

North Carolina Essential Standards

Social Studies

Civics and Economics Course

The 21st century focus of this course has been designed to be in alignment with the National Standards for Civics and Government, the National Standards for Economics and the National Standards of Personal Financial Literacy. Through the study of *Civics and Economics*, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens.

Note on Numbering: **C&G**–Civics and Government, **H**–History, **G**–Geography, **C**–Culture and Diversity, **E**–Economics and Personal Finances

Civics and Government

	Essential Standard	Clarifying Objectives		Assessment Prototypes
10.C&G.1	Analyze the foundations of democratic government in the United States.	10.C&G.1.1	Attribute U.S. national identity to precepts in the U.S. Constitution (e.g. Republicanism, federalism, separation of powers, checks and balances, Rule of Law, Limited government, democracy)	<p>Formative Item: Using three Supreme Court Cases (e.g., <i>Brown v Board</i>, <i>Roe v Wade</i>, <i>Korematsu v US</i>) as support explain how the US Supreme Court has upheld rights against oppressive government?</p>
		10.C&G.1.2	Attribute individual liberties to ideals (e.g. natural rights/unalienable rights, popular sovereignty, civil rights, equality) derived from founding documents.	

	Essential Standard	Clarifying Objectives		Assessment Prototypes
10.C&G.2	Analyze the structure and functions of national, state and local government in the United States.	10.C&G.3.1	Analyze the structure of the federal government (separation of powers).	Formative Item: How has the US Supreme Court helped define the separation of powers?
		10.C&G.3.2	Analyze the structures of state and local governments.	
		10.C&G.3.3	Understand the powers (expressed, implied, and concurrent) of federal government.	Formative Item: Explain the expansion of powers exercised by the federal government. Formative Item: Explain with examples how the US Supreme Court decides what cases to take and what the outcome should be. Formative Item: How has the US Supreme Court upheld or limited congress's regulation of interstate commerce?
		10.C&G.3.4	Understand the functions of state and local governments within the federal structure.	Formative Item: Exemplify limits upon state actions and who is responsible for those actions.
10.C&G.3	Understand the processes of making laws and policies in the U.S.	10.C&G.3.1	Compare the differences between policies and laws.	Multiple-Choice Item: What is the distinction between policies and laws? A. Policy sets the goals of a department or agency but laws must be passed to enable

				<p>government to put in place the legal frameworks to achieve those goals.</p> <ul style="list-style-type: none"> B. Policy sets the goals of an administration and laws reinforce the processes by which those goals can be achieved. C. Laws set the perimeters for the goals and guidelines of a department or agency but policies must be put in place to enable government to be able to enforce those decisions. D. Laws set the goals of an administration and policies reinforce the processes by which those goals can be achieved.
		10.C&G.3.2	Organize the procedures involved in making laws.	<p><u>Formative Item:</u> Using a flow chart, organize each step involved in a bill becoming a law from beginning to after it has been vetoed by the President.</p>

		10.C&G.3.3	Exemplify the opportunities for the public to participate in the law making process.	
10.C&G.4	Understand how democracy depends upon active participation by citizens and others.	10.C&G.4.1	Compare differences between a citizen's duties, rights and responsibilities.	<p>Formative Item: Show understanding of the distinctions between privileges, rights and responsibilities by comparing distinct responsibilities (e.g., voting), rights (e.g., free speech and freedom of religion) and privileges (e.g., driving).</p>
		10.C&G.4.2	Exemplify ways in which responsible citizenship promotes improved quality of life within the U.S. and other democratic societies.	<p>Formative Item: Provide examples of various ways citizens can take action on a particular issue.</p>
		10.C&G.4.3	Explain how citizens can influence government decision-making.	<p>Constructed Response Item: How can individuals influence government policy? Include at least two lawful examples in your response. [Sample Student Response:</p>

				<p>Individuals can affect public policy through active civic participation. Citizens may vote in elections, engage in campaigns or run for public office. Individuals can influence policy by communicating with legislators or as members of special interest groups.]</p> <p><u>Multiple-Choice Item:</u> How do citizens influence the making of public policy?</p> <ul style="list-style-type: none"> A. by volunteering B. by serving in the military C. by voting in referenda D. by attending universities
		<p>10.C&G.4.4</p>	<p>Explain how political parties, interests groups, lobbyists, and the media influence government policy.</p>	<p><u>Constructed Response Item:</u> Describe the role of interest groups in the formulation of public policy. Include at least two methods used by interest groups to influence government policy.</p> <p><u>[Sample Student Response:</u> Interests groups testify in public hearings and provide issues research for legislators. Interests groups also shape public opinion through media campaigns. Professional lobbyists directly influence legislators when hired to represent interest groups.</p> <p><u>Multiple-Choice Item:</u></p>

