EAST PENN SCHOOL DISTRICT

GOVERNMENT AND ECONOMICS

Approved 10/19
Effective 8/20

Note: The GP level of this course requires both sections to be taught as one class for 1 credit. The CP level is broken up into two separate classes each for .5 credit

Economics Unit 1: Microeconomics

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Eco.12.9-12.
Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

D2.Eco.1.9-12.
Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

D2.Eco.2.9-12.
Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

D2.Eco.13.9-12.
Explain why advancements in technology and investments in capital goods and human capital increase</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to analyze and evaluate the decisions individuals and businesses make and how they respond to and are influenced by incentives in order to satisfy their wants and needs while optimizing available resources.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The fundamental economic problem of scarcity causes trade-offs for all decisions.
U2: Government’s primary role in the economy is to work with businesses and individuals to identify and address market failures and improve economic well being.
U3: Various market structures and their role in a market economy.</td><td>ESSENTIAL QUESTIONS
EQ1: How do businesses and individuals balance wants and needs in relation to scarcity?
EQ2: How does public policy influence markets and standards of living?
EQ3: How do supply and demand interact in various market structures?
EQ4: How does quantity demanded change due to elasticity and price?
EQ5: How do firms operate within various market structures?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: How businesses and individuals interact in a market economy.
K2: How government decisions impact a free market.</td><td>Students will be skilled at...
S1: Analyzing data, charts, graphs and surveys.
S2: Explaining cause and effect of economic decisions.</td></tr>
</table>

economic growth and standards of living.	K3: How market structures influence supply, demand, innovation and availability.	S3: Identifying continuity and change in market economies over time.

Economics Unit 2: Macroeconomics

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="7">ESTABLISHED GOALS

Standards

D2.Eco.12.9-12.
Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

D2.Eco.1.9-12.
Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

D2.Eco.2.9-12.
Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

D2.Eco.13.9-12.
Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand that we have a moral and economic responsibility in regards to our monetary and fiscal policies.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The fundamental economic problem of scarcity causes trade-offs for all decisions.
U2: How economic systems identify and address failures in the market, business regulation, taxes and other incentives to maintain economic growth.
U3: How different government systems affect economic development and choice.</td><td>ESSENTIAL QUESTIONS
EQ1: How does the background/party affiliation of politicians affect fiscal policy decision?
EQ2: How do Fiscal and Monetary Policy decisions affect economic indicators (GDP, Unemployment, etc...)</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The Federal budget process and budget vocabulary.
K2: The 3 major approaches to fiscal policy and the modeled effects of each.
K3: Past and present budget structures and disparities between proposed partisan budget solutions.
K4: The basics of monetary policy and Federal Reserve operations.</td><td>Students will be skilled at...
S1: Analyzing cause and effect of fiscal policy decisions.
S2: Creating a budget proposal and arguing what fiscal policy decisions should be made by the government to help the economy.
S3: Evaluating the effectiveness of different government decisions from past and present.
S4: Understanding the cause and effect of monetary decisions made by the Federal Reserve</td></tr>
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Government Unit 1: Origins Of American Government

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Civ.2.9-12.
Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.3.9-12.
Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.7.9-12
Apply civic virtues and democratic principles when working with others.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural environmental characteristics of various places and regions.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to become civically responsible citizens and hold public officials responsible by exercising their ability to interpret the Constitution.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Structured government is a necessary component of every functioning society.
U2: The Founding Fathers created a checks and balances system to moderate conflict and promote compromise efficiently.
U3: The structure of our government was significantly influenced by the geographic differences between the Southern and Northern states.
U4: The Constitution was designed to be changed through federalism; joint involvement between the state and federal government.</td><td>ESSENTIAL QUESTIONS
EQ1: Why is government necessary?
EQ2: How have conflict and compromise shaped America?
EQ3: How does geography influence politics?
EQ4: Why was the Constitution developed as a living document?
EQ5: What are the origins of American Government?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The process through which the United States Government has gained the Power, Authority, and Legitimacy to rule.
K2: The events that led the United States to replace the Articles of Confederation.
K3: How the Constitution is amended and the effect of precedent.</td><td>Students will be skilled at...
S1: Analyzing and evaluating the influence of previous government philosophies on the development of the United States.
S2: Analyzing charts, maps, and data.
S3: Analyzing primary source documents (Constitution, Articles of Confederation, Federalist Papers).</td></tr>
</table>

		S4: Students will be proficient at evaluating the progressive changes to the U.S. Constitution and its impact on both state and federal authority.

