



Civics – Part 2

Michigan State High School Social Studies Content Expectations

Course Description

Civics Part 2 is designed to relate the importance of being an active participant in American society through the interaction of the individual within the family, school, community and legal system. The course will also describe how the American economic system works and the importance of goods and services along with how to manage money and to choose a career. The course also explains how the United States deals with economic challenges especially relating the emergence of a world economy. The course will also explain how the United States chooses a path to follow for its foreign policy.

Text Book

Hartley, William H. and Vincent, William S. American Civics. Austin: Holt, Rinehart & Winston, 2005.

Unit 1 Description

Unit 1 focuses on the basic characteristics of good citizenship at home, at school, and in the community. It also encourages good citizenship through a complete understanding of and a respect for the law. The unit depicts present-day problems realistically and invites students to look for solutions that will protect our basic social institutions.

Essential Content and Skills

The learner will:

- Examine how the American family has been changing.
- Analyze the impact of the legal system on the family.
- Describe how the individual functions within the family.
- Examine the functions of the school in the United States.
- Explain the reasons the education system can benefit the individual.
- Distinguish between the types of communities.
- Examine the functions of the community.
- Analyze the interaction of the citizen within the community.
- Examine crime in the United States.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: The Changing Family

| State Standard | Description |
|----------------|--|
| 5.3.1 | Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law). |

Unit 1 Lesson 2: Law and The Family

| State Standard | Description |
|----------------|---|
| 3.4.1 | Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4) |
| 3.4.2 | Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5) |
| 3.4.3 | Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation). |

Unit 1 Lesson 3: Your Family and You

| State Standard | Description |
|----------------|---|
| 5.5.1 | Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others). |

Unit 1 Lesson 4: The U.S. School System

| State Standard | Description |
|----------------|--|
| 1.4.3 | Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways). |

Unit 1 Lesson 5: The Best Education for You

| State Standard | Description |
|----------------|-------------|
|----------------|-------------|

Course Name - Part

Michigan State Curriculum Content Standards (continued)

| | |
|-------|--|
| 1.4.3 | Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways). |
|-------|--|

Unit 1 Lesson 6: Developing Your Life Skills

| State Standard | Description |
|----------------|--|
| 5.3.1 | Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law). |
| 5.3.2 | Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office). |
| 5.3.3 | Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use). |
| 5.3.4 | Describe the relationship between personal, political, and economic rights and how they can sometimes conflict. |

Unit 1 Lesson 7: Kinds of Communities

| State Standard | Description |
|----------------|--|
| 5.4.1 | Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other. |
| 5.4.2 | Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service. |
| 5.4.3 | Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy. Examine and analyze the rights, privileges, responsibilities and duties of active civic participants. |

Unit 1 Lesson 8: Purposes of Communities

| State Standard | Description |
|----------------|--|
| 5.4.1 | Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other. |
| 5.4.2 | Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service. |
| 5.4.3 | Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy. Examine and analyze the rights, privileges, responsibilities and duties of active civic participants. |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: Citizens of Communities

| State Standard | Description |
|----------------|--|
| 5.4.1 | Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other. |
| 5.4.2 | Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service. |
| 5.4.3 | Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy. Examine and analyze the rights, privileges, responsibilities and duties of active civic participants. |

Unit 1 Lesson 10: Crime in the United States

| State Standard | Description |
|----------------|---|
| 3.4.1 | Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4) |
| 3.4.2 | Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5) |
| 3.4.3 | Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation). |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

Unit 2 traces the economic developments of the United States. This unit will also provide a comprehensive overview of the concepts and ideals essential to understanding the U.S. economic system. The unit also takes a close look at the practical side of everyday economics.

Essential Content and Skills

The learner will:

- Explain how the criminal justice system in the United States functions.
- Compare and contrast juvenile crime with other aspects of the legal system.
- Examine how the economic system functions in the United States.
- Distinguish between different types of business organizations.
- Describe the properties that determine how business decisions are made.
- Analyze the factors that affect production in the United States.
- Examine the process of how goods are distributed.
- Explain the role of the consumer in the American economic system.
- Analyze the functions of money and credit in the economy of the United States.
- Explain the role of banks and banking in the United States economy.

Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: The Criminal Justice System

| State Standard | Description |
|----------------|--|
| 5.3.7 | Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights. |

Unit 2 Lesson 2: Juvenile Crime

| State Standard | Description |
|----------------|--|
| 5.3.7 | Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights. |

Unit 2 Lesson 3: The Economic System at Work

| State Standard | Description |
|----------------|--|
| K1.1 | Know the defining characteristics of the discipline of economics. |
| K1.2 | Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of economics. |
| K1.3 | Understand and analyze economic relationships, patterns, and trends. |
| K1.4 | Understand economic perspectives. |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 4: Business Organizations

| State Standard | Description |
|----------------|---|
| 1.2.1 | Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households. |

Unit 2 Lesson 5: Making Business Decisions

| State Standard | Description |
|----------------|--|
| 1.1.1 | Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade. Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. |
| 1.1.2 | |

Unit 2 Lesson 6: American Production

| State Standard | Description |
|----------------|---|
| 3.2.1 | Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (<i>National Geography Standard 11, p. 206</i>) |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 7: Distributing Goods

| State Standard | Description |
|----------------|--|
| 1.3.1 | Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market. Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit. Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations. |
| 1.3.2 | |
| 1.3.3 | |

Unit 2 Lesson 8: You the Consumer

| State Standard | Description |
|----------------|--|
| 1.3.1 | Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market. Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit. Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations. |
| 1.3.2 | |
| 1.3.3 | |

Unit 2 Lesson 9: Money and Credit

| State Standard | Description |
|----------------|--|
| 1.2.2 | Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market. Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance. |
| 4.1.4 | |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 10: Banks and Banking

| State Standard | Description |
|----------------|---|
| 2.1.3 | Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply. |

Unit 3 Description

Unit 3 will begin by explaining how to manage money. The unit will then go onto to describe the operation of the American economy and the challenges it faces. The unit will conclude by discussing the emergence of a global economy and the first steps in choosing a career.