				<p>How do interests groups contribute to the development of government policy?</p> <p>A. by introducing bills in Congress</p> <p>B. by testifying in public hearings</p> <p>C. by drafting executive orders</p> <p>D. by voting in congressional committees</p>
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Economics

	Essential Standard	Clarifying Objectives		Assessment Prototypes
10.E.1	Analyze ways that domestic and international economies are interdependent.	10.E.1.1	Explain how the exchange of goods and services around the world creates economic interdependence among nations.	
		10.E.1.2	Analyze the affects that basic characteristics of international trade (e.g., absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade) have on the U.S global relations.	
10.E.2	Analyze the effect of producer and consumer behavior on markets.	10.E.2.1	Compare the four major types of economies: traditional, command, market, and mixed.	<p>Multiple-Choice Item:</p> <p>What makes a market economy different from a planned economy?</p> <p>In a market economy:</p> <p>A. Business is controlled privately</p> <p>B. Business is controlled by the government</p>

				<p>C. Everything is controlled by religious laws</p> <p>D. The people are the consenting forces of the economic laws</p>
		10.E.2.2	Analyze the role that supply and demand, competition, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	
10.E.3	Analyze the effects of fiscal and monetary policy on the United States economy.	10.E.3.1	Explain how the Federal Reserve System’s monetary policy effects economic growth in the U.S.	
		10.E.3.2	Analyze the impact of fiscal policies on prices and employment.	<p>Formative Item: Outline the fiscal policies you would recommend to correct each of the following: (1) rising unemployment and (2) rising inflation. Explain each recommendation.</p>
10.E.4	Analyze the operation of the U.S. economy and the role of citizens as producers and consumers.	10.E.4.1	Explain the affects of basic economic concepts (e.g., scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, and supply and demand) on the U.S. economy.	
		10.E.4.2	Analyze the role of individuals and businesses as consumers, savers, investors, and borrowers.	
		10.E.4.3	Explain how saving and investing builds wealth and helps meet financial goals.	
10.E.4.2	Create a plan for spending and saving.	10.E.5.1	Exemplify the components of a personal budget, including income, planned saving,	

			taxes, and fixed and variable expenses.																			
		10.E.5.2	Generate a budget to manage spending and saving and to achieve financial goals.	Formative Item: Given a scenario, design a personal budget for a young person living alone.																		
10.E.6	Understand creditworthiness, borrowing and debt management.	10.E.6.1	Understand the factors that affect creditworthiness.	Formative Item: Given a list of consumer credit laws explain the protections that they provide. <table border="1" data-bbox="1438 527 1932 974"> <thead> <tr> <th>CONSUMER CREDIT LAWS</th> <th>PROTECTIONS PROVIDED</th> </tr> </thead> <tbody> <tr> <td>TRUTH IN LENDING ACT</td> <td></td> </tr> <tr> <td>FAIR CREDIT REPORTING ACT</td> <td></td> </tr> <tr> <td>EQUAL CREDIT OPPORTUNITY ACT</td> <td></td> </tr> <tr> <td>FAIR CREDIT BILLING ACT</td> <td></td> </tr> <tr> <td>RIGHT TO FINANCIAL PRIVACY ACT</td> <td></td> </tr> <tr> <td>CONSUMER LEASING ACT</td> <td></td> </tr> <tr> <td>FAIR DEBT COLLECTION PRACTICES ACT</td> <td></td> </tr> <tr> <td>THE BANKRUPTCY REFORM ACT OF 1978</td> <td></td> </tr> </tbody> </table>	CONSUMER CREDIT LAWS	PROTECTIONS PROVIDED	TRUTH IN LENDING ACT		FAIR CREDIT REPORTING ACT		EQUAL CREDIT OPPORTUNITY ACT		FAIR CREDIT BILLING ACT		RIGHT TO FINANCIAL PRIVACY ACT		CONSUMER LEASING ACT		FAIR DEBT COLLECTION PRACTICES ACT		THE BANKRUPTCY REFORM ACT OF 1978	
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10.E.6.2	Analyze the value of credit reports to borrowers and to lenders.																					
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