address public issues, such as the Center for Disease Control (CDC), Federal Bureau of Investigation (FBI), Environmental Protection Agency (EPA), Drug Enforcement Agency (DEA) (Unit 4)
- b. Analyze significant issues in domestic policy and how they reflect the national interest, values and principles, such as healthcare, high level of security awareness, environmental concerns
- c. Analyze the decisions made by the government on domestic issues and their effect on society, such as entitlements, socioeconomic status, individuals with disabilities, welfare reform
- d. Evaluate the effects of crime and crime prevention as a public policy issue on government spending, quality of life and campaign issues
- e. Evaluate the effect that international, national, and regional interests have on shaping environmental policy, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources
- f. Define public health and health care issues and evaluate existing government policy, such as smoking in public places, Medicare and Medicaid
- g. Evaluate censorship of the media and technology as a public policy issue, such as obscene material and mass media, right to privacy, internet filters, hate speech, intellectual property, or invasive technology
- h. Describe public policies that promote equity, such as affirmative action, and Higher Education Act Title IX (1972)
- i. Describe how the United States provides national and international service programs to meet the critical needs of society, such as AmeriCorps, Peace Corps (Unit 6)

B. Individual and Group Participation in the Political System

Indicator 1. The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4).

Assessment Limits:

- Political parties, interest groups, lobbyists, candidates, citizens, and the impact of the media on elections, elected officials and public opinion*
- Referendum and initiative processes*

Objectives:

- a. Explain how initiative, referendum, and recall are opportunities for individuals and groups to initiate change in state and local government policy
- b. Analyze the external factors that influence the law-making process including the roles of the media, lobbyists, Political Action Committees (PACs), special-interest groups, citizens and public opinion (Unit 3)
- c. Analyze the role of the media, special-interest groups, and public opinion in influencing the policy and decisions of the executive branch (Unit 4)
- d. Evaluate how the media, political parties, special-interest groups, lobbyists, Political Action Committees (PACs) influence public opinion and government policies
- e. Evaluate the reliability and influence of the media on elections, elected officials and public opinion
- f. Describe the roles of political parties in the United States and how they influence elections, elected officials and public opinion
- g. Describe how citizens, candidates, campaigns and campaign financing influence the political process in the United States
- h. Analyze the roles of participants in the election process including voting, contributing, and electioneering
- i. Analyze how citizens make informed decisions regarding candidates, issues, and policies
- j. Describe the importance of being informed on civic issues, volunteering and public service
- k. Analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience (Unit 7)

*****DCPS Service Learning projects align to the indicator and objectives above. Service Learning is a graduation requirement for DCPS students.**

Expectation 1.2: The student will evaluate how the United States government

has maintained a balance between protecting rights and maintaining order.

C. Protecting Rights and Maintaining Order

Indicator 1: The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society (1.2.1).

Assessment Limits:

- Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Gideon v. Wainwright, Tinker v. Des Moines Board of Education, and New Jersey v. T.L.O.*
- Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Gideon v. Wainwright, Tinker v. Des Moines Board of Education, and New*
- Other cases that address the same issues could be used, but information about these cases will be provided in the item*

Objectives:

- a. Analyze the United States Supreme Court case *Marbury v. Madison* (1803) and the establishment of judicial review
- b. Analyze the historical expansion of the powers of the federal government by examining the United States Supreme Court case *McCulloch v. Maryland* (1819)
- c. Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals
- d. Examine the significance of the United States Supreme Court's decisions on the rights of those accused of crimes in the cases *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)
- e. Examine the expansion or restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and *New Jersey v. T.L.O.* (1985)
- f. Examine the impact of United States Supreme Court decisions on minority and civil rights issues, such as *Regents of the University of California v. Bakke* (1978)
- g. Evaluate the decisions of the United States Supreme Court that have limited or expanded the liberties of citizens, such as *Schenck v. U.S.* (1919), *Gitlow v. New York* (1925), *Engel v. Vitale* (1962), *Katz v. U.S.* (1967), *Hazelwood School District v. Kuhlmeier* (1988), *Texas v. Johnson* (1989) (Unit 5)

Indicator 2: The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society (1.2.2).

Assessment Limits:

- Legislation that addresses the rights of individuals and groups: minority and women's rights, civil rights (affirmative action), and Native American rights.*
- Information about the legislation will be provided in the item*

Objectives:

- a. Evaluate the effectiveness of legislation in promoting equity and civil rights, such as the Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act Title IX (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA 1990) and Individuals with Disabilities Education Act (IDEA 1997)
- b. Examine immigration policies the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990
- c. Identify the purpose of affirmative action and explain how the implementation of affirmative action has changed over time (Unit 3)

Indicator 3: The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety (1.2.3).

Assessment Limits:

- Presidential use of power and executive orders on rights, order, and/or safety. National government agencies actions affecting rights, order and/or safety. State actions affecting rights, order and/or safety.*

Objectives:

- a. Describe the purpose, limitations and impact of executive orders in maintaining order and providing safety for citizens
- b. Explain how executive departments and regulatory agencies assist in maintaining order and protecting the safety of the nation, such as the Department of Defense (DOD), Federal Bureau of Investigation (FBI), Department of Homeland Security (DHS)
- c. Analyze the impact of national emergencies on the expansion of the powers of the government

- d. Analyze the relationship between governmental authority and maintaining order under the rule of law
- e. Describe how the governor of Maryland can use executive power to maintain order and safety in the state, such as calling out the National Guard in the case of a natural disaster (Unit 4)
- f. Examine the impact of government decisions on individuals and groups, such as approval policies of the Food and Drug Administration (FDA), environmental standards set by the Environmental Protection Agency (EPA), regulations by the Maryland Department of the Environment
- g. Evaluate the role of state and national governments concerning issues related to public safety and maintaining order, such as crime prevention, changes in driver's license requirements, seat belt laws, and immunization shots (Unit 6)

Indicator 4: The student will evaluate the principle of due process (1.2.4).

Assessment Limits:

- Fifth Amendment due process clause, Fourteenth Amendment due process clause, Procedural due process and the incorporation doctrine under the Fourteenth Amendment.*
- Information about due process cases will be provided in the item.*

Objectives:

- a. Explain the meaning of due process of law as set forth in the Fifth Amendment
- b. Explain how procedural due process limits the powers of government and protects the accused
- c. Explain why it is necessary to have both substantive and procedural due process
- d. Analyze the implications and applications of the Fourteenth Amendment, focusing on the due process and equal protection clauses
- e. Explain how the Supreme Court used the incorporation doctrine to expand the influence of the due process clause of the Fourteenth Amendment in cases, such as *Gitlow v. New York* (1925), *Near v. Minnesota* (1931), *Mapp v. Ohio* (1961) (Unit 5)

Indicator 5: The student will analyze elements, proceedings, and decisions related to criminal and civil law (1.2.5).

Assessment Limits:

- *Compare and contrast the elements, proceedings and decisions in civil and criminal law.*
- *Civil law: plaintiff, defendant, contract, breach of contract, torts (lawsuits involving negligence), damages, preponderance of evidence, petit jury, and out-of-court settlements.*
- *Criminal law: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena*

Objectives:

- a. Describe the role of the courts in settling disputes between individuals
- b. Analyze alternatives to litigation in the United States legal system for maintaining order and resolving conflicts including out-of-court settlements, arbitration and mediation
- c. Identify the elements of civil law including: plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, petit jury
- d. Identify the elements of criminal law including: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, subpoena
- e. Compare the proceedings of civil and criminal cases including: grand jury, petit jury, indictment, standards of proof (beyond a reasonable doubt and preponderance of the evidence), plea bargaining, probable cause, writ of habeas corpus, and subpoena (Unit 5)

Content Standard 2: Peoples of the Nation and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

Expectation 2.2: The student will compare and evaluate the effectiveness of the United States system of government and various other political systems.

A. Elements of Culture: Governments

Indicator 1. The student will analyze advantages and

disadvantages of various types of governments throughout the world (2.2.1)

Assessment Limits:

- Types of political systems including: democratic (parliamentary, presidential) and authoritarian (absolute monarchy, oligarchy, dictatorship and totalitarian).*
- Forms of government: unitary, confederation, federal*

Objectives:

- a. Describe the advantages and disadvantages of a direct and representative democracy
- b. Compare confederate, unitary and federal forms of government and determine how each assists or impedes the functioning of government
- c. Compare parliamentary and presidential democracies
- d. Describe the characteristics of limited (democratic) and unlimited (authoritarian) governments
- e. Evaluate the advantages and disadvantages of limited and unlimited political systems
- f. Explain how governments with written constitutions are not necessarily constitutional governments which follow the rule of law such as Peoples Republic of China and North Korea (Unit 1)

B. Cultural Diffusion: Foreign Policy

Indicator 1: The student will analyze economic, political, social issues and their effect on foreign policies of the United States (2.1.1)

Assessment Limits:

- Policies of United States government that promote or fail to promote relationships with other countries include: national defense (military), arms control, and security of other nations, trade, human rights, economic sanctions, and foreign aid.*
- Contemporary concerns which affect international relationships including: national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, and global economic conditions.*

Objectives:

- a. Explain how the executive develops and implements foreign policy, such as executive agreements, the appointment of foreign ambassadors and the creation of treaties
- b. Evaluate how policies of the executive affect relationships with other countries including alliances for national defense, arms control, economic trade, and social programs (Unit 4)
- c. Analyze isolationism v. interventionism in United States foreign policy
- d. Evaluate how international issues and interests affect national government policy, such as anti-terrorism policy, protection of human rights and international economic stability
- e. Examine how foreign aid affects the United States relationships with other countries
- f. Evaluate the goals of United States foreign policy, such as national security, economic stability, promoting the spread of democracy
- g. Analyze the effect of trade and trade policy including: free trade agreements, embargoes, tariffs and economic sanctions on relationships with other countries
- h. Analyze contemporary concerns that affect international relationships and government policies, such as world health, human rights, nation-building, national security and weapons of mass destruction, outsourcing and technology transfer (Unit 6)

C. Conflict and Compromise

Indicator 1: The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States (2.1.2).

