

RRPS District Standards: SOCIAL STUDIES

Grade 12

Theme: Government and Economics

10/2006

STRAND III: GOVERNMENT AND CIVICS

NM State Content Standard III: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

NM State Benchmarks Grades 9-12

The NM State Social Studies standards document does not specify a grade level for Performance Standards (PS) Grades 9-12. Therefore, the RRPS Social Studies curriculum team, grades 9-12, assigned each state PS to the grade level where it seems most appropriate.

NM State Benchmark III-A: Grades 9-12

Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.

NM Grade 12 Performance Standards

1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:
 - specific powers delegated in Article I of the Constitution
 - checks and balances described in *The Federalist Papers Number 51*
 - lawmaking process
 - role of leadership within Congress
 - Federalist and anti-Federalists positions
2. Analyze the structure, powers, and role of the executive branch of the United States government, to include:
 - specific powers delegated in Article II of the Constitution
 - checks and balances
 - development of the Cabinet and federal bureaucracy
 - roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party.”
3. Examine the election of the president through the nomination process, national conventions, and Electoral College.
4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:
 - Specific powers delegated by the Constitution in Article III and described in the *Federalist Papers Numbers 78-83*
 - Checks and balances
 - Judicial review as developed in *Marbury v. Madison*
 - Dual court system of state and federal governments

RRPS Grade 12 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 1 (Benchmark III-A)

Analyze the structure, powers, and role of the legislative branch of the United States government, to include:

- specific powers delegated in Article I of the Constitution
- checks and balances described in *The Federalist Papers Number 51*
- lawmaking process
- role of leadership within Congress
- Federalist and anti-Federalists positions

Power Standard 2 (Benchmark III A)

Analyze the structure, powers, and role of the executive branch of the United States government, to include:

- specific powers delegated in Article II of the Constitution
- checks and balances
- development of the Cabinet and federal bureaucracy
- roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party.”

Power Structure 3 (Benchmark III-A)

Examine the election of the president through the nomination process, national conventions, and Electoral College.

Power Structure 4 (Benchmark III-A)

Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:

- Specific powers delegated by the Constitution in Article III and described in the *Federalist Papers Numbers 78-83*
- Checks and balances
- Judicial review as developed in *Marbury v. Madison*
- Dual court system of state and federal governments

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5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:

- constitutional mandates such as the *writ of habeas corpus*, no bill of attainder, and the prohibition of the *ex post facto* laws
- 1st Amendment guarantees of freedom of religion, speech, press, assembly, and petition
- 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections
- 14th Amendment protection of due process and equal protection under the law
- conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights
- expansion of voting rights, limitation of presidential terms, etc.

6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:

- direct democracy in the initiative, referendum, and recall process
- impeachment process
- process of voter registration and voting
- role of primary elections to nominate candidates
- how a bill becomes a law
- executive officers and their respective powers
- New Mexico courts, appointment of judges, and election and retention processes for judges
- organization of county and municipal governments.

7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.

Power Standard 5 (Benchmark III-A)

Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:

- constitutional mandates such as the *writ of habeas corpus*, no bill of attainder, and the prohibition of the *ex post facto* laws
- 1st Amendment guarantees of freedom of religion, speech, press, assembly, and petition
- 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections
- 14th Amendment protection of due process and equal protection under the law
- conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights
- expansion of voting rights, limitation of presidential terms, etc.

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RRPS Grade 12 Power Standards

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NM State Benchmark III-B: Grades 9-12

Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.

NM Grade 12 Performance Standards

1. Analyze the qualities of effective leadership.
2. Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.
3. Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.
4. Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.

NM State Benchmark III-C: Grades 9-12

Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.

1. Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).
3. Analyze the fundamental principles in the Declaration of Independence.
5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.
6. Compare and contrast the unitary, co federal, and federal systems.
7. Analyze the ways powers are distributed and shared in a parliamentary system.
8. Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.
9. Analyze and evaluate the concept of limited government and the rule of law.
10. Compare and contrast the characteristics of representative governments.
11. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian).
12. Analyze the role that the United States has played as a constitutional republican government for nations around the world.

Power Standard 6 (Benchmark III C)

Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).

Power Standard 7 (Benchmark III-C)

Analyze the fundamental principles in the Declaration of Independence.

Power Standard 8 (Benchmark III-C)

Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.

Power Standard 9 (Benchmark III-C)

Analyze and evaluate the concept of limited government and the rule of law.

Power Standard 10 (Benchmark III-C)

Compare and contrast the characteristics of representative governments.

Power Standard 11 (Benchmark III-C)

Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian).

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RRPS Grade 12 Power Standards

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NM State Benchmark III-D: Grades 9-12

Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

Power Standard 12 (Benchmark III-D)

Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).

NM Grade 12 Performance Standards

1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).
2. Analyze the rights and obligations of citizens in the United States, to include:
 - connections between self-interest, the common good, and the essential element of civic virtue as described in *The Federalist Papers Numbers 5,49, and 10*
 - obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.
3. Demonstrate the skills needed to participate in government at all levels to include:
 - analysis of public issues and the political system
 - evaluation of candidates and their positions
 - debate of current issues.
4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio).
5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy.

Power Standard 13 (Benchmark III-D)

Analyze the rights and obligations of citizens in the United States, to include:

- connections between self-interest, the common good, and the essential element of civic virtue as described in *The Federalist Papers Numbers 5,49, and 10*
- obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.

Power Standard 14 (Benchmark III-D)

Demonstrate the skills needed to participate in government at all levels to include:

- analysis of public issues and the political system
- evaluation of candidates and their positions
- debate of current issues.

