

**BERNARDS TOWNSHIP PUBLIC SCHOOLS  
BASKING RIDGE, NEW JERSEY**

**HISTORY OF U.S. GOVERNMENT AND  
ECONOMICS**

**Grade 11**

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Basking Ridge, New Jersey

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*This document has been aligned with the  
New Jersey Core Curriculum Content Standards*

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## **PROGRAM OF STUDIES**

History of U.S. Government and Economics is designed to help students understand the American system of government, the American economy, and the relationship between the two. This integration fosters ease of movement between the disciplines. The culmination of this class results in a study of current issues or problems from both the political and economic perspectives.

Objectives for the course are written in order of presentation. Each objective has been linked to the October 2003 revision of the New Jersey Core Curriculum Content Standards for Social Studies.

## **COURSE DESCRIPTION**

<b>5320</b>	<b>History of U.S. Government and Economics</b>	<b>Full Year 5 Credits</b>
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Prerequisites: None

History of U.S. Government and Economics examines the origins and development of the principles and practices of the political and economic systems in the United States. The relationship between our political and economic systems is highlighted. Topics examined include the nature of government, national, state, and local government in the U.S., comparative government systems, political parties, interest groups, citizen participation, supply and demand, resource allocation and use, income distribution, business cycles, and the relationship between politics and the economy.

## **REQUIRED TEXTS**

McClenaghan, William A., ed. Magruder's American Government. Needham, Massachusetts: Prentice Hall, 2007.

Miller, Roger Leroy. Economics Today and Tomorrow. New York: Glencoe McGraw Hill, 1999.

## **ESSENTIAL QUESTIONS**

1. How has our government in the United States evolved since the founding of the colonies in 1608?
2. What are the responsibilities of American citizens to their government and country and conversely what are the responsibilities of the government to its citizenry?
3. How are the federal, state and local governments interrelated?
4. How has the democratic system of government influenced and impacted our economy?
5. How does the U.S. economy interact with the global economy?

## **COURSE GOALS**

### **Cognitive Goals**

The students will:

- A. Integrate mode of inquiry (listening, reading, writing, viewing, and speaking) and combine the appropriate knowledge and concepts from historical and literary studies of the American government.
- B. Develop a method for analyzing and understanding U.S. government and economics.
- C. Evaluate past political and economic trends as they relate to current issues.

### **Affective Goals**

The students will:

- A. Recognize that they inherit the past and are responsible for participating in shaping the future through civic involvement and social cooperation.
- B. Demonstrate an understanding and awareness of American politics so as to be better prepared to participate in the process.
- C. Develop an appreciation for the manner in which economics plays an integral role in daily life.

### **Psycho-Motor Goals**

The students will:

- A. Create and participate in debates simulating the American political process.
- B. Infuse technology in an appropriate and useful way to enhance recognition of political and economic issues.
- C. Practice cooperative learning to enhance student dialogue and exchange of information and ideas.

## **Suggested Time Frame for History of U.S. Government and Economics**

1) Introduction to the U.S. Government and Economy	2.0 weeks
2) Foundations of American Government	5.0 weeks
3) Political Behavior-Political Parties and Interest Groups	3.0 weeks
4) Political Behavior-Elections and the Media	3.0 weeks
5) The Legislative Branch	6.0 weeks
6) The Executive Branch	2.0 weeks
7) The Bureaucracy	2.0 weeks
8) The Federal Reserve	4.0 weeks
9) The Judicial Branch	4.0 weeks
10) Supply and Demand	3.0 weeks
11) International Political and Economic Relations-Contemporary Issues	3.0 weeks
	37 weeks

**Unit 1 Introduction to the U.S. Government and Economy  
Economics Chapters 1-2, 7  
Magruder's Chapter 1**

**2.0 weeks**

**The student will be able to:**

- Define basic government and economic terms. (6.1 - B.1)
- Explain the purpose of government. (6.1 – A.2)
- Understand the basic concepts of American democracy and economics. (6.1 – B.1)
- Explain how the stock market works.
- Analyze how stock markets reflect economic trends.
- Describe how stock indices are used.