Assessment Limits:

- United Nations and other organizations categorized as: Security-North Atlantic Treaty Organization (NATO); Economic-North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), World Bank Humanitarian- International Red Cross*
- Issues of national sovereignty, self-determination, and human rights on U.S. interdependent relationships.*
- Other examples of alliances and organizations in which the United States participates may be used, but information will be provided in the item*

Objectives:

- a. Explain the various roles of the United Nations (UN) such as maintaining international peace, enforcing international law, addressing human rights violations and solving international problems
- b. Explain the role of the International Federation of the Red Cross and the Red Crescent and other agencies, such as United States Agency for International Development (USAID) and the World Health Organization (WHO) in addressing humanitarian issues
- c. Describe the roles of the International Monetary Fund (IMF) and the World Bank
- d. Examine the function and purpose of the North American Free Trade Agreement (NAFTA), the United Nations and the North Atlantic Treaty Organization (NATO)
- e. Describe the responsibility of the United States as a member of various international organizations including the United Nations (UN), North Atlantic Treaty Organization (NATO), and the World Bank (Unit 6)

Content Standard 3: Geography – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Expectation 3.1: The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy

A. Using Geographic Tools (not assessed as a part of H.S.A. Government)

Indicator 1: Analyze geographic issues and problems using geographic concepts

Objectives:

- a. Compare climate, land use, natural resources, and population distribution, demographic and density maps of Maryland and the United States

B. Geographic Characteristics of Places and Regions

Indicator 1: The student will analyze the roles and

relationships of regions on the formation and implementation of government policy (3.1.3).

Assessment Limits:

- International, national, state, local, and/or regional interests that may shape government policy.*
- Patterns, trends and projections of population growth in regions and how these may affect the environment, society and government policy.*
- Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate. Regional means different areas within Maryland (e.g. Eastern Shore, mining region, Piedmont Plateau), the United States (e.g., Northeast, Sunbelt, mid-Atlantic regions) and the world.*

Objectives:

- a. Explain how geographic characteristics and shared interests stimulate regional cooperation between governments
- b. Analyze how the population shifts in and between regions affects the formation and implementation of government policy, such as the relocation or loss of industry and urban flight
- c. Analyze the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues in formulating local, state, and national government policy
- d. Explain the geographic factors that influence foreign policy and international political relations (Unit 6)

C. Movement of People, Goods and Ideas

Indicator 1: 1. The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1).

Assessment Limits:

- Political causes and effects of reapportionment, redistricting and voting patterns. Influence of demographic factors on government funding decisions

Objectives:

- a. Evaluate the impact of changing population size on representation in legislative bodies as determined by the United

States Census

- b. Explain the reasons for reapportionment and its impact on fiscal decisions and representation (Unit 3)
- c. Determine the influence demographic factors, such as race, age, education, ethnicity and gender have on voting patterns
- d. Analyze patterns, trends, and projections of population in regions and how these may affect the environment, society and government policy
- e. Analyze the influence of demographic factors on the formation and implementation of government policy and funding decisions, such as education, health care and social security (Unit 6)
- f. Determine the impact of reapportionment and redistricting on individuals, groups, local communities and regions
- g. Determine the impact of gerrymandering on groups, communities and the legislative bodies involved
- h. Analyze how demographic characteristics of constituents affect the election of representatives and the policy decisions they make (Unit 7)

D. Modifying and Adapting the Environment

Indicator 1: The student will evaluate the role of government in addressing land use and other environmental issues (3.1.2).

Assessment Limits:

- National, state, and/or local issues.*
- Issues will include urban sprawl and government policy regarding growth and land use/zoning*

Objectives:

- a. Analyze the affect of legislative decisions on land use and environmental issues
- b. Describe how local governments control the use of land and manage growth through zoning laws and/or ordinances (Unit 3)
- c. Analyze the role of the state executive branch in addressing land use and environmental issues, such as Smart Growth, deforestation, urban sprawl, pollution, natural disasters, water resources, wetland preservation and critical areas
- d. Analyze the role of the state and local governments in addressing land use, such as zoning issues, building moratoriums and wetland preservation (Unit 4)
- e. Evaluate the way national, state, and local governments develop policy to address land use and environmental issues, such as urban sprawl, Smart Growth and commercial use of public land

(Unit 6)

Content Standard 4: Economics – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Expectation 1: The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

A. Scarcity and Economic Decision-making

Indicator 1. The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals (4.1.2).

Assessment Limits:

- The role of scarcity and opportunity cost in government decision-making.*
- Competing socio-economic goals including: economic freedom, growth, stability, equity, security, productivity, national defense, environmental protection, and educational quality*

Objectives:

- a. Explain how scarcity and opportunity cost affect government decision-making
- b. Explain how governments attempt to prioritize socio-economic goals in response to changing economic, social and political conditions
- c. Evaluate the role of government in providing public goods, such as national defense and public education (Unit 1)
- d. Explain examples of trade offs that occur within competing socio-economic goals during the budget-creation process at the national, state and local levels, such as economic freedom v. economic equity and security (Unit 4)
- e. Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental and healthcare concerns (Unit 6)

B. Economic Systems and the Role of Government in the Economy

Indicator 1: The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce (4.1.1).

Assessment Limits:

Role of government in answering the basic economic questions in traditional, market, command and mixed economies

Objectives:

- a. Explain how **traditional, command and market** economies answer the basic economic questions of what to produce, how to produce and for whom to produce
- b. Describe how governments organize their **economic system** for the **production, distribution and consumption of goods and services**
- c. Explain how elements of **market, command and tradition** have shaped the United States' mixed **economic system**, such as **consumer preferences and tariff policies** (Unit 1)

Indicator 2: The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state (4.1.3).

Assessment Limits:

- How regulatory agencies respond to social issues/concerns, and/or market failures.*
- Regulatory agencies that respond to social issues and/or market failures:*
Environmental Protection Agency (EPA) Food and Drug Administration (FDA) Federal Trade Commission (FTC) Federal Communications Commission (FCC) Federal Aviation Administration (FAA)
- Other national agencies and state and local agencies can be used, but information will be provided in the item.*

Objectives:

- a. Describe the role of **regulatory agencies** in carrying out the policies of the executive on the national and state level (Unit 4)
- b. Describe the purpose, roles and responsibilities of **regulatory agencies**: Federal Trade Commission (FTC), Federal Aviation

Administration (FAA), Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Communications Commission (FCC)

c. Analyze how the actions of **regulatory agencies** address public issues, market failures and monopolies at the local, state and/or national level

d. Examine how other government agencies, such as the Maryland Public Service Commission, the Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Safety and Health Administration fulfill the obligations of government and respond to issues in society (Unit 6)

Indicator 3: The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance (4.1.4).

Assessment Limits:

Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.

Tools of monetary policy (Federal Reserve System – FED) include the reserve requirement, interest rates, and open-market operations (buying and selling of government securities).

Tools of fiscal policy include increasing/decreasing taxes and tariffs and/or spending

Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and the unemployment rate.

Objectives:

a. Describe the role of the United States Congress and the Maryland **General Assembly** in developing **fiscal policy** and the approval of budgets

b. Describe how national, state, and local legislative bodies use taxing and spending to influence the economy

c. Evaluate the effectiveness of **fiscal policy** in achieving **economic growth** and employment, such as **tax** incentives and changes in spending (Unit 3)

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

e. Determine how the executive branch influences economic performance by using the tools of **fiscal policy** including increasing and decreasing taxes

and **tariffs** and/or spending (Unit 4)

- f. Describe how the **Federal Reserve System** uses the three tools of **monetary policy**, including open market operations, changes in the **discount (interest) rate** and changes in the reserve requirements to influence the economy
- g. Describe the effectiveness of **monetary policy** in achieving **economic growth**, full employment and **price stability**
- h. Explain how the **Consumer Price Index (CPI)**, the unemployment rate and the **Gross Domestic Product (GDP)** measure economic performance
- i. Explain how economic instability, including periods of growth and **recession**, is a part of the **free enterprise** system
- j. Explain how **inflation** reduces buying power and may contribute to a slow down in the economy (Unit 6)

III. Special Considerations

A. Multicultural and Equity Consideration

- The pluralistic cultural heritage of America.
- Cross-cultural understandings in international relationships involve understanding and respecting cultural diversity.
- The importance of individual contributions to cultural understanding.
- All curriculum and supplementary materials have been carefully reviewed to show diverse representation of students of different genders, race, and cultures.
- Curriculum and materials will be available in alternate formats.

B. Career and Vocational Consideration

- Students may receive counseling in planning courses in the High School Programs of Study including Career and Technology Education.
- Continuing education enables people to take advantage of new opportunities.
- Biographical information on world leaders that highlights career achievements.
- Students may be prepared for careers in: The United States Foreign Service, in government service, in politics, and in the private sector that works with government agencies.

C. Drug/Substance Awareness Consideration

- The differences in international opinion concerning drug production and use and the role these differences play in world cooperation.

- Insight into health and human services problems associated with smoking and the abuse of alcohol and drugs.
- The importance of avoiding use of controlled dangerous substances.

D. Environment Considerations

- An awareness of global interdependence.
- An awareness of nature's beauty and determination to preserve our natural heritage.
- The need to treat earth's resources with care and conserve natural resources.
- The causes of pollution and effects of pollution on employment, material costs, and social and personal well-being.

