CIVICS & ECONOMICS - COMMON EXAM REVIEW

OVERVIEW

 The Common Exam will be given to all students taking Civics & Economics in W-S/FC Schools. The exam is divided into two sections, and students will have 90 Minutes to complete both sections. Below you will find a breakdown of the Common Exam.

# Sections

1. Multiple Choice – 40 Questions. The questions will evaluate students understanding of content and application. Students should be aware of overall themes of each unit, as well as important vocabulary, and how these terms relate to the unit essential questions.
2. **Constructed Response – 8 Items. These questions will evaluate students ability to draw from knowledge that applies to the questions, and explain how this applies to the question. These questions will be graded on a 3-4 point scale depending on each individual question.**

# Common Exam Pacing

1. Multiple Choice – 40 Minutes – 1 Minute per Question.
2. **Constructed Response – 40 Minutes – 5 Minutes per Question.**

# Review Guide

## EACH UNIT WILL CONTAIN THE FOLLOWING ITEMS

1. **Unit Essential Question – Provides the overall theme of the unit. Students should be able to explain how content from this unit applies to this question.**
2. **Conceptual Lenses – Key terms that relate to the essential question. Students should be able to fit content into one of these lenses to explain how this relates to the Unit Essential Question.**
3. **Vocabulary – These are important terms, events, etc… that students should be able to identify. Again these terms should be viewed in terms of how they relate to the Conceptual Lenses, and the Unit Essential Question.**
4. **Practice Constructed Response – Students should be able to identify the value of the question. (3 or 4 points). Students should be to explain content, and relate the content to the question.**

**VISIT CLASS WEBSITE TO REVIEW – http://wsfcs.k12.nc.us/clorentz**

### Unit 1 – Principles of American Democracy

## Unit 1 – Essential Question

**How does conflict lead to government change?**

# Unit 1 – Conceptual Lenses

* **Power**
* **Government**
* **Change**
* **Conflict**

# Unit 1 – Vocabulary

1. **Types of Government & Enlightenment**
	* **Democracy – (Direct/Representative)**
	* **Authoritarian – (Monarchy, Dictatorship)**
	* **English Government (Roots of US Democracy)**

**Magna Carta**

**Constitutional Monarchy**

**Parliament**

**Common Law**

* + **Enlightenment**

**John Locke – Natural Rights, purpose of government**

**Montesquieu – Separation of Power (3 Branches)**

1. **Colonial Period**
	* **Motivations**

**England = Wealth (cheap raw materials)**

**Colonists = Freedom – Religious & Political, Economic Opportunity**

* + **Colony**
	+ **Mercantilism**
	+ **Salutary Neglect**
	+ **House of Burgesses (Representative Democracy)**
	+ **Mayflower Compact (Direct Democracy)**
	+ **13 Colonial Governments – 3 Branches of Government**
1. **Revolutionary Period**
* **French & Indian War – End of Salutary Neglect**
* **Taxation – Examples of Taxes passed by Parliament**
* **Restriction of Rights – Examples of Laws passed by Parliament**
* **1st & 2nd Continental Congress**
* ***Common Sense***
1. **Declaration of Independence**
* **Thomas Jefferson**
* **Purpose of Government (Influenced by John Locke)**
* **Grievances**
1. **Articles of Confederation**
* **1 branch of Government – Congress – Voting (1per state)**
* **Weak Central Government – No power to tax, enforce laws, etc…**
* **Strong State Governments – 3 Branches**
* **Problems = Debt, France/England, Shay’s Rebellion**
1. **Constitutional Convention & Ratification of the Constitution**
* **Virginia Plan (Big States)**
* **New Jersey Plan (Small States)**
* **3/5 Compromise**
* **Great Compromise**
* **Federalists – The need for a stronger central government.**
* **Anti-Federalists – Fear strong central government. (British Experience) Need for a Bill of Rights**
1. **Constitutional Principles**
* **Flexibility**

 **Amendments**

 **Necessary & Proper Clause**

 **Court Decisions (Loose & Strict Interpretation)**

* **Popular Sovereignty**
* **Rule of Law**
* **Separation of Power**
* **Checks & Balances**
* **Federalism**

 **Enumerated Powers**

 **Reserved Powers**

 **Concurrent Powers**

* **Supremacy Clause**

# Unit 1 – Practice Constructed Response (3 Point Question)

**The United States Constitution created a government known as Federalism. Explain the system of Federalism and explain how the experience as colonies under British rule, and the 1st Constitution - The Articles of Confederation led to the establishment of Federalism.**

## GRADING RUBRIC

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 3 Requirements for a 3 Point Response.**

**2 Points – Fulfills 2 of 3 Requirements for a 3 Point Response.**

**3 Points – Explains Federalism; Explains Colonial Experience (Strong Central Government); Explains Articles of Confederation (Weak Central Government)**

