

**RIDGECROFT SCHOOL  
CIVICS AND ECONOMICS**

**PACING GUIDE**

<b>TOPICS/CONCEPTS</b>	<b>TIME</b>	<b>CURRICULUM OBJECTIVES</b>	<b>RESOURCE(S)</b> TEXTBOOK: Civics (Holt, 1998)
<b>FIRST GRADING PERIOD</b>	<b>30 Days</b>	<b>CAREER CHOICES (Integrated)</b>	<b>Chapter 22</b>
WE THE PEOPLE • Citizenship	7	1.01, 1.08, 2.09, 4.05, 4.06, 4.08, 5.01, 5.04, 5.05, 5.06, 6.04, 10.01, 10.02, 10.03, 10.04, 10.05, 10.06	TEXTBOOK: Chapter 1 Sections 2,3
FOUNDATIONS OF GOV • Constitution • Articles of Incorporation	8	1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.08	TEXTBOOK: Chapter 2
US CONSTITUTION • 3 Main branches of government	7	2.01, 2.02, 2.03, 2.04	TEXTBOOK: Chapter 3
RIGHTS AND RESPONSIBILITIES • Bill of Right • Suffrance	8	1.07	TEXTBOOK: Chapter 4
<b>SECOND GRADING PERIOD</b>	<b>30 Days</b>		
LEGISLATIVE BRANCH OF GOVERNMENT	10	2.07, 2.08, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08	TEXTBOOK: Chapter 5
EXECUTIVE BRANCH OF GOVERNMENT	10	2.07, 2.09	TEXTBOOK: Chapter 6
JUDICIAL BRANCH OF GOVERNMENT CITIZENSHIP AND THE LAW • Supreme Court Case Studies • Criminal vs Civil	10	2.05, 2.06, 2.07, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06	TEXTBOOK: Chapters 7, 16
<b>THIRD GRADING PERIOD</b>	<b>30 Days</b>		
STATE GOVERNMENT • Branches • Constitution	12	3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.08, 3.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08	TEXTBOOK: Chapter 8  SUPPLEMENT: State Constitution
LOCAL GOVERNMENT	13	5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08	TEXTBOOK: Chapter 9
REVIEW AND ASSESSMENT	5		
<b>FOURTH GRADING PERIOD</b>	<b>30 Days</b>		
ELECTING LEADERS	8	1.08	TEXTBOOK: Chapter 10
POLITICAL SYSTEM • National, state, local • Political parties	8	4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09	TEXTBOOK: Chapter 11
PAYING FOR GOVERNMENT	8	2.08	TEXTBOOK: Chapter 12
CITIZENSHIP AND FAMILY CITIZENSHIP AND SCHOOL	6	10.01, 10.02, 10.03, 10.04, 10.05, 10.06	TEXTBOOK: Chapters 13, 14
<b>FIFTH GRADING PERIOD</b>	<b>30 Days</b>		

CITIZENSHIP AND THE COMMUNITY	3	10.01, 10.02, 10.03, 10.04, 10.05, 10.06	TEXTBOOK: Chapter 15
AMERICAN ECONOMY ECONOMIC SYSTEM	9	7.01, 7.02, 7.03, 7.04, 7.04, 7.05, 7.06, 7.07, 7.08, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06, 8.07, 8.08, 8.09	TEXTBOOK: Chapter 17
GOODS AND SERVICES <ul style="list-style-type: none"> <li>• Supply and Demand</li> <li>• Micro /macroeconomics</li> <li>• Economic Indicators</li> </ul>	9	7.02, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06, 8.07, 8.08, 8.09	TEXTBOOK: Chapter 18
MANAGING MONEY	9	7.06, 8.07, 8.08, 8.09	TEXTBOOK: Chapter 19
<b>SIXTH GRADING PERIOD</b>	<b>30 Days</b>		
ECONOMIC CHALLENGES <ul style="list-style-type: none"> <li>• Supply and Demand</li> </ul>	10	7.05, 7.06, 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08	TEXTBOOK: Chapter 20
FOREIGN POLICY CHARTING A COURSE	10		TEXTBOOK: Chapters 22, 23
MEETING FUTURE CHALLENGES GLOBAL ENVIRONMENT	5		TEXTBOOK: Chapters 24, 25
REVIEW AND ASSESSMENT	5		

8/1/06

### NC STANDARD COURSE OF STUDY

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. Furthermore, this course serves as a foundation for *United States History*. It is recommended that this tenth grade course, *Civics and Economics*, directly precede the eleventh grade *United States History* survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Strands: Geographic, Relationships, Historical Perspectives, Economics and Development, Government and Active Citizenship, Global connections, Technological Influences, and Society, Individual Identity and Development, Cultures and Diversity

#### **COMPETENCY GOAL 1 THE LEARNER WILL INVESTIGATE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM AND EXPLORE BASIC VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY.**

- 1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.
- 1.02 Trace and analyze the development of ideas about self-government in British North America.
- 1.03 Examine the causes of the American Revolution.
- 1.04 Elaborate on the emergence of an American identity.
- 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.
- 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.
- 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.
- 1.08 Compare the American system of government to other forms of government.

#### **COMPETENCY GOAL 2 THE LEARNER WILL ANALYZE HOW THE GOVERNMENT ESTABLISHED BY THE UNITED STATES CONSTITUTION EMBODIES THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY.**

- 2.01 Identify principles in the United States Constitution.
- 2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.
- 2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies.
- 2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes.
- 2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.
- 2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.
- 2.07 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.
- 2.08 Examine taxation and other revenue sources at the national level of government.
- 2.09 Describe the services provided by selected government agencies and how funding is provided.

**COMPETENCY GOAL 3 THE LEARNER WILL ANALYZE HOW STATE AND LOCAL GOVERNMENT IS ESTABLISHED BY THE NORTH CAROLINA CONSTITUTION.**

- 3.01 Identify the principles in the North Carolina Constitution and local charters.
- 3.02 Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.
- 3.03 Explain how the state constitution grants and limits the authority of public officials and government agencies.
- 3.04 Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.
- 3.05 Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.
- 3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.
- 3.07 Identify modern controversies related to powers of the state government.
- 3.08 Examine taxation and other revenue sources at the state and local level.
- 3.09 Describe the services provided by state and local government agencies and how funding is provided.

**COMPETENCY GOAL 4 THE LEARNER WILL EXPLORE ACTIVE ROLES AS A CITIZEN AT THE LOCAL, STATE, AND NATIONAL LEVELS OF GOVERNMENT.**

- 4.01 Examine the structure and organization of political parties.
- 4.02 Describe the election process and the qualifications and procedures for voting.
- 4.03 Analyze information on political issues and candidates seeking political office.
- 4.04 Demonstrate active methods of promoting and inhibiting change through political action.
- 4.05 Analyze consequences of compliance or noncompliance with laws governing society.
- 4.06 Describe the benefits of civic participation.
- 4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.
- 4.08 Participate in civic life, politics, and /or government.
- 4.09 Utilize various methods of resolving conflicts.

**COMPETENCY GOAL 5 THE LEARNER WILL EXPLAIN HOW THE POLITICAL AND LEGAL SYSTEMS PROVIDE A MEANS TO BALANCE COMPETING INTERESTS AND RESOLVE CONFLICTS.**

- 5.01 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
- 5.02 Identify the jurisdiction of state and federal courts.
- 5.03 Describe the adversarial nature of the judicial process.
- 5.04 Evaluate the role of debate and compromise in the legislative process.
- 5.05 Explain how local government agencies balance interest and resolve conflicts.
- 5.06 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.

**COMPETENCY GOAL 6 THE LEARNER WILL EXPLAIN WHY LAWS ARE NEEDED AND HOW THEY ARE ENACTED, IMPLEMENTED, AND ENFORCED AT THE NATIONAL, STATE, AND LOCAL LEVELS**

- 6.01 Trace the development of law in American society.
- 6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.
- 6.03 Identify the various procedures in the enactment, implementation, and enforcement of law.
- 6.04 Identify ways citizens can be informed about the laws.
- 6.05 Investigate the role and responsibility of government to inform the citizenry.
- 6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.
- 6.07 Compare responsibilities, jurisdictions, and methods of law enforcement agencies.
- 6.08 Evaluate methods used by society to address criminal and anti-social behaviors.

**COMPETENCY GOAL 7 THE LEARNER WILL INVESTIGATE HOW AND WHY INDIVIDUALS AND GROUPS MAKE ECONOMIC CHOICES.**

**7.01** Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.

**7.02** Explain how scarcity influences producers and consumers to make choices.

**7.03** Compare examples of tradeoffs and opportunity costs of economic choices.

**7.04** Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.

**7.05** Explain the impact of investment on human, capital, productive, and natural resources.

**7.06** Compare and contrast how different economic systems address key economic factors.

**COMPETENCY GOAL 8 THE LEARNER WILL ANALYZE FEATURES OF THE ECONOMIC SYSTEM OF THE UNITED STATES.**

**8.01** Compare characteristics of command, market, traditional, and mixed economies.

**8.02** Describe how the free enterprise system encourages private ownership of property and promote individual initiative.

**8.03** Explain the circular flow of economic activities and how interactions determine the prices of goods and services.

**8.04** Illustrate how supply and demand affects prices.

**8.05** Predict how prices change when there is either a shortage or surplus.

**8.06** Explain how changes in the level of competition can affect price and output levels.

**8.07** Identify and describe the roles and functions of various economic institutions and business organizations.

**8.08** Evaluate the investment decisions made by individuals, businesses, and the government.

**8.09** Describe the role of money in trading, borrowing, and investing.

**COMPETENCY GOAL 9 THE LEARNER WILL ANALYZE FACTORS INFLUENCING THE UNITED STATES ECONOMY.**

**9.01** Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.

**9.02** Describe the impact of government regulation on specific economic activities.

**9.03** Explain the impact of the movement of human and capital resources on the United States economy.

**9.04** Assess how current events impact decisions made by consumers, producers, and government policy makers.

**9.05** Explain the impact on the United States economy of international trade and global products.

**9.06** Investigate the ways that domestic and international economies are interdependent.

**9.07** Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.

**9.08** Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.

**COMPETENCY GOAL 10 THE LEARNER WILL DEVELOP, DEFEND, AND EVALUATE POSITIONS ON ISSUES REGARDING THE PERSONAL RESPONSIBILITIES OF CITIZENS IN THE AMERICAN CONSTITUTIONAL DEMOCRACY.**

**10.01** Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.

**10.02** Develop, defend, and evaluate positions on issues regarding diversity in American life.

**10.03** Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.

**10.04** Demonstrate characteristics of effective citizenship.

**10.05** Describe examples of recurring public problems and issues.

**10.06** Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.