**Content:**

- Define Government and Economics
- Basic concepts of American democracy
  - Equality
  - Freedom
  - Order
- Basic concepts of American economics
  - Private property
  - Competition
  - Profit motive
- The Stock Market
  - Corporations and how they work
  - Stock exchanges and how they work
  - How people make or lose money in the stock market
  - Stock markets and the economy
  - Stock indices

**Suggested Activities:**

- Evaluate Bernards Township in terms of safety, recreational opportunities, quality of education, etc. and investigate ways to improve the community. Consider the role of government and the economic impact of the suggested changes.
- Create a cartoon that illustrates the basic concepts of a democracy in a real life situation.
- Group activity that creates a new business for the community. Investigate the economic opportunities, liabilities, government regulations, and impact on the community.
- Play one of a variety of internet stock market games, such as
  - The Stock Market Game – [www.smgww.org](http://www.smgww.org)
  - [library.thinkquest.org/3088/](http://library.thinkquest.org/3088/)
- Consult the NY Stock Exchange website for additional information and activities

- [www.nyse.com/pdfs/nyse\\_activities\\_MECH.pdf](http://www.nyse.com/pdfs/nyse_activities_MECH.pdf)

**United Streaming Resources**

Economics: A Framework for Teaching the Basic Concepts: Fundamental Economic Concepts; United Learning, 1997

Economics: A Framework for Teaching the Basic Concepts: Microeconomics; United Learning, 1997

**Unit 2            Foundations of American Government  
Magruder's Chapters 1-4, 19-21**

**5.0 Weeks**

**The student will be able to:**

- Explain the historic origins of the U.S. Government.
- Analyze the political and economic origins of the American Revolution.
- Describe the historic origins of the Declaration of Independence. (6.3 – B.3)
- Explain the basic strengths and weaknesses in the Articles of Confederation. (6.3 – B.3)
- Explain how and why the Constitution was written and ratified. (6.1 – C.1)
- Examine the importance of the Bill of Rights and the reasons it was added to the Constitution. (6.1 – C.4)
- Analyze the structure of the Constitution. (6.1 – C.4)
- Analyze the principles on which the Constitution is based. (6.1 – C.1)
- Examine the economic references in the Constitution.
- Explain the processes by which formal and informal change can be made to the Constitution. (6.1 – C.4)
- Analyze how the Amendments reflect changing American values. (6.1 – B.2, 6.1 – A.6)
- Determine how the Constitution has been able to endure more than 200 years of change. (6.1 – C.2)
- Compare and contrast the U.S. Constitution to the New Jersey Constitution. (6.3 – F.2)
- Compare and contrast the U.S. Constitution and the New Jersey Constitution to the Revised General Ordinances of the Township of Bernards. (6.3 – F.2)

**Content:**

- Political beginnings
  - Landmark Documents
  - Colonial Governments
- Political and economic causes of the revolution
- The Declaration of Independence
- The Articles of Confederation
- Creation of the Constitution
  - Compromises
  - Organization and procedures
- Ratification of the Constitution
  - Federalists and Anti- Federalists
  - Implementing the New Government
- The Basic Principles
- Amending The Constitution
  - The formal Amendment Process
  - Bill Of Rights
  - Amendments 11 to 27
  - Informal Amendments

- Federalism
  - Division of powers
  - Delegated powers
  - Expressed powers
  - Implied powers
  - Inherent powers
  - Powers denied to the States/National government
  - Reserved powers
  - Federal system and local governments
  - Concurrent powers
- Interstate Relations
  - Interstate compacts
  - Full faith and credit
  - Extradition
  - Privileges and Immunities
- Economic Principles in the Constitution

**Suggested Activities:**

- Propose five important laws that students would include in a new government they were starting and give reasons for the inclusion of each.
- After reviewing the basic principles of the Constitution, work with a partner to answer the question: “How might our system of government and society be different without the limitations set forth in the Constitution?” Discuss as a class.
- Write a persuasive argument that details why the colonists were resistant to British control including identification of violation of individual rights and the purpose and need for the Declaration of Independence. Follow up with a panel discussion in which students articulate their arguments.
- Students will write news articles in the first person reporting from the Constitutional Convention.
- Make a chart that illustrates the weaknesses of the Articles of Confederation; then determine how each of these weaknesses would impact our government today.
- Read the following Supreme Court cases: *Hazelwood School District v. Kuhlmeier*, *Tinker v. Des Moines*, *Beussink v. Wood*, and *Morse et al v. Frederick*. Then answer the following question: “In a society that puts a premium on the free exchange of ideas, should students be discouraged from voicing their opinions on important, controversial, or sensitive issues while in school?”
- Analyze a current issue(s) in terms of the principle of federalism. Evaluate the shifting balance between federal versus state authority.
- Have students write Constitutional \_\_\_\_\_ amendments reflecting their

evaluation of the fundamental changes they feel are necessary in America today.