Essential Content and Skills

The learner will:

- Explain the role of saving and investing in the American economy.
- Describe the different types of insurance one can obtain.
- Examine how the business cycle operates.
- Analyze the different tactics used to deal with economic challenges.
- Examine the relationship between labor and management.
- Examine the elements that cause the economy of the United States to function.
- Describe how the economic systems of the world intertwine.
- Explain the challenges one can face in the workplace.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: Saving and Investing

| State Standard | Description |
|----------------|--|
| 4.1.4 | Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance. |

Unit 3 Lesson 2: Insurance Against Hardship

| State Standard | Description |
|----------------|--|
| 4.1.4 | Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance. |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 3: The Business Cycle

| State Standard | Description |
|----------------|---|
| 2.1.2 | Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non- government agencies in the economy of the United States. |

Unit 3 Lesson 4: Coping With Economic Challenges

| State Standard | Description |
|----------------|---|
| 2.1.2 | Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non- government agencies in the economy of the United States. |
| 2.1.4 | Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions. |

Unit 3 Lesson 5: Labor and Management

| State Standard | Description |
|----------------|--|
| 1.2.1 | Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households. |
| 1.2.2 | Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market. |
| 1.2.3 | Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market. |

Unit 3 Lesson 6: Overview of the U.S. Economy

| State Standard | Description |
|----------------|---|
| 1.3.1 | Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market. |
| 1.3.2 | Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit. |
| 1.3.3 | Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations. |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 7: Factors Affecting the U.S. Economy

| State Standard | Description |
|----------------|--|
| 1.3.1 | Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market. Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit. Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations. |
| 1.3.2 | |
| 1.3.3 | |

Unit 3 Lesson 8: Government's Role in the U.S. Economy

| State Standard | Description |
|----------------|--|
| 1.4.1 | Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors. Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services. Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security. |
| 1.4.2 | |
| 1.4.4 | |

Unit 3 Lesson 9: Living in a World Economy

| State Standard | Description |
|----------------|---|
| 2.1.9 | American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (<i>National Geography Standard 11, p. 206</i>) |

Unit 3 Lesson 10: The Challenge of a Career

| State Standard | Description |
|----------------|--|
| 1.1.2 | Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

Unit 4 will begin by continuing to explain how to choose a career and enter the world of work. The unit then stresses the obligation of citizens to be aware of world problems that affect them and the nation. The unit will examine international situations and measures that the United States must take to ensure peace. The unit also introduces the concept of foreign policy and how U.S. leaders formulate that policy. The unit will conclude with past and future foreign-policy challenges of the United States.

Essential Content and Skills

The learner will:

- Examine the factors that direct the individual down a career path.
- Analyze how the United States conducts foreign relations.
- Examine the role of the United Nations in the peace process.
- Examine how the foreign policy of the United State developed.
- Analyze the new trends that United States faces in international relations.

Unit 4 Michigan State Content Expectations

Unit 4 Lesson 1: The World of Work

| State Standard | Description |
|----------------|--|
| 1.1.2 | Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. Income – Describe how individuals and businesses earn income by selling productive resources. |
| 2.1.1 | |

Unit 4 Lesson 2: Unlimited Opportunities

| State Standard | Description |
|----------------|--|
| 1.1.2 | Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. Income – Describe how individuals and businesses earn income by selling productive resources. |
| 2.1.1 | |

Unit 4 Lesson 3: Learning More About Careers

| State Standard | Description |
|----------------|--|
| 1.1.2 | Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. Income – Describe how individuals and businesses earn income by selling productive resources. |
| 2.1.1 | |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 4: Learning More About Yourself

| State Standard | Description |
|----------------|--|
| 1.1.2 | Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career. Income – Describe how individuals and businesses earn income by selling productive resources. |
| 2.1.1 | |

Unit 4 Lesson 5: Conducting Foreign Relations

| State Standard | Description |
|----------------|--|
| 4.2.2 | Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1) |
| 4.2.4 | |
| 4.2.5 | |

Unit 4 Lesson 6: Working For Peace

| State Standard | Description |
|----------------|--|
| 4.2.2 | Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1) |
| 4.2.4 | |
| 4.2.5 | |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 7: The United Nations

| State Standard | Description |
|----------------|--|
| 4.2.2 | Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1) |
| 4.2.4 | Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International). |
| 4.2.5 | Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol). |

Unit 4 Lesson 8: Development of U.S. Foreign Policy

| State Standard | Description |
|----------------|---|
| 4.1.1 | Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1). |
| 4.1.2 | Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy. |
| 4.1.3 | Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action). |

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 9: The Cold War

| State Standard | Description |
|----------------|--|
| 8.1.2 | <p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none">• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)• the arms race (<i>National Geography Standards 13, p. 210</i>) |
| 8.1.3 | <p>End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.</p> |

Unit 4 Lesson 10: New Trends

| State Standard | Description |
|----------------|---|
| 3.1.6 | <p>Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. (<i>National Geography Standard 11, p. 206</i>)</p> |