

GRADES 10-12

Overview

The educational program of all Alabama high school students includes a comprehensive curriculum of essential social studies content that prepares students to be knowledgeable, responsible citizens capable of applying social studies knowledge and skills in their daily lives. The emphases of the Grades 10-12 social studies program are civic competence and participation and economic, geographic, and historical awareness. Careful consideration has been taken to align the social studies content at the high school level with standards addressed by national social studies organizations.

All Alabama high school students must earn four credits in social studies for graduation. As part of these requirements, students must complete United States History to 1877 (one credit), United States History From 1877 to the Present (one credit), United States Government (one-half credit), and Economics (one-half credit). The content of these core courses requires students to examine the period from prediscovery to the present, looking at the issues explored in Grades 8 and 9 from the perspective of the United States. The United States History to 1877, United States History From 1877 to the Present, United States Government, and Economics courses described in this document provide fundamental content to be learned by all high school students that enables them to become responsible citizens and active participants in local, state, national, and global societies. In addition to the World History course required in Grade 9 and the four courses required for Grades 10-12, local school systems may offer elective social studies courses. These may include, but are not limited to, further study of current events, geography, sociology, and psychology. Elective courses such as these enrich students' development of civic responsibility.

In addition to increasing factual knowledge, tenth- through twelfth-grade students are developmentally capable of abstract reasoning, critical thinking, and sophisticated problem solving. The courses required in Grades 10-12 foster the growth of productive citizens as students engage in opportunities for analyzing complex issues. The instructional environment also provides opportunities for active civic participation, social science research, and authentic learning through a variety of methods and tools such as the use of primary sources, written analysis of information, debate, presentation, simulation, technology, and experimentation. Although not all strands are indicated for all content standards, teachers are encouraged to incorporate the perspective of each strand into each standard where applicable.

TENTH GRADE

United States History to 1877

The study of the history of the United States in Grade 10 takes students on a journey across five centuries of social, economic, geographic, and political development in the United States. Students begin with the earliest discoveries on the North American continent and follow a chronological study of the major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and an Alabama perspective. The content standards build upon the foundation students gained in the study of the United States in Grades 5 and 6, as well as the study of world history in Grades 8 and 9, but require a more rigorous analysis. The content and level of rigor in the tenth-grade course are developmentally appropriate. With more fully developed skills in abstract thinking, students are now able to compare, analyze, and explain events and developments.

In order to provide a classroom environment that encourages all students to reach their potential, teachers employ various methods of instruction to facilitate students' inquisitive pursuit of knowledge about the United States. These methods include the use of current technology such as interactive digital video software and Internet sources that allow students to explore historical topics and interpretations more extensively than in the past.

TENTH GRADE

United States History to 1877

Students will:

E	G	H	PS
✓	✓	✓	✓

1. Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans.

- Contrasting European motives for establishing colonies
Examples: religious persecution, poverty, oppression
- Tracing the course of the Columbian Exchange
- Explaining how the institution of slavery developed in the colonies
- Describing conflicts among Europeans that occurred regarding the colonies
- Explaining how mercantilism was a motive for colonization

E	G	H	PS
✓	✓	✓	✓

2. Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.

Examples: three colonial regions, colonies of settlement versus colonies of exploitation, religious beliefs

- Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain
- Describing the influence of ideas of the Age of Enlightenment on the colonies
- Explaining the role of the House of Burgesses and New England town meetings on colonial society
- Describing the impact of the Great Awakening on colonial society

E	G	H	PS
✓	✓	✓	✓

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence.
- Explaining the role of key leaders and major events of the Revolutionary War
Examples: key leaders—George Washington, Thomas Jefferson, Patrick Henry, Marquis de Lafayette; major events—Battles of Bunker Hill, Trenton, Saratoga, and Yorktown
 - Summarizing major ideas, including their origins, in the Declaration of Independence
Examples: John Locke, Baron de Montesquieu, Jean-Jacques Rousseau
 - Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans
 - Describing reasons for American victory in the American Revolution
 - Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans
 - Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783)

E	G	H	PS
✓		✓	✓

4. Describe the political system of the United States based on the Constitution and the Bill of Rights.
- Describing inadequacies of the Articles of Confederation
 - Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution
 - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies and the election of 1800

E	G	H	PS
		✓	✓

5. Identify key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

- Identifying concepts of loose and strict constructionism

E	G	H	PS
		✓	✓

6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

E	G	H	PS
		✓	✓

7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe.