- After studying the Constitution, have students use the New Jersey Constitution and the Revised General Ordinances of the Township of Bernards to compare and contrast the three.

**Annenberg Media Resources**

The Constitution: That Delicate Balance; Columbia United Seminars on Media and Society, 1984.

Democracy in America; Educational Film Center, 2003.

**Unit 3 Political Behavior-Political parties and Interest Groups 3.0 weeks**  
**Magruder's Chapters 5, 9, 22-23**  
**Economics Chapter 20**

**The student will be able to:**

- Trace the evolution of political parties. (6.3 – A.6)
- Describe the function and organization of political parties. (6.1 – C.6)
- Compare and contrast various ideas (including economic) from the political spectrum
- Analyze how specific economic issues and conditions influence the positions of the political parties. (6.4 – B.5)
- Analyze the advantages and disadvantages of a two party system.
- Judge the impact of minor parties on the two major parties. (6.1 – B.3)
- Identify various types of interest groups.
- Recognize the means used by interest groups to influence public opinion and public policy. (6.1 – D.4, D.6)

**Content:**

- The political spectrum
- Political parties
  - Historical development
  - Two party system — causes, organization, function, and its effects
  - Third Parties
- The future of the American 2 party system
- Interest groups
  - How they work
    - Membership
    - Lobbying
    - PAC
    - Campaign contributions
    - 527 Committees

**Suggested Activities:**

- Create a “YouTube” style video for an interest group of the student’s choice designed to shape public opinion.
- Create a political party. The students must devise a platform that will attract the widest possible group of voters yet adhere to a consistent set of party values and beliefs. Platform will be one that is credible and presents real life solutions that would attract others to join the party.
- Role play: You are a member of a particular interest group. How will you use your position to influence public opinion and public policy?
- Invite a local guest speaker into the classroom to speak about political parties and the role of government in the township.
- Students will formulate a liberal and a conservative position on a list of various issues and then have a class discussion/debate.

- Students should analyze various unspecified political party platforms to identify each as liberal versus conservative.

**Annenberg Media Resources**

Democracy in America; Political Parties, Educational Film Center, 2003.

Democracy in America; Interest Groups, Educational Film Center, 2003.

**Unit 4 Political Behavior-Elections and the Media**  
**Magruder's chapters 6-8**

**3.0 weeks**

**The student will be able to:**

- Describe how political parties and 3rd parties choose candidates.
- Examine how campaigns are funded.
- Analyze voting patterns in recent elections.
- Identify the types of media that impact elections.
- Describe the role of media in elections.

**Content:**

- Elections
  - Choosing a candidate
    - Primaries
    - Caucuses
    - 3<sup>rd</sup> parties
- Campaigns
  - Incumbency
  - Party identification
  - Issues
  - Funding
  - Campaign Finance Reform
- Voter behavior
  - Influences
  - Patterns
  - Participation
- Role of Media
  - Types of media
  - Information providers
  - Watchdogs
  - Media bias

**Suggested Activities:**

- Create a “YouTube” style video for an interest group of the student’s choice designed to shape public opinion.
- Participate in the Youth Leadership Initiative, sponsored by the University of Virginia. There are online elections and online resources on various candidates and issues. (<http://www.youthleadership.net/index.jsp>)
- Create a public service advertisement (including visual aid) encouraging people to vote.
- Create an annotated current events diary tracing the campaigns of specific candidates.

**United Streaming Resources**

Campaign Essentials; Ballot Battles, Discovery.

Elements of Presidential Debate Technique, Commission on Presidential Debates.

First Nixon Kennedy Debate, Discovery.