E. Reading and Writing Considerations

- Instruction will include before, during, and after reading strategies with printed text material.
- Teacher will use brief constructed response, extended constructed responses, and essays for formative and summative assessments.
- Content vocabulary will be provided in context and reinforced through various activities.

VOLUNTARY STATE CURRICULUM

**HIGH SCHOOL
AMERICAN GOVERNMENT**

UNIT TITLES

1. PURPOSES, FORMS, AND TYPES OF POLITICAL AND ECONOMIC STRUCTURES
2. FOUNDATIONS AND PRINCIPLES OF GOVERNMENT AND THE CONSTITUTION
3. LEGISLATIVE BRANCHES (NATIONAL, STATE AND LOCAL)
4. EXECUTIVE BRANCHES (NATIONAL, STATE AND LOCAL)
5. JUDICIAL BRANCHES (NATIONAL AND STATE)
6. DOMESTIC AND FOREIGN POLICY
7. PARTICIPATION IN GOVERNMENT

Voluntary State Curriculum High School American Government

1.0 CONTENT STANDARD: POLITICAL SCIENCE- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

CLG Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States

Government H.S.A.

A. The Foundations and Function of Government

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

Assessment Limits:

- *Concepts: federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection, and eminent domain.*
 - *Federal and Maryland state government: Legislative, Executive and Judicial powers, structure and organization.*
 - *Local government will be assessed in terms of powers and responsibilities.*
 - *Selection of National and Maryland state leaders: Electoral College and election/appointment processes*
- a. Evaluate the principles of **federalism, representative democracy, popular sovereignty, consent of the governed, separation of powers, checks and balances, rule of law, limited government, majority rule** and how they protect individual rights and impact the functioning of government
 - b. Explain how the powers of government are divided and shared on the federal and state levels including **delegated, reserved and concurrent powers**
 - c. Analyze the principle of **equal protection** and how it has affected individual rights
 - d. Examine the purpose of **eminent domain** and how it affects citizens rights
 - e. Describe the formal process for amending the **Constitution** and why this process is necessary
 - f. Describe how the **Constitution** provides for **checks and balances**, such as **Legislative overrides of vetoes**, the limitations on the powers of the President and the appointment process (Unit 2)
 - g. Explain the powers denied to the national and state governments including: **bills of attainder, ex post facto laws** and the suspension of **habeas corpus** in the **Constitution**
 - h. Identify and explain the **implied powers** of Congress including the **Elastic Clause** (necessary and proper) and its effects on the functioning of government
 - i. Describe the **bicameral** structure, powers and organization of the United States Congress and the **Maryland General Assembly**
 - j. Describe legislative tools that can be used during the law making process, such as **filibuster**, conference committees, and over-riding a veto
 - k. Examine the powers and functions of local legislative bodies in Maryland, such as county councils, county commissioners, and city councils (Unit 3)

**More objectives for this indicator continue on the next page.*

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➤ <i>Federal and Maryland state government: Legislative, Executive and Judicial powers, structure and organization.</i>	
➤ <i>Local government will be assessed in terms of powers and responsibilities.</i>	
➤ <i>Selection of National and Maryland state leaders: Electoral College and election/appointment processes</i>	
l. Describe the structure, powers and authority of the executive branch on the federal, state, and local levels	
m. Analyze the degree to which the powers of the executive branch have changed over time, such as the War Powers Act (1973)	
n. Describe the selection process for the president of the United States including the Electoral College (Unit 4)	
o. Describe the powers, structure and organization of the Federal and Maryland court systems	
p. Explain the difference between original jurisdiction and appellate jurisdiction	
q. Explain how judicial review affects the functioning of government	
r. Analyze why the United States Supreme Court justices' interpretations of the Constitution change over time	
s. Explain the methods of selecting federal justices/judges and Maryland judges (Unit 5)	
t. Describe an individual's legal obligations to obey the law, pay taxes, serve on a jury and serve as a witness	
u. Describe the election process in the United States including the nominating process, primary and general elections (Unit 7)	

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**Voluntary State Curriculum
High School American Government**

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CLG Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States

Government H.S.A.

A. The Foundations and Function of Government

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

Assessment Limits:

- *Historic Documents:* Declaration of Independence, Articles of Confederation, United States Constitution and the Bill of Rights.
 - Students are to know which rights/protections are addressed by the first ten amendments. Students are not expected to know the contents of any document by number. Other documents and amendments may be assessed, but excerpts will be provided.
 - *Basic principles:* federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection.
- a. Describe the purposes of government, such as protecting individual rights, promoting the common good and providing economic security
 - b. Evaluate why governments are formed (Unit 1)
 - c. Examine the fundamental principles of government and law developed by leading philosophers, such as Hobbes, Locke, Montesquieu and Rousseau
 - d. Explain how common law and historic documents, such as Magna Carta, the English Bill of Rights and the Mayflower Compact influenced the framers of the Constitution and its development
 - e. Analyze how the Constitution eliminated the weaknesses of the Articles of Confederation
 - f. Examine the ratification process of the Constitution and the arguments that occurred including the view points of the Federalists and the Anti-Federalists
 - g. Explain the fundamental principles of American government contained in the Declaration of Independence, Articles of Confederation, United States Constitution and the Maryland Constitution
 - h. Analyze the Preamble as the mission statement of the Constitution of the United States
 - i. Identify the rights in the Bill of Rights and how they protect individuals and limit the power of government
 - j. Apply the principles of federalism, checks and balances, rule of law, judicial review, separation of powers, consent of the governed and majority rule to real world situations
 - k. Explain how amendments to the Constitution expand or limit individual civil liberties, such as the 14th Amendment, 18th Amendment & proposed flag burning amendment (Unit 2)

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Voluntary State Curriculum High School American Government

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CLG Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States

Government H.S.A.	
A. The Foundations and Function of Government	
3. The student will evaluate roles and policies the government has assumed regarding public issues (1.1.3).	
<u>Assessment Limits:</u>	
➤ <u>Public issues:</u> <i>Environment (pollution, land use), Entitlements (Social Security, welfare) Health care and public health (costs, substance abuse, diseases) Censorship (media, technology) Crime (prevention, punishments) Equity (race, ethnicity, religion, gender, language, socioeconomic status, age, and individuals with disabilities.)</i>	
a. Describe how executive departments and agencies enforce governmental policies that address public issues, such as the Center for Disease Control (CDC), Federal Bureau of Investigation (FBI), Environmental Protection Agency (EPA), Drug Enforcement Agency (DEA) (Unit 4)	
b. Analyze significant issues in domestic policy and how they reflect the national interest, values and principles, such as healthcare, high level of security awareness, environmental concerns	
c. Analyze the decisions made by the government on domestic issues and their effect on society, such as entitlements, socio-economic status, individuals with disabilities, welfare reform	
d. Evaluate the effects of crime and crime prevention as a public policy issue on government spending, quality of life and campaign issues	
e. Evaluate the effect that international, national, and regional interests have on shaping environmental policy, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources	
f. Define public health and health care issues and evaluate existing government policy, such as smoking in public places, Medicare and Medicaid	
g. Evaluate censorship of the media and technology as a public policy issue, such as obscene material and mass media, right to privacy, internet filters, hate speech, intellectual property, or invasive technology	
h. Describe public policies that promote equity, such as affirmative action, and Higher Education Act Title IX (1972)	
i. Describe how the United States provides national and international service programs to meet the critical needs of society, such as AmeriCorps, Peace Corps (Unit 6)	

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Voluntary State Curriculum High School American Government

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CLG Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States

Government H.S.A.

B. Individual and Group Participation in the Political System

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

Assessment Limits:

- *Political parties, interest groups, lobbyists, candidates, citizens, and the impact of the media on elections, elected officials and public opinion*
- *Referendum and initiative processes*
- a. Explain how **initiative, referendum**, and recall are opportunities for individuals and groups to initiate change in state and local government policy
- b. Analyze the external factors that influence the law-making process including the roles of the **media, lobbyists, Political Action Committees (PACs), special-interest groups, citizens** and public opinion (Unit 3)
- c. Analyze the role of the **media, special-interest groups**, and public opinion in influencing the policy and decisions of the executive branch (Unit 4)
- d. Evaluate how the **media, political parties, special-interest groups, lobbyists, Political Action Committees (PACs)** influence public opinion and government policies
- e. Evaluate the reliability and influence of the **media** on elections, elected officials and public opinion
- f. Describe the roles of political parties in the United States and how they influence elections, elected officials and public opinion
- g. Describe how **citizens**, candidates, campaigns and campaign financing influence the political process in the United States
- h. Analyze the roles of participants in the election process including voting, contributing, and electioneering
- i. Analyze how **citizens** make informed decisions regarding candidates, issues, and policies
- j. Describe the importance of being informed on civic issues, volunteering and public service
- k. Analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience (Unit 7)

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Voluntary State Curriculum High School American Government

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CLG Expectation 1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Government H.S.A.