- Tracing the development of temperance, women's, and other reform movements in the United States between 1781 and 1861
- Relating events in Alabama from 1781 to 1823 to those of the developing nation

Examples: statehood as part of the expanding nation, acquisition of land, settlement, Creek War

- Tracing the development of transportation systems in the United States between 1781 and 1861


E	G	H	PS
		✓	✓

8. Trace the development of efforts to abolish slavery prior to the Civil War.

- Describing the abolition of slavery in most Northern states in the late eighteenth century
- Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers
- Describing the impact of the principle of "inalienable rights" as a motivating factor for movements to oppose slavery
- Describing the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
- Describing the rise of the underground railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's *Uncle Tom's Cabin*


E	G	H	PS
✓	✓	✓	✓

9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.

- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861 
 - Examples: participation in slavery, secession, Indian Wars, reliance on cotton
- Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
- Describing the tariff debate and the nullification crisis
- Describing the formation of the Republican party and its effect on the election of 1860
- Identifying causes leading to the Westward Expansion
 - Examples: quest for gold, opportunity for upward mobility
- Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act

E	G	H	PS
	✓	✓	✓

10. Describe how the course, character, and effects of the Civil War influenced the United States.

- Identifying key Northern and Southern personalities, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Thomas J. "Stonewall" Jackson, and William T. Sherman
- Describing the impact of the division of the nation during the Civil War on resources, population, and transportation
- Explaining reasons for border states remaining in the Union
- Discussing nonmilitary events and life during the Civil War
- Explaining causes of the military defeat of the Confederacy
- Explaining Alabama's involvement in the Civil War 

E	G	H	PS
✓		✓	✓

11. Contrast congressional and presidential reconstruction plans, including African-American political participation.

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and the South, including the effectiveness of the Freedmen's Bureau
- Describing the social restructuring of the South
- Describing the Compromise of 1877
- Identifying post-Civil War Constitutional amendments
- Discussing causes for the impeachment of Andrew Johnson

ELEVENTH GRADE

United States History From 1877 to the Present

The study of the history of the United States in Grade 11 continues the journey begun in Grade 10 through the economic, geographic, social, and political development of the United States. Beginning with the post-Reconstruction United States and its shift into a more industrialized society, the course continues through the twentieth century to the present. Students are involved in a chronological study of major events, issues, movements, and leaders of the United States through the present from both a national and an Alabama perspective. Students are actively involved in and are challenged by the level of expectation inherent in the required content of this course. With more fully developed skills in abstract thinking, students compare, analyze, and explain events and developments rather than simply list or identify them.

In order to provide a classroom environment that encourages all students to reach their potential, teachers employ various instructional methods to facilitate students' pursuit of knowledge about the United States. Instruction that includes individual and group research, debate, presentation, and the employment of current technology such as interactive digital video software and Internet sources provides students with extensive opportunities to explore and analyze historical topics and interpretations.

ELEVENTH GRADE

United States History From 1877 to the Present

Students will:

E	G	H	PS
✓	✓	✓	✓

1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.

Examples: urbanization, development of Birmingham, Sherman

Antitrust Act, mechanized farming, Turner frontier thesis

- Describing the impact of Manifest Destiny on the economic development of the post-Civil War West, including mining, the cattle industry, railroads, Great Plains farming, and the Grange
- Contrasting arguments over currency issues, including the silver issue, greenbacks, and the gold standard
- Describing the impact of the Indian Removal Act of 1830 and the Dawes Act on the United States between Reconstruction and World War I
- Comparing the volume, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America
- Describing the impact of entrepreneurship and mutual aid on the lives of African Americans and immigrants

Examples: National Negro Business League, Independent Order of St. Luke, Polish National Alliance

E	G	H	PS
✓		✓	✓

2. Describe social and political origins, accomplishments, and limitations of Progressivism.

Examples: women's suffrage, political reform, contributions of third parties

- Explaining the Populist Movement as a forerunner of Progressivism
- Identifying the impact of the muckrakers on public opinion during the Progressive Movement
- Analyzing political and social motives that shaped the 1901 Constitution of Alabama to determine their long-term effect on politics and economics in Alabama
- Explaining Supreme Court decisions affecting the Progressive Movement
Example: *Plessy versus Ferguson*
- Determining the influence of the Niagara Movement, Booker T. Washington, William Edward Burghardt (W. E. B.) Du Bois, and Carter G. Woodson on the Progressive Era
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining the passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, conservation, and Wilson's foreign relations

E	G	H	PS
✓	✓	✓	✓

3. Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, on the foreign policy of the United States between Reconstruction and World War I.