Attack Ads and the Unraveling of the Candidate, Discovery.

Challenges of the 24-hour News Environment, Discovery.

**Annenberg Media Resources**

Democracy in America; Elections, Educational Film Center, 2003.

Democracy in America; Public Opinion, Educational Film Center, 2003.

Democracy in America; The Media, Educational Film Center, 2003.

**Unit 5            The Legislative Branch**  
**Magruder's Chapters 10-12, 16**  
**Economics Chapter 17**

**6.0 Weeks**

**The student will be able to:**

- Analyze the structure of the House of Representatives and the Senate. (6.1 – B.1)
- Evaluate the functions and duties the House of Representatives and the Senate. (6.1 – B.1)
- Explain the qualifications for office and the election process for members of Congress. (6.1 – D.1)
- Describe how a bill becomes a law.
- Compare and contrast the role of the U.S. Congress and the New Jersey Legislature. (6.1 – A.4)
- Compare and contrast the role of the U.S. Congress and the New Jersey Legislature to the Bernards Township Committee. (6.1 – A.4)
- Explain why congress was given the power to tax.
- Differentiate between progressive, regressive and proportional taxes.
- List and explain various types of taxes.
- Analyze reasons Congress taxes.

**Content:**

- The Legislative Branch
  - Structure and membership of Congress
  - Leadership
  - Committees
  - Congressional procedures
  - Apportionment, Reapportionment and Gerrymandering
- Congressional Power
  - Strict versus liberal construction
  - Expressed powers
  - Implied powers
  - Additional powers
  - Non-legislative powers
- How a Bill becomes A Law
  - Procedures in The House and The Senate
  - Filibuster
  - Presidential Acts
- Taxes
  - Reasons for taxation
    - Revenue
    - Defined benefit
    - Sin tax
    - Encourage behavior (credits and deductions)
    - Economic control

- Types of taxes
  - Progressive
  - Regressive
  - Proportional
- Different forms of taxation

**Suggested Activities:**

- Create a drawing, poem, essay, cartoon or some other image that represents Congress translating public will into public policy.
- Compare terms and membership qualifications of the US Senate and House of Representatives. Write a reflection on which position you would prefer and why.
- After studying the U.S. Congress, have students study the New Jersey Legislature and the Bernards Township Committee and compare and contrast the three.
- Research and discuss issues currently before Congress.
- Students research and prepare note cards on one of the standing committees of Congress, including function, duties, organization, perceived importance of the committee, name and background of the chairman, and any recent major laws or measures or investigative hearings that have come through the assigned committee. Present information to the class.
- Create a mural-size flow chart of how a bill becomes a law.
- Participate in the mock Congress sponsored by the Youth Leadership Initiative of the University of Virginia. (<http://www.youthleadership.net/index.jsp>)
- Simulate the redistricting/gerrymandering process by playing the Redistricting Game: <http://www.redistrictinggame.com/>
- Students will explore the world of taxation utilizing the following website: [www.irs.gov/app/understandingTaxes](http://www.irs.gov/app/understandingTaxes). This site includes teacher materials including lesson plans, assessments, worksheets, and PowerPoint slides.

**Annenberg Media Resources**

The Constitution: That Delicate Balance-Executive Privilege and the Delegation of Powers; Columbia United Seminars on Media and Society, 1984.

Democracy in America; Laying Down the Law, Educational Film Center, 2003.

**Unit 6            The Executive Branch**  
**Magruder’s Chapters 13-14, 17**

**2.0 Weeks**

**The student will be able to:**

- Analyze the structure of the presidency and the presidential support staff. (6.1 – C.4)
- Evaluate the functions and duties of the presidency. (6.1 – C.4)
- Explain the qualifications for the presidency and the presidential election process. (6.1 – A.5)
- Trace the provisions for presidential succession. (6.1 – D.3)
- Analyze how various presidents have altered the presidency. (6.3 – G.1)
- Examine various decisions that presidents have made. (6.1 – E.1)
- Compare and contrast the role of the U.S. President and the New Jersey Governor. (6.1 – A.4)
- Compare and contrast the role of the U.S. President and the New Jersey Governor to the Mayor of Bernards Township. (6.1 – A.4)
- Describe the presidential nominating conventions.
- Evaluate how the Electoral College works.
- Discuss the pros and cons of the Electoral College system and its alternatives.