Power Standard 15 (Benchmark III-D)

Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio).

STRAND IV: ECONOMICS

NM State Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

NM State Benchmarks Grades 9-12

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RRPS Grade 12 Power Standards

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NM State Benchmark IV-A: Grades 9-12

Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.

Power Standard 16 (Benchmark IV-A)

Analyze “opportunity costs” as a factor resulting from the process of decision- making.

Power Standard 17 (Benchmark IV-A)

Analyze and evaluate the impact of economic choices on the allocation of scarce resources.

Power Standard 18 (Benchmark IV-A)

Describe and analyze how economic incentives allow individuals, households, businesses, governments, and societies to use scarce human, financial, and natural resources more efficiently to meet economic goals.

Power Standard 19 (Benchmark IV-A)

Understand labor markets and how they work.

Power Standard 20 (Benchmark IV-A)

Understand the basis of supply and demand and marginal productivity.

Power Standard 21 (Benchmark IV-A)

Understand personal financing (e.g., banking, credit, debit, lending institutions).

NM Grade 12 Performance Standards

1. Analyze “opportunity costs” as a factor resulting from the process of decision making.
2. Understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data.
3. Understand the relationship between socioeconomic stratification and cultural values.
4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources.
5. Describe and analyze how economic incentives allow individuals, households, businesses, governments, and societies to use scarce human, financial, and natural resources more efficiently to meet economic goals.
6. Evaluate present and future economic costs and economic risks in the use of productive resources associated with investments.
7. Understand labor markets and how they work.
8. Describe and analyze the three major divisions of economics: macro-, micro-, and consumer.
9. Understand the relationship between essential learning skills and workforce requirements (e.g., School to Work initiatives, Service Learning) as they relate to supply and demand in the labor market.
10. Use quantitative data to analyze economic information.
11. Analyze various investment strategies available when meeting personal and business goals.
12. Understand the basis of supply and demand and marginal productivity.
13. Understand personal financing (e.g., banking, credit, debit, lending institutions).

STRAND IV: ECONOMICS

NM State Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

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NM State Benchmark IV-B: Grades 9-12

Analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

NM Grade 12 Performance Standards

1. Analyze the historic origins of the economic systems of capitalism, socialism, and communism.
2. Compare the relationships between and among contemporary countries with differing economic systems.
3. Understand the distribution and characteristics of economic systems throughout the world, to include:
 - characteristics of command, market and traditional economies
 - how command, market, and traditional economies operate in specific countries
 - comparison of the ways that people satisfy their basic needs through the production of goods and services.
4. Analyze the importance of, and issues related to, the location and management of the factors of production.
5. Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities throughout the world.
6. Analyze the roles played by local, state, tribal, and national governments in both public and private sectors of the United States system.
7. Understand the relationship between United States governmental policies and international trade.
8. Evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth).
9. Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy.
10. Interpret measurements of inflation and unemployment and relate them to the general economic “health” of the national economy.
11. Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation).
12. Compare and contrast different types of taxes (e.g., progressive, regressive, proportional).
13. Analyze the effects of specific government regulations on different economically designated groups (e.g., consumers, employees, businesses).

RRPS Grade 12 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 22 (Benchmark IV-B)

Understand the distribution and characteristics of economic systems throughout the world.

Power Standard 23 (Benchmark IV-B)

Understand the relationship between United States governmental policies and international trade.

Power Standard 24 (Benchmark IV-B)

Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy.

Power Standard 25 (Benchmark IV-B)

Compare, analyze, and evaluate the positive and negative aspects of American capitalism in relation to other economic systems.

Power Standard 26 (Benchmark IV-B)

Evaluate primary and secondary sources and their uses in research.

Power Standard 27 (Benchmark IV-B)

Explain how to use technological tools to research data, verify facts and information, and communicate findings.

STRAND IV: ECONOMICS

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14. Compare, analyze, and evaluate the positive and negative aspects of American capitalism in relation to other economic systems.
15. Describe and evaluate how the United States economy moved from manufacturing-based to information driven.
16. Analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic).
17. Analyze the economic ramifications of entrepreneurship.

NM State Benchmark IV-C: Grades 9-12

Analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.

NM Grade 12 Performance Standards

1. Analyze foreign and domestic issues related to United States economic growth since 1900.
2. Analyze significant economic developments between WW I and World War II, to include economic growth and prosperity of the 1920s.
3. Analyze the effects of World War II, the Cold War, and post-Cold War on contemporary society, to include:
 - impact of the Cold War on business cycles and defense spending
 - recession of 1980s
 - technology boom and consequent economic slow down of 2000.
4. Describe the relationship between United States’ international trade policies and its economic system.
5. Identify and analyze the international differences in resources, productivity, and prices that are a basis for international trade.
6. Explain the comparative advantage of a nation when it can produce a product at a lower “opportunity cost” than its trading partner.
7. Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad.
8. Analyze and evaluate how domestic policies can affect the balance of trade between nations.
9. Explain and describe how the Federal Reserve System and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth.
10. Identify how monetary policies can affect exchange rates and international trade.
11. Analyze and evaluate the use of technology on economic development.
12. Describe & analyze multinational agreements (e.g., NAFTA, Euro Union) in economic& social terms.

RRPS Grade 12 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 28 (Benchmark IV-C)

Analyze the effects of World War II, the Cold War, and post-Cold War on contemporary society, to include:

- impact of the Cold War on business cycles and defense spending
- recession of 1980s
- technology boom and consequent economic slow down of 2000.

Power Standard 29 (Benchmark IV-C)

Explain and describe how the Federal Reserve System and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth.