**American History: The Founding Principles, Civics and Economics**

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| **Civics** | **UNIT** | **Citizenship** | **Foundations of the U.S. Government** | **U.S. Constitution** | **Three Branches of Government** | **Ideology Political Parties** | **Court Cases** | **State Government** | **Law and Order** |
| **Topic** | Civics Participation | Tension over power and authority | Constitutional Democracy | Separation of Powers | Political parties and the election process | Rule of Law | Local Government and Jurisdiction | The Rule of Law |
| **Concept(s)** | Duties vs. Responsibilities  Immigration  Types of Government | Enlightenment Concepts  Declaration of Independence  Relationship between Colonies and Britain  Democratic Principals | Articles of Confederation  Creation of the Constitution  Federalist vs. Ant-Federalist Debate  N.C. Constitution | Qualifications and Roles of Executive, Legislative, and Judicial Branches  How a Bill becomes a Law | Political Spectrum  Two Party System  Election Process  Funding | Significant Court Cases  Judicial Process  Adversarial Nature of Courts  Compare Law Making Processes at State and Federal Level | Structure of North Carolina Government  North Carolina Constitution | How a Bill becomes a Law  Jurisdiction  Recidivism  Types of Laws |
| **Outcome(s)** | Students should be able to explain the perception and interpretation of citizenship. Students should also be able to contrast multiple forms of governments as well as the differences between duties and responsibilities. | Students should be able to explain how the colonies gained their freedom from Britain. Also, students should be able to analyze how America’s national identity is derived from the Declaration of Independence | Students should be able to trace the events leading up to and including the creation of the Constitution. Also, students should be to compare the North Carolina Constitution and the U.S. Constitution. | Students should be able to identify qualifications to be a member of the three branches of government.  Students will be able to explain the role and responsibilities each branch of government | Students should be able to explain America’s two party system and the role that political parties play in American politics. Students will also analyse the election process and procedures for voting | Students will be able to analyze a variety of court cases and explain how these court cases set precedents for American democratic principles | Students will be able to compare the structure of North Carolina’s government with the federal government. Also, students should be to compare the North Carolina Constitution and the U.S. Constitution | Students will be able to explain principles that are fundamental to the American legal system. Students will be able to identify the structure of court systems and levels of jurisdiction. |

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| **Economics** | **Unit** | **Intro to Economics** | **Personal Financial Literacy** | **Global Economics** |
| **Topic** | Economic Choice | Personal Finance | Balance of Trade |
| **Concept(s)** | Types of Economies  Productivity  Opportunity Cost  Fiscal Responsibility  Supply and Demand | Savings and Debt  Credit Cards  Personal Budget  Taxes  Insurance | Globalization  Foreign Policy  Balance of Trade |
| **Outcome(s)** | Students will be able to explain how scarcity and necessity impact economic choices. Students will be able to outline | Students will be prepared to make informed decisions regarding budgeting and financial planning. Students should understand the relationship between investment with risk and reward. | Students will be able to explain how globalization can impact a nation’s economy that may result in social, economic, and political change.  . |

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| **Notes on Scope and Sequence**  Sequencing: *The sequencing of units is based on feedback from teachers in the district. While many teachers will alter this sequence to fit the needs of their students, district benchmark exams have been constructed based on the requirements set forth by district office.*  Please use the table below to assist in planning your units of instruction. |

**Test Specification Weights for the NC Final Exam for Civics and Economics 2014-2015**

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| **Standard** | **Percent of Total Score Points** |
| CE.C&G.1 | 8% to 12% |
| CE.C&G.2 | 11% to 15% |
| CE.C&G.3 | 13% to 17% |
| CE.C&G.4 | 3% to 7% |
| CE.C&G.5 | 3% to 7% |
| CE.PFL. | 21% to 25% |
| CE.E. | 28% to 32% |