**Content:**

- The Executive Branch
  - Qualifications and roles of the President
  - Duties of the president
  - Terms, pay, and benefits
  - Succession
- Expansion of Presidential Power
  - Washington
  - Jefferson
  - Jackson
  - Lincoln
  - T. Roosevelt
  - Wilson
  - F. D. Roosevelt
  - L. Johnson
  - Reagan
  - Bush
- Presidential Selection
  - Constitutional Provisions
  - Electoral College
  - Alternatives to the Electoral College system

- Presidential Conventions
  - Review the nomination process
  - How conventions work
  - Purposes of conventions
- Elections
  - Electoral College today
  - Proposed Electoral College reforms

### **Suggested Activities:**

- Find and present a current article on the President that illustrates one of his/her roles.
- Write a reflection on the impact of the Nixon or Clinton impeachment process on the perception of the average American of his/her government.
- View, analyze, and dissect the current State of the Union address.
- In groups, make a list of the reasons for the Framers' design of the Electoral College. Examine problems with the process and brainstorm alternatives to the current Presidential selection process. Consider both the pros and cons of changing/abandoning the Electoral College process.
- After studying the U.S. Presidency, have students study the office of the New Jersey Governor and the Bernards Township Mayor and compare and contrast the three.
- Prepare a brochure titled "The Road to the White House" in which the steps to becoming President are detailed. Students will analyze the influence of the public at each stage.

### **United Streaming Resources**

"Image Management": The Importance of Appearance, Discovery.

The Advantages of the Incumbent President, Discovery.

527 Committees Fundraising Outside the McCain-Feingold Campaign Finance Reform, Discovery.

Television Coverage of the 2004 National Conventions, 2004.

Should there be limits on Campaign Spending? Discovery.

### **Annenberg Media Resources**

The Constitution: That Delicate Balance; Columbia United Seminars on Media and Society, 1984.

Democracy in America, Educational Film Center, 2003.

**Unit 7 The Bureaucracy**  
**Magruder's Chapters 15-16**  
**Economics Chapter 17**

**2.0 weeks**

**The student will be able to:**

- Evaluate the effectiveness of the various cabinet positions. (6.1 – C.4)
- Identify the responsibilities of the executive departments and agencies. (6.1 – D.5)
- Analyze the effect that the federal bureaucracy has on public policy. (6.1 – D.3)
- Explain the budget process.
- Evaluate the effectiveness of the budget process.
- Executive Office
  - Offices
  - The Cabinet
- The Federal Bureaucracy
  - Staff and line agencies
  - Independent Agencies
  - Executive
  - Regulatory
  - Government Corporations
  - Civil Service
- Financing Government – Fiscal Policy
  - The budget process
  - Strengths and weakness of the budget process

**Suggested Activities:**

- Research information on the leaders of various executive departments and/or agencies. Analyze their relationship to the President. Examine recent issues related to the departments and/or agencies and the positions of the President versus the agency head. Create a class magazine that combines each student's assigned portion of the federal bureaucracy.
- Work in cooperative groups to act as the Office of Management and Budget. Determine the US budget for the coming year by ranking and prioritizing areas of the budget and then deciding what percentage of the budget should be allocated to each area.
- Appreciate the complexities of the national budget process by playing the budget simulation game found at the following website: <http://www.budgetsim.org/nbs/>

**Annenberg Media Resources**

Democracy in America; Bureaucracy, Educational Film Center, 2003.

**Unit 8            The Federal Reserve  
Economics Chapters 5, 7, 15-18**

**4.0 Weeks**

**The student will be able to:**

- Explain various forms of money. (6.4 – B.2)
- Explain how money is created and used. (6.4 – A.3)
- Describe how banks use money. (6.4 – B.1)
- Analyze the functions and purpose of the Federal Reserve. (6.4 – B.4)
- Evaluate the impact of the FED on the economy. (6.4 – B.1)
- Explain how the FED determines monetary policy. (6.4 – A.3)
- Evaluate the political influences on the FED. (6.4 – B.5, B.3)
- Explain how the president and Congress determine fiscal policy.
- Evaluate the impact of fiscal policy on Congress.
- Explain how the economic indicators reflect economic health.