C. Protecting Rights and Maintaining Order

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

Assessment Limits:

- *Marbury v. Madison*, *McCulloch v. Maryland*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Tinker v. Des Moines Board of Education*, and *New Jersey v. T.L.O.*
 - *Other cases that address the same issues could be used, but information about these cases will be provided in the item*
- a. Analyze the United States Supreme Court case *Marbury v. Madison* (1803) and the establishment of judicial review
 - b. Analyze the historical expansion of the powers of the federal government by examining the United States Supreme Court case *McCulloch v. Maryland* (1819)
 - c. Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals
 - d. Examine the significance of the United States Supreme Court's decisions on the rights of those accused of crimes in the cases *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)
 - e. Examine the expansion or restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and *New Jersey v. T.L.O.* (1985)
 - f. Examine the impact of United States Supreme Court decisions on minority and civil rights issues, such as *Regents of the University of California v. Bakke* (1978)
 - g. Evaluate the decisions of the United States Supreme Court that have limited or expanded the liberties of citizens, such as *Schenck v. U.S.* (1919), *Gitlow v. New York* (1925), *Engel v. Vitale* (1962), *Katz v. U.S.* (1967), *Hazelwood School District v. Kuhlmeier* (1988), *Texas v. Johnson* (1989) (Unit 5)

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**Voluntary State Curriculum
High School American Government**

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CLG Expectation 1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Government H.S.A.
<p>C. Protecting Rights and Maintaining Order</p> <p>2. The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society (1.2.2).</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Legislation that addresses the rights of individuals and groups: minority and women's rights, civil rights (affirmative action), and Native American rights. Legislation that addresses immigration policies. Information about the legislation will be provided in the item</i></p> <p>a. Evaluate the effectiveness of legislation in promoting equity and civil rights, such as the Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act Title IX (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA 1990) and Individuals with Disabilities Education Act (IDEA 1997)</p> <p>b. Examine immigration policies the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990</p> <p>c. Identify the purpose of affirmative action and explain how the implementation of affirmative action has changed over time (Unit 3)</p>

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Government H.S.A.

C. Protecting Rights and Maintaining Order

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

Assessment Limits:

- *Presidential use of power and executive orders on rights, order, and/or safety. National government agencies actions affecting rights, order and/or safety. State actions affecting rights, order and/or safety.*
- a. Describe the purpose, limitations and impact of executive orders in maintaining order and providing safety for citizens
- b. Explain how executive departments and regulatory agencies assist in maintaining order and protecting the safety of the nation, such as the Department of Defense (DOD), Federal Bureau of Investigation (FBI), Department of Homeland Security (DHS)
- c. Analyze the impact of national emergencies on the expansion of the powers of the government
- d. Analyze the relationship between governmental authority and maintaining order under the rule of law
- e. Describe how the governor of Maryland can use executive power to maintain order and safety in the state, such as calling out the National Guard in the case of a natural disaster (Unit 4)
- f. Examine the impact of government decisions on individuals and groups, such as approval policies of the Food and Drug Administration (FDA), environmental standards set by the Environmental Protection Agency (EPA), regulations by the Maryland Department of the Environment
- g. Evaluate the role of state and national governments concerning issues related to public safety and maintaining order, such as crime prevention, changes in driver's license requirements, seat belt laws, and immunization shots (Unit 6)

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Government H.S.A.
C. Protecting Rights and Maintaining Order
4. The student will evaluate the principle of due process (1.2.4).
<u>Assessment Limits:</u>
➤ <i>Fifth Amendment due process clause, Fourteenth Amendment due process clause, Procedural due process and the incorporation doctrine under the Fourteenth Amendment.</i>
➤ <i>Information about due process cases will be provided in the item.</i>
a. Explain the meaning of due process of law as set forth in the Fifth Amendment
b. Explain how procedural due process limits the powers of government and protects the accused
c. Explain why it is necessary to have both substantive and procedural due process
d. Analyze the implications and applications of the Fourteenth Amendment , focusing on the due process and equal protection clauses
e. Explain how the Supreme Court used the incorporation doctrine to expand the influence of the due process clause of the Fourteenth Amendment in cases, such as <i>Gitlow v. New York (1925)</i> , <i>Near v. Minnesota (1931)</i> , <i>Mapp v. Ohio (1961)</i> (Unit 5)

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Government H.S.A.

C. Protecting Rights and Maintaining Order

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

Assessment Limits:

- *Compare and contrast the elements, proceedings and decisions in civil and criminal law.*
- *Civil law: plaintiff, defendant, contract, breach of contract, torts (lawsuits involving negligence), damages, preponderance of evidence, petit jury, and out-of-court settlements.*
- *Criminal law: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena*
- a. Describe the role of the courts in settling disputes between individuals
- b. Analyze alternatives to litigation in the United States legal system for maintaining order and resolving conflicts including out-of-court settlements, arbitration and mediation
- c. Identify the elements of civil law including: plaintiff, defendant, contract, breach of contract, torts, damages, preponderance of evidence, petit jury
- d. Identify the elements of criminal law including: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, subpoena
- e. Compare the proceedings of civil and criminal cases including: grand jury, petit jury, indictment, standards of proof (beyond a reasonable doubt and preponderance of the evidence), plea bargaining, probable cause, writ of habeas corpus, and subpoena (Unit 5)

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Voluntary State Curriculum High School American Government

2.0 CONTENT STANDARD: PEOPLES OF THE NATION AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

CLG Expectation 2.2 The student will compare and evaluate the effectiveness of the United States system of government and various other political systems.

Government H.S.A.

A. Elements of Culture: Governments

1. The student will analyze advantages and disadvantages of various types of governments throughout the world (2.2.1)

Assessment Limits:

- *Types of political systems including: democratic (parliamentary, presidential) and authoritarian (absolute monarchy, oligarchy, dictatorship and totalitarian).*
- *Forms of government: unitary, confederation, federal*
- a. Describe the advantages and disadvantages of a **direct and representative democracy**
- b. Compare **confederate, unitary and federal** forms of government and determine how each assists or impedes the functioning of government
- c. Compare **parliamentary and presidential** democracies
- d. Describe the characteristics of limited (**democratic**) and unlimited (**authoritarian**) governments
- e. Evaluate the advantages and disadvantages of limited and unlimited political systems
- f. Explain how governments with written **constitutions** are not necessarily constitutional governments which follow the **rule of law** such as Peoples Republic of China and North Korea (Unit 1)

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Voluntary State Curriculum
High School American Government

2.0 CONTENT STANDARD: PEOPLES OF THE NATION AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

CLG Expectation 2.1 The student will evaluate the interdependent relationship of United States politics and government to world affairs.

Government H.S.A.	
B. Cultural Diffusion: Foreign Policy	
1. The student will analyze economic, political, social issues and their effect on foreign policies of the United States (2.1.1)	
<u>Assessment Limits:</u>	
➤ <i>Policies of United States government that promote or fail to promote relationships with other countries include: national defense (military), arms control, and security of other nations, trade, human rights, economic sanctions, and foreign aid.</i>	
➤ <i>Contemporary concerns which affect international relationships including: national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, and global economic conditions.</i>	
a. Explain how the executive develops and implements foreign policy , such as executive agreements , the appointment of foreign ambassadors and the creation of treaties	
b. Evaluate how policies of the executive affect relationships with other countries including alliances for national defense, arms control, economic trade , and social programs (Unit 4)	
c. Analyze isolationism v. interventionism in United States foreign policy	
d. Evaluate how international issues and interests affect national government policy, such as anti-terrorism policy, protection of human rights and international economic stability	
e. Examine how foreign aid affects the United States relationships with other countries	
f. Evaluate the goals of United States foreign policy , such as national security, economic stability, promoting the spread of democracy	
g. Analyze the effect of trade and trade policy including: free trade agreements, embargoes , tariffs and economic sanctions on relationships with other countries	
h. Analyze contemporary concerns that affect international relationships and government policies, such as world health, human rights, nation-building, national security and weapons of mass destruction, outsourcing and technology transfer (Unit 6)	

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CLG Expectation 2.1 The student will evaluate the interdependent relationship of United States politics and government to world affairs.

Government H.S.A.

C. Conflict and Compromise

1. The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States (2.1.2).

Assessment Limits:

- United Nations and other organizations categorized as: *Security-North Atlantic Treaty Organization (NATO); Economic-North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), World Bank Humanitarian- International Red Cross*
 - *Issues of national sovereignty, self-determination, and human rights on U.S. interdependent relationships.*
 - *Other examples of alliances and organizations in which the United States participates may be used, but information will be provided in the item*
- a. Explain the various roles of the **United Nations (UN)** such as maintaining international peace, enforcing international law, addressing human rights violations and solving international problems
 - b. Explain the role of the **International Federation of the Red Cross and the Red Crescent** and other agencies, such as **United States Agency for International Development (USAID)** and the **World Health Organization (WHO)** in addressing humanitarian issues
 - c. Describe the roles of the **International Monetary Fund (IMF)** and the **World Bank**
 - d. Examine the function and purpose of the **North American Free Trade Agreement (NAFTA)**, the **United Nations** and the **North Atlantic Treaty Organization (NATO)**
 - e. Describe the responsibility of the United States as a member of various international organizations including the **United Nations (UN)**, **North Atlantic Treaty Organization (NATO)**, and the **World Bank (Unit 6)**

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**Voluntary State Curriculum
High School American Government**

3.0 CONTENT STANDARD: GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

CLG Expectation 3.1 The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.

<p>Government H.S.A.</p> <p>A. Using Geographic Tools (not assessed as a part of H.S.A. Government)</p> <p>1. Analyze geographic issues and problems using geographic concepts</p> <p>a. Compare climate, land use, natural resources, population distribution, demographic and density maps of Maryland and the United States</p>
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Voluntary State Curriculum High School American Government

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Government H.S.A.

B. Geographic Characteristics of Places and Regions

1. The student will analyze the roles and relationships of regions on the formation and implementation of government policy (3.1.3).

Assessment Limits:

- *International, national, state, local, and/or regional interests that may shape government policy.*
 - *Patterns, trends and projections of population growth in regions and how these may affect the environment, society and government policy.*
 - *Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate. Regional means different areas within Maryland (e.g. Eastern Shore, mining region, Piedmont Plateau), the United States (e.g. Northeast, Sunbelt, mid-Atlantic regions) and the world.*
- a. Explain how **geographic characteristics** and shared interests stimulate regional cooperation between governments
 - b. Analyze how the population shifts in and between **regions** affects the formation and implementation of government policy, such as the relocation or loss of industry and urban flight
 - c. Analyze the importance of regional characteristics and interests including economic development, **natural resources**, climate and environmental issues in formulating local, state, and national government policy
 - d. Explain the **geographic** factors that influence **foreign policy** and international political relations (Unit 6)

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Voluntary State Curriculum High School American Government

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CLG Expectation 3.1 The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.