Government Unit 2: Federalism

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Civ.1.9.12.
Distinguish the powers and responsibilities of local state, tribal, national, and international civic and political institutions.

D2.Civ.2.9-12.
Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.7.9-12.
Apply civic virtues and democratic principles when working with others.

D.2.Civ.11.9-12.
Evaluate multiple procedures for making governmental decisions at the local, state, national and international levels in terms of the civic purposes achieved.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to become civically responsible citizens and hold public officials responsible by exercising their ability to interpret the powers between state, local, and national governments.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The powers given to the state and federal government are regularly questioned and challenged, and clarified through the courts
U2: Many powers are reserved to the states through the 10th Amendment of the Constitution
U3: The Constitution was written to share powers between the states and the federal government</td><td>ESSENTIAL QUESTIONS
EQ1: What are the essential roles of different levels of government?
EQ2: How does geography influence politics?
EQ3: In what ways do states have independent choice and at the same time remain uniform?
EQ4: What impact does federalism have on citizens due to various levels of government?
EQ5: What problems does a pluralist model create?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: How different levels of government interact and the issues that can arise with this collaboration amongst levels of government.
K2: The rights and responsibilities of each level of government.
K3: How federalism has changed over time.
K4: The impact of devolution on lower levels of government.
K5: The impact that federalism has on the citizens of the United States and as members of their residency state.</td><td>Students will be skilled at...
S1: Evaluating the effects of a Federal Budget on all levels of government
S2: Analyzing maps and data.
S3: Students will be proficient at evaluating the progressive changes to the U.S. Constitution and its impact on both state and federal authority.</td></tr>
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Government Unit 3: Parties, Voting And Elections

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<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Civ.1.9-12.
Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.2.9-12.
Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.12.9-12.
Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to become civically responsible citizens and hold public officials responsible by exercising their right to vote.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The function of the US government as it pertains to the relationship between the Federal Government, State Government, local government, and its citizens.
U2: The development of the electoral process through conflict resolution, compromise, cooperation, and change.
U3: The influence of geography and personal background on the electorate.</td><td>ESSENTIAL QUESTIONS
EQ1: How does Geography influence government voting and elections at both state and federal levels?
EQ2: How has voting and elections changed over time due to Amendments & SCOTUS decisions?
EQ3: What changes should be made to the Voting & Election system?
EQ4: What are the functions and historical background of the various political parties?
EQ5: What are the pros and cons of a two party system, versus a multi-party system.</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The process of elections and voting on the federal, state, and local level
K2: The importance of the right to vote
K3: The history and evolution of voting and elections in the United States
K4: The role political parties play in the voting process</td><td>Students will be skilled at...
S1: Analyzing election maps and data.
S2: Evaluating candidates' proposals and distinguish between popular and realistic proposals.</td></tr>
</table>

Government Unit 4: The Legislative Branch

STAGE 1 | DESIRED RESULTS		
ESTABLISHED GOALS **Standards** D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural environmental characteristics of various places and regions. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	***Transfer***	
	Students will be able to apply the powers of the Legislative Branch granted under Article I of the U.S. Constitution to the body's ability to pass laws, and levy influence on the remaining branches under the system of checks and balances.	
	Meaning	
	UNDERSTANDINGS U1: The Legislative Branch's primary duty is to make laws U2: The Legislative Branch's authority works in chorus with both the Executive and Judicial Branch U3: The Legislative Branch is made up of two bodies with both shared and reserved powers. U4: There is a formal process for how a bill becomes a law.	ESSENTIAL QUESTIONS EQ1: How have the powers of the Legislative Branch increased due to precedent? EQ2: How has Congressional redistricting impacted American elections and how could the redistricting process be improved? EQ3: How do procedural and structural differences impact the role and behaviors of members of the House and the Senate? EQ4: How would term limits help and hurt government efficacy?
	Acquisition	
	Students will know... K1: The formal process for how a bill becomes a law. K2: How the system of checks and balances impacts the behavior of the Legislative Branch, as well as the behavior of the remaining branches. K3: Qualifications to be a member of both houses of Congress. K4: Specific powers each house of Congress shares, as well a specific reserved powers of each.	*Students will be skilled at...* S1: Analyzing charts and other data showing cause and effect of acts by Congress. S2: Evaluating the effect Congress can have on the behavior on other branches. S3: Evaluating the progression of congressional powers due to precedent.