**Content:**

- Definition of money
  - Properties of money
  - Functions of money
  - Types of money
- Fractional Banking System
  - Creation and destruction of money
- Federal Reserve System
  - Structure of the FED
  - Monetary policy
    - Reserve Requirements
    - Discount Rate
    - Open Market Operations
    - Moral Suasion
  - Expansionary policy
  - Contractionary policy
- Fiscal policy
  - Taxing
  - Spending
  - Expansionary policy
  - Contractionary policy

**Suggested Activities:**

- Determine how economic choices are made by having the students work in groups to analyze the trade-offs involved in planning the spending (allocation) of a month's salary.
- Simulate a survivor's game to illustrate the difference between *needs* and *wants*.

- Divide the class into two factions representing monetary and fiscal policy. Have each side establish their economic policies. Determine how the implemented policies would affect the economy.
- Gather information (brochures, internet, etc.) for a specific bank to demonstrate current services available and determine the purpose and practical usage of each. Create an advertisement for a new bank, showcasing the most needed services.
- Create a graphic organizer to illustrate how the FED controls monetary policy.
- Have students play the FED Chairman Game to analyze quickly the impact of changes in the FED Funds rate on the economy as a whole.  
<http://www.frbsf.org/education/activities/chairman/>
- Simulate participation in the Federal Reserve Open Market Committee by utilizing the simulation found at:  
[www.ny.frb.org/education/fomcsim.html](http://www.ny.frb.org/education/fomcsim.html)

### **United Streaming Resources**

Economics: A Framework for Teaching the Basic Concepts: Macroeconomics; United Learning, 1997.

### **Annenberg Media Resources**

Economics USA, Educational Film Center, 1986, 1992, 2004.

**Unit 9      The Judicial Branch  
Magruder’s Chapters 18-21**

**4.0 Weeks**

**The student will be able to:**

- Analyze the structure of the Judicial Branch. (6.1 – C.1)
- Evaluate the functions and duties of the Judicial Branch. (6.1 – C.2)
- Explain how members of the Judicial Branch are selected and the qualifications of the job. (6.1 – C.2)
- Analyze Judicial Branch cases that have had significant impact on American life. (6.3 – F.4)
- Analyze Judicial Branch cases dealing with economic issues. (6.4 – B.5)
- Compare and contrast the role of the U.S. Courts and the New Jersey State Courts. (6.1 – D.5)

**Content:**

- The Federal Court System
  - Reasons for creation of the national judiciary
  - Dual Court System
  - Federal Courts
    - Supreme Court
    - Appeals courts
    - District courts
    - Other federal courts
  - Basis for hearing and deciding cases
  - Selection and compensation of judges
- The Supreme Court
  - How cases reach the Supreme Court
  - Oral Arguments
  - Briefs
  - Solicitor General
  - Opinions (majority, concurring, dissenting)
  - Influence on the court
- Major court cases
  - Landmark cases
  - Current cases

**Suggested Activities:**

- Simulate the Supreme Court. Students will play the roles of the justices and attorneys. After researching a current issue, the case is argued before the court and a ruling is made.
- Research major Supreme Court decisions and identify the Constitutional issues that were the basis of each case.
- After studying the U.S. Court system, have students study the New Jersey Court system and compare and contrast the two.

- Research former Chief Justices of the Supreme Court and determine their influence on court decisions. Compare to the current Chief Justice.
- Create a poster or chart that illustrates the various jurisdictions in the American court system.

**United Streaming Resources**

Gambling and Judicial Review, United Learning.

**Annenberg Media Resources**

Democracy in America; The Courts, Educational Film Center, 2003.