Government H.S.A.
C. Movement of People, Goods and Ideas
1. The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1).
<u>Assessment Limits:</u>
➤ <i>Political causes and effects of reapportionment, redistricting and voting patterns. Influence of demographic factors on government funding decisions</i>
a. Evaluate the impact of changing population size on representation in legislative bodies as determined by the United States Census
b. Explain the reasons for reapportionment and its impact on fiscal decisions and representation (Unit 3)
c. Determine the influence demographic factors, such as race, age, education, ethnicity and gender have on voting patterns
d. Analyze patterns, trends, and projections of population in regions and how these may affect the environment , society and government policy
e. Analyze the influence of demographic factors on the formation and implementation of government policy and funding decisions, such as education, health care and social security (Unit 6)
f. Determine the impact of reapportionment and redistricting on individuals, groups, local communities and regions
g. Determine the impact of gerrymandering on groups, communities and the legislative bodies involved
h. Analyze how demographic characteristics of constituents affect the election of representatives and the policy decisions they make (Unit 7)

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Voluntary State Curriculum High School American Government

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D. Modifying and Adapting the Environment Government H.S.A.

1. The student will evaluate the role of government in addressing **land use** and other environmental issues (3.1.2).

Assessment Limits:

- *National, state, and/or local issues.*
- *Issues will include urban sprawl and government policy regarding growth and land use/zoning*
- a. Analyze the affect of legislative decisions on **land use** and environmental issues
- b. Describe how local governments control the use of land and manage growth through zoning laws and/or ordinances (Unit 3)
- c. Analyze the role of the state executive branch in addressing **land use** and environmental issues, such as **Smart Growth**, deforestation, **urban sprawl**, pollution, natural disasters, water resources, wetland preservation and critical areas
- d. Analyze the role of the state and local governments in addressing **land use**, such as zoning issues, building moratoriums and wetland preservation (Unit 4)
- e. Evaluate the way national, state, and local governments develop policy to address **land use** and environmental issues, such as **urban sprawl**, **Smart Growth** and commercial use of public land (Unit 6)

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Voluntary State Curriculum High School American Government

4.0 CONTENT STANDARD: ECONOMICS – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

CLG Expectation 4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

Government H.S.A.	
A. Scarcity and Economic Decision-making	
1. The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals (4.1.2).	
<u>Assessment Limits:</u>	
➤ <i>The role of scarcity and opportunity cost in government decision-making.</i>	
➤ <i>Competing socio-economic goals including: economic freedom, growth, stability, equity, security, productivity, national defense, environmental protection, and educational quality</i>	
a. Explain how scarcity and opportunity cost affect government decision-making	
b. Explain how governments attempt to prioritize socio-economic goals in response to changing economic, social and political conditions	
c. Evaluate the role of government in providing public goods , such as national defense and public education (Unit 1)	
d. Explain examples of trade offs that occur within competing socio-economic goals during the budget-creation process at the national, state and local levels, such as economic freedom v. economic equity and security (Unit 4)	
e. Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental and healthcare concerns (Unit 6)	

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**Voluntary State Curriculum
High School American Government**

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CLG Expectation 4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

Government H.S.A.
B. Economic Systems and the Role of Government in the Economy
1. The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce (4.1.1).
<u>Assessment Limits</u>
➤ <i>Role of government in answering the basic economic questions in traditional, market, command and mixed economies</i>
a. Explain how traditional, command and market economies answer the basic economic questions of what to produce, how to produce and for whom to produce
b. Describe how governments organize their economic system for the production, distribution and consumption of goods and services
c. Explain how elements of market, command and tradition have shaped the United States' mixed economic system , such as consumer preferences and tariff policies (Unit 1)

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Voluntary State Curriculum High School American Government

4.0 CONTENT STANDARD: ECONOMICS – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

CLG Expectation 4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

Government H.S.A.

B. Economic Systems and the Role of Government in the Economy

2. The student will examine **regulatory agencies** and their social, economic, and political impact on the country, a region, or on/within a state (4.1.3).

Assessment Limits:

- *How regulatory agencies respond to social issues/concerns, and/or market failures.*
 - *Regulatory agencies that respond to social issues and/or market failures:
Environmental Protection Agency (EPA) Food and Drug Administration (FDA) Federal Trade Commission (FTC) Federal Communications Commission (FCC) Federal Aviation Administration (FAA)*
 - *Other national agencies and state and local agencies can be used, but information will be provided in the item.*
- a. Describe the role of **regulatory agencies** in carrying out the policies of the executive on the national and state level (Unit 4)
 - b. Describe the purpose, roles and responsibilities of **regulatory agencies**: Federal Trade Commission (FTC), Federal Aviation Administration (FAA), Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Communications Commission (FCC)
 - c. Analyze how the actions of **regulatory agencies** address public issues, market failures and monopolies at the local, state and/or national level
 - d. Examine how other government agencies, such as the Maryland Public Service Commission, the Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Safety and Health Administration fulfill the obligations of government and respond to issues in society (Unit 6)

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Voluntary State Curriculum High School American Government

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CLG Expectation 4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

Government H.S.A.

B. Economic Systems and the Role of Government in the Economy

3. The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance (4.1.4).

Assessment Limits:

- *Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.*
 - *Tools of monetary policy (Federal Reserve System – FED) include the reserve requirement, interest rates, and open-market operations (buying and selling of government securities).*
 - *Tools of fiscal policy include increasing/decreasing taxes and tariffs and/or spending*
 - *Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and the unemployment rate.*
- a. Describe the role of the United States Congress and the Maryland General Assembly in developing fiscal policy and the approval of budgets
 - b. Describe how national, state, and local legislative bodies use taxing and spending to influence the economy
 - c. Evaluate the effectiveness of fiscal policy in achieving economic growth and employment, such as tax incentives and changes in spending (Unit 3)
 - d. Analyze the role of the executive on the national, state and local level in the budgetary process
 - e. Determine how the executive branch influences economic performance by using the tools of fiscal policy including increasing and decreasing taxes and tariffs and/or spending (Unit 4)
 - f. Describe how the Federal Reserve System uses the three tools of monetary policy, including open market operations, changes in the discount (interest) rate and changes in the reserve requirements to influence the economy
 - g. Describe the effectiveness of monetary policy in achieving economic growth, full employment and price stability
 - h. Explain how the Consumer Price Index (CPI), the unemployment rate and the Gross Domestic Product (GDP) measure economic performance
 - i. Explain how economic instability, including periods of growth and recession, is a part of the free enterprise system
 - j. Explain how inflation reduces buying power and may contribute to a slow down in the economy (Unit 6)

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VOLUNTARY STATE CURRICULUM

U.S. HISTORY

UNIT TITLES

ERA 1: RECONSTRUCTION AND AN EXPANDING AMERICA
(RECONSTRUCTION- 1897)

ERA 2: CHALLENGES OF A NEW CENTURY (1898-1929)

ERA 3: THE UNITED STATES IN A TIME OF CRISIS (1929-1945)

ERA 4: CHALLENGES OF THE POST WAR WORLD (1946-1968)

ERA 5: DEMOCRACY CHALLENGED (1968-1980)

ERA 6: AMERICA IMPACTS THE WORLD (1981-PRESENT)

Note: The course, U.S. History: Reconstruction to the Present appears in the Voluntary State Curriculum in the fifth standard: History. While the course indicators and objectives appear in the History Standard, the content also includes the study of Political Science (PS), Peoples of the Nation and World (PNW), Geography (G) and Economics (E). The acronyms that appear in parentheses following the objectives indicate which standards are also measured by the objectives.

**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.1: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from Reconstruction to 1897.

RECONSTRUCTION AND AN EXPANDING AMERICA (RECONSTRUCTION-1897)

1. Analyze the economic, political and social consequences of Reconstruction (5.1.1).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Analyze the political and social impact of the 13th, 14th and 15th Amendments, such as the election of African-Americans to local, state, and federal offices (PS, PNW)
- b. Evaluate the power struggle between the executive and legislative branches at the national level during Reconstruction, such as Presidential v. Congressional Reconstruction plans
- c. Evaluate the social and economic effects of sharecropping, tenant farming and the Freedman's Bureau in the post Civil War South (PNW, G, E)
- d. Analyze the practices, policies and legislation used to deny African-Americans' civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and *Plessy v. Ferguson(1896)* (PS, PNW, E)
- e. Examine African-American responses to the denial of civil rights such as the rise of African-American churches, African-American newspapers, historically black colleges and the responses of individuals, such as Ida B. Wells, W.E.B. DuBois, and Booker T. Washington (PS, PNW)
- f. Analyze the economic, political and social factors that influenced the end of Reconstruction, such as northern reluctance to advocate for African-American equality, corruption in government, the Panic of 1873, and the election of 1876 (PS, E)

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**Voluntary State Curriculum
High School United States History**

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RECONSTRUCTION AND AN EXPANDING AMERICA (RECONSTRUCTION-1897)

2. Analyze the factors that led to and characteristics of Industrialization in the late 19th century United States (5.1.2).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Analyze the causes of industrialization including improved use of resources, technology, labor, capital and transportation networks (PNW, G, E)
- b. Describe laissez-faire attitudes toward capitalism and the changes in the organization of businesses, such as trusts, holding companies, and monopolies and their impact on government policy and regulation (E)
- c. Describe new technologies and inventions in agriculture, transportation, communication, manufacturing and the impact on individuals, groups and regions (PNW, G, E)
- d. Analyze the shift in government intervention and regulation of the economy, such as protective tariffs, the Sherman Anti-Trust Act and the Interstate Commerce Act (PS, E)
- e. Evaluate the role of business leaders, such as Andrew Carnegie, John Rockefeller, Cornelius Vanderbilt, and J.P. Morgan in transforming the United States economy (PNW, E)

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**Voluntary State Curriculum
High School United States History**

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Expectation 5.1: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from Reconstruction to 1897.