Government Unit 5: The Executive Branch

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="5">ESTABLISHED GOALS

Standards

D2.Civ.3.9-12.
Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.7.9-12.
Apply civic virtues and democratic principles when working with others.

D2.Civ.4.9-12.
Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to become civically responsible citizens and hold public officials responsible by exercising their ability to analyze the powers of a national executive.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The Executive Branch is led by the President of The United States, who is responsible for executing the federal laws and powers granted under the Constitution.
U2: The president’s authority is bound by the checks and balances system.
U3: The running of the Federal Bureaucracy is the responsibility of the president and the Executive Branch</td><td>ESSENTIAL QUESTIONS
EQ1: How have the power of the Executive Branch changed over time due to the legislative branch?
EQ2: What are the most important characteristics of a Chief Executive?
EQ3: How can political affiliations influence Presidential decisions?
EQ4: In what ways has the relationship between the Executive Branch and the other two branches evolved the way the framers of the Constitution intended?
EQ5: How does a federal executive differ from leaders in other government forms & levels of government?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The role the president plays in shaping public and foreign policy.
K2: How the executive branch is independent of and dependent of the other branches of government.
K3: How the president interacts with and helps organize the Federal Bureaucracy?</td><td>Students will be skilled at...
S1: Evaluating the legacies of the Executive office and how it has changed over time.
S2: Analyzing charts, maps, and data.
S3: Identifying the impact of chief executive decisions on both the states and the other branches.</td></tr>
</table>

Government Unit 6: The Judicial Branch

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

D2.Civ.12.9-12.
Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.3.9-12.
Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.7.9-12.
Apply civic virtues and democratic principles when working with others.

Transfer

Students will be able to apply the powers of the Judicial Branch granted under the U.S. Constitution to its ability to interpret laws, and levy influence on the remaining branches under the system of checks and balances.

Meaning

UNDERSTANDINGS
U1: The Judicial Branch's primary job is to interpret law and settle conflict between the states vague powers of the Legislative & Executive branches.
U2: The Supreme Court is the final authority in interpreting laws
U3: The judicial system is checked by the remaining branches and is made of of levels of authority

ESSENTIAL QUESTIONS
EQ1: How do the various levels of Federal Courts interact with one another?
EQ2: How have the powers of the Supreme Court evolved over time.
EQ3: How have Supreme Court decisions changed the political and civil atmosphere in the United States?
EQ4: How have Supreme Court decisions changed the implementation and interpretation of the Constitution?
EQ5: Where should the Federal Government strike the balance between security and civil liberties?
EQ6: How has the 14th Amendment changed the way the Bill of Rights are applied to the states?

Acquisition

Students will know...
K1: The landmark cases of the Supreme Court and the impact they had on our society
K2: The structure of the Federal Court system and be able to explain where their authority lies.
K3: The process through which a justice is appointed and confirmed and its relationship to separation of powers.

Students will be skilled at...
S1: Evaluating the effect of SCOTUS decisions on the modern interpretation of the Constitution.
S2: Analyzing the effects of liberalism and conservatism in the Federal Judiciary.

	K4: The interactions between the Judicial Branch and other branches of government.	

Textbooks

On Level

Civics Today: Citizenship, Economics, & You, ©2005
Publisher: Glenco/McGraw Hill

Dual Credit

Magruder's American Government - © 2005
Publisher: Prentice Hall

Other supplemental sources will be added during the year.