Example: territorial expansion in the Pacific and Caribbean

- Describing causes and consequences of the Spanish-American War, including yellow journalism
Examples: causes—economic interest of the United States in Cuba, sinking of the *Maine*;
consequences—Treaty of Paris (1898), insurgency in the Philippines
- Identifying Alabama’s significant contributions to the United States between Reconstruction and World War I, including those of William Gorgas, Joe Wheeler, and John Tyler Morgan

E	G	H	PS
✓	✓	✓	✓

4. Describe the causes and impact of the intervention by the United States in World War I.

- Identifying major events of World War I
- Explaining how the mobilization of the United States for World War I affected the population of the United States
- Describing economic, political, and social changes on the home front during World War I
- Explaining controversies over the Treaty of Versailles (1919), Fourteen Points, and the League of Nations
- Comparing short- and long-term effects of changing boundaries in pre- and post-World War I Europe on European nations

E	G	H	PS
✓		✓	✓

5. Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald. 📌
- Comparing domestic policies of the Harding, Coolidge, and Hoover Administrations
 - Describing the impact of American writers, mass entertainment, and technological innovations on the culture of the United States from the end of World War I through the 1920s
 Examples: American writers—characterization of 1920s by F. Scott Fitzgerald, Henry Louis (H. L.) Mencken, and Ernest Hemingway;
 mass entertainment—provision of cheap entertainment through movies and baseball;
 technological innovations—introduction of vacuum cleaners, automobiles, and telephones for average citizens
 - Describing the changing economic behavior of American consumers
 Examples: stock market speculation, use of credit

E	G	H	PS
✓	✓	✓	✓

6. Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.

Examples: social—false sense of prosperity;
 economic—collapse of farm economy, consequences of stock market speculation, monetary and banking policies, impact of economic policies

- Describing the impact of the Smoot-Hawley Tariff Act on the global economy
- Describing the impact of the TVA, the Agricultural Adjustment Administration (AAA), and the Civilian Conservation Corps (CCC) on Alabama and the Southeast 📌
- Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression
- Identifying notable authors of the period
 Examples: John Steinbeck, William Faulkner, Zora Neale Hurston 📌

E	G	H	PS
✓	✓	✓	✓

7. Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.

Examples: Operation Torch, Operation Overlord, island hopping

- Identifying roles of significant leaders, including Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Adolph Hitler
- Explaining the isolationist debate as it evolved from the 1920s to Pearl Harbor
- Describing the changing home front, including wartime economic measures, population shifts, racial and ethnic tensions, industrialization, science, and technology
- Explaining Alabama's participation in World War II, including the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, the growth of the Port of Mobile, Birmingham steel, and military bases
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials
- Describing consequences of World War II on the lives of American citizens

Examples: Servicemen's Readjustment Act of 1944 (GI Bill), desegregation of the military

E	G	H	PS
✓	✓	✓	✓

8. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.

- Describing Cold War policies and issues, including the domino theory and McCarthyism and their consequences
Examples: consequences—institution of loyalty oaths under Harry Truman, Alger Hiss case, House Un-American Activities Committee, executions of the Rosenbergs
- Locating areas of conflict during the Cold War from 1945 to 1960
Examples: East and West Germany, Hungary, Poland, Cuba, Korea, China

E	G	H	PS
✓		✓	✓

9. Describe major domestic events and issues of the Kennedy and Johnson Administrations.

- Explaining the impact of the New Frontier and the Great Society on the people of the United States
- Describing Alabama's role in the space program under the New Frontier

E	G	H	PS
	✓	✓	✓

10. Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban Missile Crisis.

E	G	H	PS
	✓	✓	✓

11. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975.

Examples: Battle of Dien Bien Phu, Gulf of Tonkin Resolution, Tet Offensive, Laos, Cambodia, fall of Saigon

- Locating divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
- Describing the creation of North and South Vietnam
- Describing strategies of the Viet Cong and the North Vietnamese Army, including the Ho Chi Minh Trail

E	G	H	PS
✓		✓	✓

12. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides. 🗨️

- Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown versus Board of Education*, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE)
- Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children's March, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery march 🗨️
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther Movement
- Describing the impact of African-American entrepreneurs on the modern Civil Rights Movement

Examples: S. B. Fuller, A. G. Gaston

E	G	H	PS
		✓	✓

13. Describe the Women’s Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.

- Describing changing conditions in the United States during the 1950s and 1960s that were influenced by music and cultural and environmental concerns

Examples: music—impact of Elvis Presley and the Beatles;
cultural—Beatniks, impact of television, American Indian Movement, César Chávez, Ayn Rand, Andy Warhol;
environmental—influence of *Silent Spring* by Rachel Carson

E	G	H	PS
✓	✓	✓	✓

14. Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.

Examples: significant campaign issues; Nixon’s policy of détente; pardon of Nixon; Iran hostage situation; Iran-Contra Affair; Libya; Gulf War; end of Cold War; September 11, 2001, terrorist attacks; War on Terrorism; war in Iraq

- Describing political and economic policies that led to the collapse of Communism and the Cold War

Examples: Ronald Reagan’s “Star Wars” Initiative, Reagan’s “Mr. Gorbachev, tear down this wall!” speech in Berlin

- Tracing significant domestic policies and issues of presidential administrations from Richard Nixon to the present

Examples: Watergate, “Reaganomics,” William (Bill) Clinton impeachment

- Describing technological, social, and economic changes occurring in the United States from the 1970s to the present

Examples: technological—introduction of computers, Internet, calculators;
social— advancement of women and minorities in the workplace;
economic—Organization of Petroleum Exporting Countries (OPEC), North American Free Trade Agreement (NAFTA)

TWELFTH GRADE

Economics

Economics is a one-semester required course for the twelfth grade that focuses on functions and institutions of modern-day economic systems and economic theory. Students use the knowledge and analytical-thinking skills learned in previous courses and grades to analyze issues and problems in contemporary economic systems. They examine the consequences of public policies and their impact upon current economic conditions. Mastering economics knowledge and skills enables students to anticipate changes in economic conditions and to take appropriate action that improves their lives as well as society.

Twelfth-grade students are developmentally capable of complex analytical thinking. Many twelfth-grade students are already actively contributing to the economy through participation as consumers or employees. Course content and effective instructional methods encourage the development of skills for recognizing economic and social problems, proposing alternatives, and evaluating the costs and benefits of choices. To involve all students in learning activities that interest them, that assist in retention of learning, and that provide valuable life skills, Grade 12 Economics is designed to include analysis of primary sources and economic data, economic research using technological resources, group presentations using computer technology, and active learning opportunities such as simulation.

TWELFTH GRADE

Economics

Students will:

E	G	H	PS
✓	✓		

1. Explain the role of scarcity in answering the basic economic questions of what, how, how much, and for whom to produce.

Example: opportunity cost

- Identifying positive and negative aspects of economic growth
- Explaining how voluntary trade between nations illustrates the benefits of comparative advantage
Example: geographic allocation of resources determining trading advantage
- Identifying how factors of production and the circular flow of goods and services meet market needs

E	G	H	PS
✓	✓	✓	✓

2. Compare the development and characteristics of the world's traditional, command, and market economies.
 - Identifying contributors to modern economics
Examples: Adam Smith and laissez-faire, Karl Marx and Communism
 - Describing the struggle experienced by economies in transition from one type of economic system to another
Examples: Russia, Vietnam, Romania, Iraq, China
 - Explaining how the desire for growth potential, labor supplies, product supplies, and adaptive capability influence a country's choice of economic system
 - Comparing costs and benefits of economic growth
 - Explaining why the characteristics of a market economy result in a thriving economy
Examples: importance of well-defined private property rights, importance of a well-functioning price system
 - Contrasting economic systems of various countries with the market system of the United States
Examples: Japan, Germany, United Kingdom, China, Cuba, North Korea, Mexico, Canada, transitioning economies of former Soviet Union

E	G	H	PS
✓			✓

3. Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality.

- Illustrating how changes in the determinants of supply and demand affect the supply and demand for products in the market
Examples: prices of related goods, consumer tastes and preferences, expectations of future prices, number of consumers and producers
- Explaining the impact of government-imposed price ceilings and floors and the impact of taxes and regulations on the market demand for a product

E	G	H	PS
✓	✓		

4. Explain the impact of the labor market on the market economy of the United States.

Examples: effects of different types of labor unions, the role played by labor productivity

- Identifying regional characteristics of the labor force of the United States
Example: providing breakdown of gender, race, socioeconomic background, education, age, and regional specialization
- Explaining how supply and demand for labor affect wages
- Describing characteristics that are most likely to increase wages and nonwage benefits
Examples: skills, productivity, education, occupation, mobility

E	G	H	PS
✓			

5. Explain the competitive nature of the market system.

Examples: purely competitive markets, oligopolistic markets, governmental-created monopolies, natural monopolies

- Comparing structures of sole proprietorships, partnerships, corporations, and cooperatives
- Describing costs and benefits of entrepreneurial decisions
- Describing how market exchange serves as a means of economic planning for producers
- Describing the structure and functions of financial markets, including the stock market and the bond market

12th-Economics

E	G	H	PS
✓		✓	✓

6. Explain costs and benefits of government intervention in the economy of the United States.

- Identifying economic goals for the economy of the United States
Examples: economic growth, economic efficiency, economic security, economic freedom
- Tracing the impact of government regulations on business and labor relations
- Explaining conditions under which government intervention may be chosen
Examples: absence of incentives, negative externalities, need for consumer and labor protection
- Comparing principles and systems of taxation at national, state, and local levels
Examples: flat tax; progressive, regressive, and proportional taxes; income, sales, property, and excise taxes
- Predicting the effect of public policy decisions on the individual
Examples: positive and negative externalities, public goods and services versus private goods and services
- Explaining costs and benefits of running a deficit and large national debt in an economy
Examples: rising interest rates, crowding-out effect, hyperinflation of currency, stimulation of a sluggish economy
- Describing the effect of the patent system of the United States on the number of inventions produced by American inventors

E	G	H	PS
✓	✓		

7. Describe methods by which the United States measures domestic output, national income, and price level.

Examples: Gross Domestic Product (GDP), National Income (NI), Personal Income (PI), Disposable Income (DI), price indexes, Consumer Price Index (CPI), GDP deflator

- Identifying the contribution of final goods and services to the computation of the GDP
- Comparing data from various regions of the United States and other national economies
- Describing the function and construction of the CPI
Examples: construction of the market basket, current versus real dollars

E	G	H	PS
✓	✓		✓

8. Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.

- Identifying factors involved in the business cycle
Examples: phases, causes, indicators
- Contrasting monetary, cost-push, and demand-pull inflation
- Contrasting frictional, structural, seasonal, and cyclical unemployment
- Describing components of the unemployment statistic as defined by the Bureau of Labor Statistics
- Identifying reasons for regional differences in unemployment statistics
- Discussing the positive and negative aspects of government policies affecting unemployment and underemployment
Examples: minimum wage, age regulations
- Comparing causes for unemployment in Alabama to those of the nation

E	G	H	PS
✓			✓

9. Describe economic stabilization policies of the United States.

- Explaining how levels of taxes, government spending, and interest rates affect consumer consumption and saving
- Explaining fiscal policy options for manipulating levels of output and inflation
Examples: Keynesian theory, supply-side theory, monetarist theory, rational expectations theory

E	G	H	PS
✓		✓	✓

10. Explain the role of money and the structure of the banking system of the United States.

Examples: Federal Reserve bank, United States Treasury, federally funded insurance programs

- Contrasting the effectiveness of bartering and money exchange in an economic system
- Explaining the creation of money through the multiplier effect
- Explaining the origins of the Federal Reserve bank and its influence on inflation and deflation
- Explaining the function of federally funded insurance programs in protecting consumers' savings
Example: protection of personal bank accounts by Federal Savings and Loan Insurance Corporation (FSLIC) and Federal Deposit Insurance Corporation (FDIC)

12th-Economics

E	G	H	PS
✓		✓	

11. Explain the past and present impact of the Federal Reserve bank on the economy of the United States.

- Describing the structure and monetary policies of the Federal Reserve bank
- Describing tools available to the Federal Reserve bank to stabilize the economy
Examples: altering reserve requirement, changing discount rate, performing federal open-market operations
- Identifying primary responsibilities of the Federal Reserve bank
Examples: serving as “Bankers’ Bank,” creating a stable banking system, conducting monetary policy, stabilizing the business cycle and inflation rate

E	G	H	PS
✓	✓		✓

12. Explain basic elements of international trade.

- Analyzing the impact of developing nations on the global economy
- Analyzing the impact of the trade deficit on the economy of the United States
- Explaining how trading according to the Law of Comparative Advantage affects both poor and wealthy trading nations
- Analyzing the impact of trade policy on international trade
- Describing political and economic alliances
Examples: OPEC, General Agreement on Tariffs and Trade (GATT), NAFTA, European Economic Community (EEC), European Union

12th-United States Government

TWELFTH GRADE

United States Government

United States Government is a one-semester required course for Grade 12. Its goal is to foster the development of civic competence and civic participation for all students. In this course, students use the knowledge and analytical thinking skills learned in the Grades 10-11 United States History courses to focus on the origins, structure, and functions of government at all levels in the nation. Emphasis is placed on intellectual factors that influenced the development of a republic based on the rule of law, freedom of opportunity, individual liberty, and representative democracy. The course also includes a detailed study of the Constitution of the United States and its provisions. Students go beyond the acquisition of facts to develop skills for collection, in-depth analysis, and interpretation of information important to the study of government. Students in the Grade 12 United States Government course engage in analysis of primary sources, including those specific to the founding of the United States, speeches, landmark Supreme Court cases, and relevant political commentaries.

Twelfth-grade students have achieved developmental maturity sufficient for in-depth analysis of societal issues, problems, and solutions. These students have the potential to become participating citizens in the fullest sense—voting, jury duty, and political office. Therefore, twelfth graders benefit from an instructional environment that promotes critical thinking and research and provides opportunities for civic participation. Social science research using technological resources and presentation with computer technology is encouraged. Simulation and debate offer vital interaction with peers that also aids in social development, fosters long-term learning of content, and encourages all students to reach their potential.

12th-United States Government

TWELFTH GRADE

United States Government

Students will:

E	G	H	PS
		✓	✓

1. Identify origins and functions of government.

Examples: origins—evolution of law from divine law, natural law, common law, ancient Greek and Roman law, and British Common Law;

functions—establishing order, protecting property

- Comparing essential characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments

E	G	H	PS
		✓	✓

2. Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.

- Comparing government structure under the Articles of Confederation with government structure under the Constitution of the United States
- Comparing arguments for establishing a government with three separate branches, including views presented in the Federalist Papers regarding the branches of government
- Explaining the necessity for and inclusion of a system of checks and balances

Example: Federalist argument in favor of checks and balances

- Explaining the necessity for including a Bill of Rights in the Constitution of the United States

Examples: differences in the Federalist/Anti-Federalist arguments, George Mason's views on the Bill of Rights

- Outlining the process of amending the Constitution of the United States

E	G	H	PS
✓		✓	✓

3. Explain how the federal system of the United States divides powers between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.

Examples: categorical and block grants, funded and unfunded mandates, revenue sharing

12th-United States Government

E	G	H	PS
✓		✓	✓

4. Describe specific functions, organization, and purposes of state and local governments.

Examples: functions—providing educational funding, ensuring personal security, regulating transportation

- Analyzing the 1901 Constitution of Alabama to determine its impact on local funding and campaign reform
- Describing the influence of special interest groups on state government

E	G	H	PS
		✓	✓

5. Trace the expansion of suffrage and its effect on the political system of the United States.

Example: suffrage for nonproperty owners, women, African Americans, and persons 18 years of age

- Describing implications of participation of large numbers of minorities and women in parties and campaigns
- Describing the impact of the Selma-to-Montgomery march on the passage of the Voting Rights Act of 1965

E	G	H	PS
✓		✓	✓

6. Describe the development and functions of special interest groups.

- Identifying the impact of campaign contributions by political action committees on the election processes at the state and national levels
- Analyzing rulings by the Supreme Court of the United States regarding campaign financing to determine their effect on the election process