RECONSTRUCTION AND AN EXPANDING AMERICA (RECONSTRUCTION-1897)

3. Examine the economic, political and social impact of industrialization (5.1.3).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Evaluate the impact of industrialization and laissez-faire policies on workers, such as the National Labor Union, Knights of Labor, American Federation of Labor, and the impact of events, such as the Haymarket Riot, Homestead Strike, and the Pullman Strike (PS, PNW, E)
- b. Evaluate the impact of industrialization on regional development, settlement patterns and quality of life (PNW, G, E)
- c. Evaluate the government and public response to immigrants as a result of industrialization, such as nativism, the Americanization Movement, and immigration restrictions (PS, PNW, G)
- d. Describe both the positive and negative functions of political machines and their influence at the state and local level (PS, PNW)
- e. Describe the relationship between industry and urbanization, such as increased socio-economic stratification, innovations in technology and transportation on urban life (PNW, G, E)
- f. Examine the responses to social problems created by industrial growth, such as the Social Gospel movement, the Gospel of Wealth and Social Darwinism (PNW)
- g. Evaluate the economic, political and social conditions that prompted the rise of the Populist movement (PS, PNW, E)

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Voluntary State Curriculum High School United States History

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Expectation 5.1: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from Reconstruction to 1897.

RECONSTRUCTION AND AN EXPANDING AMERICA (RECONSTRUCTION-1897)

4. Analyze the causes and consequences of westward expansion (5.1.4).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Analyze the factors of westward expansion, including the rise of industrialization, concept of Manifest Destiny, perceptions of overcrowding, opportunities to acquire land, and the discovery of gold and silver (PNW, G, E)
- b. Describe the impact of geography and technology on the settlement of the west, such as mining, ranching, lumbering and farming and the environmental consequences (G, E)
- c. Evaluate the impact of westward expansion on Native Americans and their responses to the destruction of the buffalo, military conflicts, and the Dawes Severalty Act (1887) (PS, PNW, G)
- d. Evaluate the impact of government actions on migration patterns, such as the Homestead Act of 1862, state land grant acts, and the development of the Transcontinental Railroad (PS, G)
- e. Describe the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese and Irish immigrants, and the extension of political and legal rights to women (PS, PNW, G)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.2: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1898 to 1929.

CHALLENGES OF A NEW CENTURY (1898-1929)

1. Analyze the cultural, economic, political, and social impact of the Progressive Movement (5.2.1).

Assessment Limits: *to be developed when and if needed.*
Objectives:

- a. Analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms (PS, PNW, E)
- b. Describe local, state and national reforms that addressed political corruption, including secret ballot, referendum, initiative, recall, the city manager, and the direct election of senators (PS)
- c. Describe the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution (PS, PNW, E)
- d. Describe the impact of government actions on big business and labor, such as Supreme Court cases and legislation as remedies to problems in society (PS, PNW, E)
- e. Analyze the role of presidential power and the shaping of the modern presidency, such as the Square Deal and Roosevelt's response to the 1902 Coal Strike (PS, E)
- f. Evaluate how the Progressive movement impacted women and immigrants (PS, PNW)
- g. Analyze African American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association (PS, PNW, G, E)
- h. Analyze conservationism and creation of national parks during the Roosevelt administration (PS, G, E)
- i. Explain reasons for the creation of the Federal Reserve System and its influence on the economy of the 1920s (PS, E)
- j. Describe the positive and negative impact of the Progressive Era (PS, PNW, E)

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Voluntary State Curriculum
High School United States History

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.2: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1898 to 1929.

CHALLENGES OF A NEW CENTURY (1898-1929)

2. Analyze United States foreign policy in the era of Imperialism (5.2.2).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe factors that contributed to imperialism, such as the industrial revolution, racism, a desire to spread Christianity, a desire for naval power, the closing of the American frontier, and the resulting emergence of nationalism/jingoism (PS, G, E)
- b. Examine the impact of the Spanish American War, such as the acquisition of new territories (PS, G)
- c. Describe the impact of United States policy in Latin America, such as the events leading to the construction of the Panama Canal, the Roosevelt Corollary, Dollar Diplomacy, and Moral Diplomacy (PS, E)
- d. Analyze the impact of United States foreign policy in East Asia such as the Open Door Policy, the renewal of the Chinese Exclusion Act (PS, E)
- e. Analyze the arguments of Americans who opposed imperialism, such as the Anti-Imperialist League and organized labor (PS, PNW)
- f. Analyze the impact of imperialism, empire building and colonization on native societies (PS, PNW, G)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.2: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1898 to 1929.

CHALLENGES OF A NEW CENTURY (1898-1929)

3. Analyze United States foreign policies during World War I (5.2.3).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe the factors leading to World War I, including militarism, the formation of alliances, nationalism, imperialism, and the assassination of Archduke Franz Ferdinand (PS, PNW, G, E)
- b. Analyze the events leading to United States entry into World War I, including unrestricted submarine warfare, and the Zimmerman Note (PS)
- c. Analyze the significance of Woodrow Wilson's foreign policy decisions, including the Fourteen Points and the debate over the ratification of the Treaty of Versailles (PS, PNW)
- d. Describe the effects of the Treaty of Versailles, its provisions for reparations, the "war guilt" clause, the League of Nations and changes in national boundaries on international conflicts after World War I (PS, G)
- e. Analyze the impact of United States involvement in World War I on future foreign policy (PS, G)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.2: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1898 to 1929.

CHALLENGES OF A NEW CENTURY (1898-1929)

4. Analyze the cultural, economic, political and social changes in society during World War I and throughout the 1920s (5.2.4).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Examine the restrictions on civil liberties during World War I (PS, PNW)
- b. Describe how World War I led to an increase in nativism and xenophobia in the United States, such as anti-German sentiment, anti-immigration attitudes, anti-Semitism, and the resurgence of the Ku Klux Klan (PNW)
- c. Describe the political and social consequences of the Red Scare, including the Palmer Raids, immigration restrictions and the Sacco and Vanzetti case (PS, PNW)
- d. Examine the connection between Prohibition and the emergence of organized crime (PS, PNW)
- e. Describe the tension between fundamentalism and the changing social values, including Prohibition, and the issues surrounding the Scopes Monkey Trial (PS, PNW)
- f. Describe the changing social and economic role of women and the impact of the woman's suffrage movement (PS, PNW, E)
- g. Analyze the shift of African American demographics from the rural South to the urban/industrial north and west during the Great Migration and the consequences of the migration on regions (PNW, G)
- h. Analyze the relationship between the arts and social and political changes, such as the Harlem Renaissance, the rise of youth culture, the leisure culture, radio and motion pictures, the Jazz Age, and the "lost" generation (PS, PNW)
- i. Analyze the consumer culture of the 1920s, such as the growth of advertising, the impact of the automobile

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Voluntary State Curriculum High School United States History

- industry, mail order catalogues, and department stores (PNW, G, E)
- j. Examine the economic characteristics of the 1920s that led to the stock market crash of 1929 and to the Great Depression, such as the unequal distribution of income, buying on credit, buying stocks on margin, inflated real estate prices and overproduction in industry, and agriculture (E)

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Expectation 5.3: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1929-1945.

THE UNITED STATES IN A TIME OF CRISIS (1929-1945)

1. Analyze the consequences and government responses to the Great Depression (5.3.1).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Evaluate the hardships of the Great Depression on various groups in American society, including families, farmers, African Americans, and industrial workers (PNW, G, E)
- b. Describe the responses of the Hoover administration to the Great Depression (PS, G, E)
- c. Describe the responses of the Roosevelt administration to the Great Depression (PS, G, E)
- d. Analyze the effectiveness of New Deal programs, such as Social Security Administration (SSA), Federal Deposit Insurance Corporation (FDIC), Tennessee Valley Authority (TVA,) Securities and Exchange Commission (SEC) (PS, E)
- e. Describe the arguments of New Deal critics such as Huey Long, Father Charles Coughlin, and Dr. Charles Townsend (PS, PNW, E)
- f. Describe the influence of the arts, film, and the popularity of radio in helping Americans deal with the trials of the Great Depression (PNW)

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**Voluntary State Curriculum
High School United States History**

9. Analyze the lasting legacy of the New Deal, including economic stability and the increased involvement of the government in the lives of citizens (PS, PNW, E)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.3: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1929-1945.

THE UNITED STATES IN A TIME OF CRISIS (1929-1945)

2. Analyze the causes of World War II in Europe and the Pacific and the involvement of the United States in the war (5.3.2).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Explain the events that led to the beginning of the Second World War including the failure of the Treaty of Versailles, the rise of totalitarian regimes in Europe and Asia and the worldwide recession of the 1920s and 1930s. (PS, E)
- b. Explain the United States gradual involvement in the war in Europe through legislative and executive measures, such as Cash and Carry, Lend Lease, and the Atlantic Charter (PS, PNW, E)
- c. Describe how the economic and political conflicts between Japan and the United States led to the attack on Pearl Harbor (PS, E)
- d. Examine military strategies and technologies employed by the United States in WWII including D-Day, island hopping and the development and use of atomic weapons (PS, PNW, G, E)
- e. Investigate the response of the United States government to the discovery of the Holocaust and immigration policies with respect to refugees (PS, PNW)
- f. Analyze how the events, such as the Yalta and Potsdam conferences and creation of the United Nations shaped the post war world (PS, PNW)
- g. Analyze the long-term consequences of the United States' involvement in WWII and the emergence of America as a economic and military force (PS, PNW, G, E)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.3: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1929-1945.

THE UNITED STATES IN A TIME OF CRISIS (1929-1945)

3. Evaluate the economic, political and social impact of World War II on America's home front (5.3.3).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe how American citizens supported the war effort through rationing and purchasing of war bonds (PS, E)
- b. Evaluate the government's use of propaganda in gaining support and cooperation for war efforts (PS, PNW, E)
- c. Evaluate the decision of the government to limit civil liberties during World War II (PS, PNW)
- d. Evaluate the decision of the government to relocate American citizens and aliens to internment camps during the war (PS, PNW, G)
- e. Describe the changing roles of women, African-Americans and other minority groups during the war years, such as access to education and jobs (PS, PNW, G)

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Voluntary State Curriculum
High School United States History

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

CHALLENGES OF THE POST WAR WORLD (1946-1968)

1. Analyze the causes, events and policies of the Cold War between 1946-1968 (5.4.1).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe the response of the United States to communist expansion in Europe, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift (1948), and the formation of the North Atlantic Treaty Organization (PS, G, E)
- b. Describe the development of United States containment policies in Asia as a result of the rise of Communist China (PS, G)
- c. Analyze the role of the United States in the United Nations, including the establishment of the state of Israel and participation in the Korean Conflict (PS, PNW, G)
- d. Analyze the impact of Cold War events in Cuba, including the Bay of Pigs Invasion (1961) and Cuban Missile Crisis (1962) and the expansion of the Cold War into the Western Hemisphere (PS, G)
- e. Examine the causes and escalation of United States involvement in the Vietnam War, including the domino theory and Tonkin Gulf resolution (PS, G)
- f. Analyze the competition and the consequences of the space and arms race between the United States and the Soviet Union, including the impact of Sputnik (PS, PNW)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

CHALLENGES OF THE POST WAR WORLD (1946-1968)

2. Analyze the economic, political and social changes within the United States during the period 1946-1968 (5.4.2).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe the conflict between protecting civil liberties and maintaining national security that arose during the second Red Scare, such as House Un-American Activities Committee (HUAC), Federal Employees Loyalty Program, McCarthyism, and the Rosenberg case (PS, PNW)
- b. Describe the impact of the creation of the interstate highway system, such as the evolution of suburbia, increasing dependence on the automobile and movement of people and industry away from central cities (G, E)
- c. Describe the economic boom of the 1950s and the impact on American life, such as the G.I. Bill on the qualifications of workers, the increase of consumerism, increasing dependence on oil, and the development of the leisure class (PNW, E)
- d. Describe the baby boom and its consequences on American society (PNW, E)
- e. Analyze the growing impact of television and other mass media on politics and political attitudes, such as the Kennedy-Nixon debate, the Vietnam conflict, and the Civil Rights movement (PS, PNW)
- f. Describe the overall goals of the Great Society and its programs, such as the War on Poverty and Medicare/Medicaid (PS, PNW, G, E)
- g. Analyze the significance of the Warren Court in decisions, including *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) (PS)
- h. Analyze the economic, political and social impact of the changing role of women (PS, PNW, E)
- i. Examine trends in popular culture from 1946-1968 such as advertising, the beat movement, rock and roll music, the growth of television, and changes in the motion picture industry (PNW)

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Voluntary State Curriculum
High School United States History

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

CHALLENGES OF THE POST WAR WORLD (1946-1968)

3. Analyze the major developments, controversies and consequences of the Civil Rights Movement between 1946-1968 (5.4.3).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Examine the battle for school desegregation, including *Brown v. Board of Education of Topeka, Kansas (1954)* and the roles of the National Association for the Advancement of Colored People (NAACP) and Thurgood Marshall (PS, G)
- b. Describe the efforts to enforce school desegregation and local reactions to these efforts, including crisis at Little Rock (1957) and the University of Mississippi (1962) (PS, G)
- c. Describe various activities that Civil Rights activists used to protest segregation, including boycotts, sit-ins, marches, and voter registration campaigns (PS, E)
- d. Compare the philosophies of Dr. Martin Luther King Jr. and Malcolm X and the Black Power Movement (PS, PNW)
- e. Describe the impact of Dr. Martin Luther King, Jr.'s and Malcolm X's leadership and assassinations on the Civil Rights Movement (PS, PNW)
- f. Describe the goals of Civil Rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment (PS)
- g. Describe why urban violence and race riots escalated during the 1960s in reaction to ongoing discrimination and the slow pace of Civil Rights advances (PS, PNW, G)
- h. Analyze the opposition to the Civil Rights Movement, such as the Dixiecrats, white citizens councils, white supremacist movements (PS, PNW)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.5: Students will demonstrate understanding of the cultural, economic, political and social developments from 1968 to 1980.

DEMOCRACY CHALLENGED (1968-1980)

1. Analyze foreign policy and domestic response to events in South East Asia (5.5.1).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Analyze the significance of key events during the Vietnam War, including the Tet Offensive (1968), the My Lai Massacre (1968), the publication of the Pentagon Papers, and the invasions of Cambodia and Laos (1970) (PS, PNW, G)
- b. Explain the development of the anti-war movement and its consequences for American society, including reactions to the military draft and returning veterans, the polarization of society, the Chicago Democratic Convention (1968), and Kent State (1970) (PS, PNW)
- c. Evaluate the effectiveness of the media on shaping public opinion about the Vietnam War and the invasions of Cambodia and Laos (PS, PNW)
- d. Describe the actions the United States took to withdraw from the Vietnam War and the effects on the Vietnamese, including Vietnamization (PNW, PS, G)
- e. Describe how and why the War Powers Act (1973) changed presidential power (PS)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.5: Students will demonstrate understanding of the cultural, economic, political and social developments from 1968 to 1980.

DEMOCRACY CHALLENGED (1968-1980)

2. Analyze significant events that affected United States foreign policy from 1968-1980 outside of Southeast Asia (5.5.2).

Assessment Limits:

Objectives:

- a. Evaluate the changing United States relationship with the Soviet Union, including détente, arms control agreements, such as SALT I (1972), and SALT II (1979), the invasion of Afghanistan, and the decision to boycott the 1980 Olympic Games (PS, PNW, G)
- b. Describe the impact of the changing relationship between the United States and China (PS, G)
- c. Analyze how Arab-Israeli tensions impacted United States foreign policy, including the Energy Crisis (1973), and Camp David Accords (1979) (PS, PNW, G, E)
- d. Describe the political tensions that led to the Iranian Hostage Crisis (1980) (PS, PNW, E)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.5: Students will demonstrate understanding of the cultural, economic, political and social developments from 1968 to 1980.

DEMOCRACY CHALLENGED (1968-1980)

3. Evaluate the impact of government politics and domestic policy on American society from 1968 to 1980 (5.5.3).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Analyze the impact of the Watergate crisis on American attitudes toward the government and the office of the President (PS, PNW)
- b. Describe the public awareness of increased environmental problems and government efforts to address them, such as the creation of the Environmental Protection Agency, The Clean Air Act, The Clean Water Act, and the Endangered Species Act (PS, PNW, G, E)
- c. Evaluate the increasing role of regulatory agencies in protecting United States citizens, such as the Food and Drug Administration, the Nuclear Regulatory Commission, and the Occupational Safety and Health Administration (PS, E)
- d. Describe the impact of stagflation and deficit spending on the American economy (PS, E)
- e. Describe the cause of the energy crisis in the 1970s and its effect on American society (PNW, E)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.5: Students will demonstrate understanding of the cultural, economic, political and social developments from 1968 to 1980.

DEMOCRACY CHALLENGED (1968-1980)

4. Analyze the major developments, controversies and consequences of the civil rights movements from 1968 to 1980 (5.5.4).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Evaluate the impact of school desegregation stemming from the *Brown v. Board of Education* (1954) decision, including local implementation of busing (PS, PNW)
- b. Describe the controversy involving the extension of civil rights through the implementation of Affirmative Action, such as the *Regents of the University of California v. Bakke* (1978) (PS, PNW, E)
- c. Describe the Native American quest for civil rights, including the establishment of the American Indian Movement (AIM) and the implementation of legislation (PS, PNW)
- d. Describe the Latino quest for civil rights and the formation of the United Farm Workers Union (PNW, G, E)
- e. Describe the impact of the women's movement on government actions such as Higher Education Act Title IX (1972), the Equal Rights Amendment (1972)(PS, PNW, E)

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**Voluntary State Curriculum
High School United States History**

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.6: Students will demonstrate understanding of the cultural, economic, political and social developments from 1981 to the present.

AMERICA IMPACTS THE WORLD (1981-PRESENT)

1. Analyze United States foreign policy from 1981 to the present (5.6.1)

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe how United States policies and actions contributed to the end of the Cold War (PS)
- b. Evaluate United States policies and actions in response to international terrorism, such as the attack on the Marine barracks in Beirut (1983), Embassy bombings (2000), the attacks on the U.S.S. Cole (2000), and September 11, 2001 (PS, E)
- c. Describe how the United States has addressed issues related to global economic interdependence, such as free trade v. protectionism, and the debate over outsourcing (PS, G, E)
- d. Describe United States involvement with international and regional organizations, such as the European Union (EU), North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), North Atlantic Treaty Organization (NATO), and the United Nations (UN) (PS, PNW, G, E)
- e. Explain how developments in the Middle East have affected United States foreign policy, such as the Iraqi invasion of Kuwait, the rise of political Islam, and the Israeli -Palestinian conflicts (PS, PNW, G)
- f. Evaluate the role of the United States in addressing global and humanitarian issues such as the environment, the A.I.D.S. epidemic, healthcare and human rights (PS, PNW, G)
- g. Explain how the dependence on energy sources shapes United States foreign policy (PS, G, E)
- h. Analyze the purposes and effects of United States military interventions using regional case studies

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**Voluntary State Curriculum
High School United States History**

in the context of the Cold War, international peacekeeping efforts, and responses to terrorism before and after September 11, 2001 (PS, PNW, G, E)

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Voluntary State Curriculum
High School United States History

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.6: Students will demonstrate understanding of the cultural, economic, political and social developments from 1981 to the present.

AMERICA IMPACTS THE WORLD (1981-PRESENT)

2. Analyze modern economic, political and social influences on American society from 1981-present (5.6.2).

Assessment Limits: *to be developed when and if needed.*

Objectives:

- a. Describe the political and social issues that polarized United States political culture after 1980, such as Iran Contra, conflicts over judicial appointments, the controversial election of 2000, criticism of federal government subsistence programs and conservative v. liberal debates (PS, PNW, E)
- b. Evaluate how the government has addressed changing demographics, including immigration, the changing age structure and increasing minority populations in the United States (PS, PNW, G)
- c. Analyze how globalization has increased due to economic and technological innovations, such as outsourcing, computers, cell phones, and the Internet (PNW, G, E)
- d. Describe the significance of the growing federal deficit and the impact of the global market, such as supply-side economics, entitlements, and loss of domestic industry (PS, G, E)

Explain the influence of special-interest groups, the media and political parties on the changing political landscape and culture (PS, PNW)

Note: The course U.S. History: Reconstruction to the Present appears in the Voluntary State Curriculum in the fifth standard- History. While the course indicators and objectives appear in the History Standard, the content also includes the study of Political Science (PS), Peoples of the Nations and World (PNW), Geography (G), and Economics (E). The acronyms that appear in parentheses following the objectives indicate which standards are also measured by the objectives.

In the language of the objectives for Social Studies VSC, the use of *including* refers to information that is recommended for instruction. The use of *such as* in the language of the objective refers to information that may be used by the teacher as examples, but is not required.

Using the Core Learning Goals: Government

POLITICAL SYSTEMS | Peoples Of The Nation & World | Geography | Economics |

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Public Release Items

HSA items and annotated
student responses as
appropriate

Goal 1 Political Systems

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

Expectation

1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States.

Indicator

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

Public Release PDF

Assessment limits:

- Documents: Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights. Students are to know which rights/protections are addressed by the first ten amendments. Students are not expected to know the contents of any document by number.
- Other documents and amendments may be used to assess the principles, but information will be provided.
- Basic principles: federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection.

Indicator

1.1.2 The student will evaluate how the principles of government assist or impede the functioning of government.

Public Release PDF

Assessment limits:

- Concepts: federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection, and eminent domain.
- Federal and Maryland state government: Legislative, Executive and Judicial – powers, structure and organization.
- Local government will be assessed in terms of powers and responsibilities.
- Selection of National and Maryland state leaders: Electoral College and election/appointment processes.

Indicator

1.1.3 The student will evaluate roles and policies the government has assumed regarding public issues.

Public Release PDF

Assessment limit: Public issues:

- Environment (pollution, land use)

- Entitlements (Social Security, welfare)
- Health care and public health (costs, substance abuse, diseases)
- Censorship (media, technology)
- Crime (prevention, punishments)
- Equity (race, ethnicity, region, religion, gender, language, Socioeconomic status, age, and individuals with disabilities)

Indicator

1.1.4 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.

Public Release PDF

Assessment limits:

- Political parties, interest groups, lobbyists, candidates, citizens, and the impact of the media on elections, elected officials and public opinion.
- Referendum and initiative processes.

Expectation

1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Indicator

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

Public Release PDF

Assessment limits:

- Cases included: *Marbury v. Madison*, *McCulloch v. Maryland*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Tinker v. Des Moines Board of Education*, and *New Jersey v. T.L.O.*
- Other cases that address the same issues could be used, but information about these cases will be provided in the item.

Indicator

1.2.2 The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society.

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Assessment limits:

- Legislation that addresses the rights of individuals and groups: minority and women's rights, civil rights (affirmative action), and Native American rights.
- Legislation that addresses immigration policies.
- Information about the legislation will be provided in the item.

Indicator

1.2.3 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety.

Public Release PDF

Assessment limits:

- Presidential use of power and executive orders affecting rights, order, and/or safety.
- National government agencies' actions affecting rights, order, and/or safety.

- State actions affecting rights, order, and/or safety.

Indicator**1.2.4 The student will evaluate the principle of due process.**[Public Release](#) [PDF](#)**Assessment limits:**

- Fifth Amendment due process clause.
- Fourteenth Amendment due process clause.
- Procedural due process and the incorporation doctrine under the Fourteenth Amendment.
- Information about due process cases will be provided in the item.

Indicator**1.2.5 The student will analyze elements, proceedings, and decisions related to criminal and civil law.**[Public Release](#) [PDF](#)**Assessment limits:**

- Compare and contrast the elements, proceedings and decisions of civil and criminal law.
- Civil law: plaintiff, defendant, contract, breach of contract, torts (lawsuits involving negligence), damages, preponderance of evidence, petit jury, and out-of-court settlements.
- Criminal law: defendant, prosecutor, reasonable doubt, felony, misdemeanor, grand jury, indictment, probable cause, presumption of innocence, plea bargaining, writ of habeas corpus, and subpoena.

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Political Systems | **PEOPLES OF THE NATION & WORLD** | Geography | Economics |



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HSA items and annotated student responses as appropriate

Goal 2 Peoples Of The Nation And World

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

Expectation

2.1 The student will evaluate the interdependent relationship of United States politics and government to world affairs.

Indicator

2.1.1 The student will analyze economic, political, social issues and their affect on foreign policies of the United States.

Public Release PDF

Assessment limits:

- Policies of United States government that promote or fail to promote relationships with other countries include national defense (military), arms control, and security of other nations, trade, human rights, economic sanctions, and foreign aid.
- Contemporary concerns which affect international relationships including: national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, and global economic conditions.

Indicator

2.1.2 The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States.

Public Release PDF

Assessment limits:

- United Nations and other organizations categorized as:
 - Security — North Atlantic Treaty Organization
 - Economic — North American Free Trade Agreement, International Monetary Fund, World Bank
 - Humanitarian — International Red Cross
- Issues of national sovereignty, self-determination, and human rights on U.S. Interdependent relationships.
- Other examples of alliances and organizations in which the United States participates may be used, but information will be provided in the item.

Expectation

2.2 The student will compare and evaluate the effectiveness of the United States system of government and various other political systems.

Indicator

2.2.1 The student will analyze advantages and disadvantages of various types of governments throughout the world.

Public Release PDF

Assessment limits:

- Types of political systems including: democratic (parliamentary, presidential) and authoritarian (monarchy, oligarchy,

- dictatorship and totalitarian).
- Forms of government: confederation, federal, unitary.

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Goal 3 Geography

The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.

Expectation

3.1 The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.

Indicator

3.1.1 The student will evaluate demographic factors related to political participation, public policy and government policies.

Public Release [PDF](#)

Assessment limits:

- Political causes and effects of reapportionment, redistricting and voting patterns.
- Influence of demographic factors on government funding decisions.

Indicator

3.1.2 The student will evaluate the role of government in addressing land use and other environmental issues.

Public Release [PDF](#)

Assessment limits:

- National, state, and/or local issues.
- Issues will include urban sprawl and government policy regarding growth and land use/zoning.

Indicator

3.1.3 The student will analyze the roles and relationships of regions on the formation and implementation of government policy.

Public Release [PDF](#)

Assessment limits:

- International, national, state, and/or regional interests that may shape government policy.
- Patterns, trends and projections of population growth in regions and how these may affect the environment, society and government policy.
- Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate. Regional means different areas within Maryland (e.g. Eastern Shore, mining region, Piedmont Plateau), the United States (e.g., Northeast, sunbelt, mid-Atlantic regions) and the world.

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Goal 4 Economics

The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

Expectation

4.1 The student will demonstrate an understanding of economic principles, institutions, and processes required to formulate government policy.

Indicator

4.1.1 The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.

Public Release PDF

Assessment limit: Role of government in answering the basic economic questions in traditional, market, command and mixed economies.

Indicator

4.1.2 The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals.

Public Release PDF

Assessment limits:

- The role of scarcity and opportunity cost in government decision making.
- Competing socio-economic goals including: economic freedom, growth, stability, equity, security, productivity, national defense, environmental protection, and educational quality.

Indicator

4.1.3 The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state.

Public Release PDF

Assessment limits:

- How regulatory agencies respond to social issues/concerns, and/or market failures.
- Regulatory agencies that respond to social issues and/or market failures:
 - Environmental Protection Agency (EPA)
 - Food and Drug Administration (FDA)
 - Federal Trade Commission (FTC)
 - Federal Communications Commission (FCC)
 - Federal Aviation Administration (FAA)

Other national agencies and state and local agencies can be used, but information will be provided in the item.

Indicator

4.1.4 The student will evaluate the effectiveness of current monetary

and fiscal policy on promoting full employment, price stability, and economic performance.

Public Release PDF

Assessment limits:

- Business cycle, monetary policy (Federal Reserve actions) and fiscal policy (Legislative and Executive actions) and their effect on economic performance, full employment, and price stability.
- Tools of monetary policy (Federal Reserve System – FED) include the reserve requirement, interest rates, and open-market operations (buying and selling of government securities).
- Tools of fiscal policy include increasing/decreasing taxes and tariffs and/or spending.
- Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and unemployment rate.

 Return