**Unit 10          Supply and Demand  
Economics Chapter 8**

**3.0 Weeks**

**The student will be able to:**

- Explain the circular flow model of an economic system. (6.4 – A.1)
- Explain the concepts and the laws of supply and demand. (6.4 – A.5)
- Analyze the effects of elasticity on supply and demand. (6.4 – A.5)
- Graph and analyze supply and demand curves. (6.4 – A.5)
- Analyze how changes in supply and demand impact the economy. (6.4 – A.5,6)

**Content:**

- Basic economic principles
  - Scarcity
  - Wants and needs
  - Opportunity cost
  - Diminished marginal utility
  - Production possibility curves
- Demand
  - Graphing the demand curve
  - Relationship between price and quantity demanded
  - Effect of increase or decrease in demand
  - Price elasticity
  - Determinants of demand
  - Change in demand vs. change in quantity demanded
- Supply
  - Graphing the supply curve
  - Relationship between price and quantity supplied
  - Effect of increase or decrease in supply
  - Determinants of supply
  - Change in supply vs. change in quantity supplied
- Supply and Demand
  - Finding the equilibrium price
  - Graphing supply and demand curves and reaching equilibrium price
- The Federal Budget and the National Debt
  - National budget development process
  - Federal spending
  - Cause and effect of the deficit on the economy
  - Deficit financing
  - National debt creation – positives and negatives
  - Balanced budget amendment

**Suggested Activities:**

- Create supply and demand graphs for fictional products. Determine the market prices for the products.

- Collect news article and ads dealing with various products. Graph the impact of this information and predict what changes in price or quantity might occur. The student must consider the elasticity of the item.
- Simulate an open market. Students will have the ability to “bid” for goods in an auction with “money.” Goods will go to the highest bidder.
- Students and instructor will animate the behaviors of the supply/demand curve utilizing the Tablet PC.

**Annenberg Media Resources**

Economics USA, Educational Film Center, 1986, 1992, 2004.

**Unit 11 International Political and Economic Relations-Contemporary Issues**  
**3.0 Weeks**

**Magruder's Chapters 22-23**  
**Economics Chapters 19, 21-22**

**The student will be able to:**

- Identify a national, or global issue or problem. (6.1 – B.2)
- Explain the political, economic and historic components of the issue/problem. (6.1 – B.4)
- Describe relationships between political, economic and historic components of the issue/problem. (6.1 – B.5)
- Develop possible solutions to the issue/problem.
- Evaluate solutions to the issue/problem.

**Content:**

- Current issues that are relevant to class topics
- Must comprise both economics and American government
- Emphasis on comparison of international governments

**Suggested Activities:**

- In groups or as individuals, students will choose contemporary issues to examine. This might include immigration, terrorism, The Middle East, Darfur, etc. Each issue will be examined from the political, economic, and historical perspective. Solutions will be proposed and studied.
  - **The Choices Program (Brown University)** has many complete current events units.
- Students will find articles in current newspapers that connect to topics being studied in class. For each article, the student will write a concise summary of the issue, propose possible solutions to that issue and connect the article to relevant topics in class.

**Annenberg Media Resources**

Economics USA; International Trade, Educational Film Center, 1986, 1992, 2004.

## **APPENDIX**

### **Audio Visual Materials**

**(Information obtained from Central Jersey Instructional Media Service)**

- Political Parties VT313200
- Bank On It VT 222827
- Banking: Loans VT 235627
- Banking: Savings Accounts VT 235626
- Economics USA, 16 Supply and Demand VT331077
- Money: Summing It Up VT 323142
- The Creation of Checks and Balances: Roots of Judicial Review in America VT350735
- Federalism VT216825
- Federalism: Balance of Power VT313988
- The Cabinet VT222850
- The Political Parties VT 104581
- Political Action Kit VT 313198
- The Presidency VT 233892
- The Presidency Search for a Candidate VT 301825
- The Presidency VT 222849
- The Regulatory Agencies VT222848
- The Legislative Branch VT 233891
- Judicial Branch VT 215350
- The Stock Market: A Marketplace for the Nation VT 222306

### **Additional Resources**

- Prentice-Hall  
Magruder's American Government  
Enrichment Support: Supreme Court Cases
- Prentice-Hall  
Magruder's American Government  
Instructional Support: Political Behavior: Government by the People
- Prentice-Hall  
Magruder's American Government  
Enrichment Support: Political Cartoons
- Prentice-Hall  
Magruder's American Government  
Instructional Support: Unit 3 The Legislative Branch
- Prentice-Hall  
Magruder's American Government  
Enrichment Support: Simulations and Debates
- Prentice –Hall  
Constitution Study Guide