Examples: *Buckley versus Valeo*, legislation regarding campaign reform

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E	G	H	PS
	✓	✓	✓

7. Trace the development and impact of the media on the political process and public opinion in the United States.

Examples: party press, penny press, print media, yellow journalism, radio, television, Internet, 2000 presidential election

- Explaining the effect of media consolidation on public opinion and access to various viewpoints
- Describing regional differences in public opinion in the United States
- Analyzing the impact of television on the election process and campaign spending

Examples: John F. Kennedy-Richard M. Nixon debate, Lyndon B. Johnson and the 1964 “Daisy” advertisement, George H. W. Bush and the 1988 Willie Horton advertisement, early returns and media predictions on election night

- Explaining the effect of attack advertisements on voter selection of candidates

E	G	H	PS
		✓	✓

8. Identify roles political parties play in the functioning of the political system of the United States.

- Describing the role of third-party candidates in political elections in the United States
- Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds
- Describing the changing influence of political parties on individuals and elected officials

Examples: development of party machines, rise of independent voters, disillusionment with party system

E	G	H	PS
		✓	✓

9. Identify constitutional provisions of the legislative branch of the government of the United States.

Example: checks by the legislative branch on other branches of government

- Comparing rules of operation and hierarchies of the House and Senate
Example: roles of the Speaker of the House, Senate pro tem, majority and minority leaders, and party whips
- Tracing the legislative process, including types of votes and committee action, from a bill’s presentation to presidential action
- Identifying committee structure and types of committees
- Discussing problems concerning redistricting as populations shift
Example: gerrymandering

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E	G	H	PS
		✓	✓

10. Identify constitutional provisions of the executive branch of the government of the United States.

Examples: checks by the executive branch on other branches of government, powers and duties as head of state and head of government

- Identifying constitutional provisions regarding the office of President of the United States

Examples: term of office, qualifications, electoral college, impeachment and removal, Amendment 25 (line of succession and disability), formal powers

- Identifying informal powers of the President of the United States

Examples: press conferences, State of the Union address, total media access, head of party, symbolic power of the Oval Office

- Identifying the influence of White House staff on the President of the United States

- Identifying powers held by the President's Cabinet

Examples: roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, operation of organization

- Comparing characteristics of the President of the United States with characteristics of the electorate

Examples: socioeconomic status, level of education

- Identifying factors that influence voters' choices of presidential candidates

Example: characteristics of candidates in relation to the electorate

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E	G	H	PS
		✓	✓

11. Identify constitutional provisions of the judicial branch of the government of the United States.

Examples: checks by the judicial branch on other branches of government, limits on judicial powers

- Describing the structure of the court system of the United States
Examples: lower courts, appellate courts
- Tracing the process by which a case goes to the Supreme Court of the United States
Example: *Gideon versus Wainwright*
- Identifying the impact of landmark Supreme Court cases on constitutional interpretation
Examples: *Marbury versus Madison*, *Miranda versus Arizona*, *Tinker versus Des Moines*
- Identifying landmark decisions arising from Supreme Court cases originating in Alabama
Examples: *Wallace versus Jaffree*, *Wyatt versus Stickney*, *Powell versus Alabama* (Scottsboro boys)
- Explaining politics involved in the appointment process
- Describing the shifting political balance of the court system
Example: justices' ideologies
- Identifying influences on court decisions
Examples: public opinion, executive and legislative opinion, justices' ideologies, desire for impartiality
- Contrasting the strict and loose constructionist views of the Constitution
- Tracing the nationalization of the Bill of Rights from *Gitlow versus New York* to the present

E	G	H	PS
		✓	✓

12. Contrast rights and responsibilities of citizens in a representative democracy.

Examples: right to trial by jury compared to responsibility of jury duty, right to freedom of speech compared to responsibility to avoid slander

E	G	H	PS
✓	✓	✓	✓

13. Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.

- Discussing the changing role of the foreign policy of the United States
Examples: economic, scientific, humanitarian, cultural, technological, political
- Identifying positive and/or negative consequences of foreign policy decisions
Examples: shifting alliances as a result of foreign policy decisions, financial costs, terrorism, foreign stability
- Identifying traditional foreign policy allies of the United States and potential areas of current and future intervention