**Unit 2-Structure & Function of Federalism**

### Unit 2 - Essential Question

* **How do democracies attempt to balance power & authority?**

### Unit 2 - Conceptual Lenses

* **Authority**
* **Structure**
* **Balance**
* **Democracy**

# Unit 2 – Vocabulary

1. **Federalism, Separation of Power, Checks & Balances**
	* **Federalism**

**Enumerated Powers (define & examples)**

**Reserved Powers (define & examples)**

**Concurrent Powers (define & examples)**

* **Separation of Power**

**Legislative Branch (make the law)**

**Executive Branch (enforce the law)**

**Judicial Branch (interpret the law)**

* **Checks & Balances (define & examples)**
1. **Federal Government**
* **3 Branches of Government (Know for Each)**

**Purpose & Powers**

**Structure**

* **Congress**

**Bicameral (2 Houses), Representation in Each**

**How a Bill Becomes a Law**

**Power to Tax**

**Necessary & Proper Clause**

* **President**

**Roles of the President**

* **Supreme Court**

**3 Levels of Courts**

**Judicial Review – Marbury v Madison, Interpret the Constitution**

* **Supremacy Clause (Supreme Law of the Land)**
1. **State Government**
* **3 Branches of Government**

**Purpose & Powers**

**Structure**

* **General Assembly**

**Bicameral (2 Houses), Representation in Each**

**How a Bill Becomes a Law**

* **Governor**

#### Roles of the Governor

* **Supreme Court**

**4 Levels of Court**

**Interpret the NC Constitution**

1. **Local Government**
* **County Government**

**2 Branches (Council & County Manager**

* **Municipal Government**

**2 Branches (Mayor/Council Plan, Council/Manager Plan)**

# Unit 2 – Practice Constructed Response (4 Point Question)

**The United States has both a national government and 50 state governments. Each of these governments includes a separation of power within the government. Explain this separation of power, and explain the function of each part.**

**GRADING RUBRIC**

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 4 Requirements for a 4 Point Response.**

**2 Points – Fulfills 2 of 4 Requirements for a 4 Point Response.**

**3 Points – Fulfills 3 of 4 Requirements for a 4 Point Response.**

**4 Points – Explain Separation of Power; Identify Branch 1 & Purpose; Identify Branch 2 & Purpose; Identify Branch 3 & Purpose**

# UNIT 3- Resolving Conflict

# Unit 3 - Essential Question

* **Why is resolving conflict an important part of government?**

# Unit 3 – Conceptual Lenses

* **Conflict**
* **Resolution**

# Unit 3 – Vocabulary

1. **Political Parties**
	* **Political Ideology – Liberal, Conservative**
	* **Party Systems (One Party, Two Party, Multi-Party)**
	* **Democrats**
	* **Republicans**
	* **3rd Parties**
2. **Public Opinion & Mass Media**
* **Measures of Public Opinion – polls**
* **Media – Print & Electronic**
* **Interest Groups (PACs & Lobbyists)**
1. **Voting & Elections**
* **Suffrage – Suffrage Amendments**
* **Register, Polling Place, Exit Polls**
* **Primary Election – Political Parties Choose Candidates**
* **General Election – Voters decide who holds office**
* **Special Elections - Recall, Initiatives, Proposition, Referendum**
1. **Campaigns & Financing**
* **PACs**
* **Campaign Finance Reform**
* **Citizens United (Supreme Court Case)**
* **Advertising & Propaganda Techniques**
1. **Passing & Enforcing Laws**
* **How a Bill Becomes a Law**

**Sponsor**

**Committees**

**Voting**

**Presidential Veto & Process to Override Veto**

* **Executive Agencies – Enforce the Law**

**Examples & Purpose**

* **Executive Departments – Cabinet**

# Unit 3 – Practice Constructed Response (3 Point Question)

The United States is considered a Two Party System even though there are more than 2 political parties. Why is the US considered a Two Party System, and explain the difference between the two political parties.

## GRADING RUBRIC

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 3 Requirements for a 3 Point Response.**

**2 Points – Fulfills 2 of 3 Requirements for a 3 Point Response.**

3 Points – Two party system (win major elections); Democrats – ideology; Republicans – ideology.

Unit 4 – Citizenship

Unit 4 – Essential Question

* How does civic involvement shape American Democracy?

Unit 4 – Conceptual Lenses

* Identity
* Duty
* Responsibility

Unit 4 – Vocabulary

1. Citizenship
* **Civics, Citizen, Citizenship**
* **Rights, Duties, Responsibilities**
* ***E pluribus unum***
* **Immigrant/Alien**
* **Naturalization**
* **Denaturalization & Expatriation**
1. Amendments
	* Bill of Rights – Identify important aspects in each.

1st Amendment - Free Exercise Clause, Establishment Clause

* Suffrage Amendments – Right to Vote (15,19,23,24,26)
* Civil War Amendments (13,14,15)
1. Supreme Court Cases (at least) – Review PowerPoint from Unit 4
* Marbury v Madison, Plessy v Ferguson, Brown v Board of Ed, Miranda v Arizona, Tinker v Des Moines, Gideon v Wainwright

Unit 4 – Practice Constructed Response (3 Point Question)

Explain one amendment in the Bill of Rights. Explain one Supreme Court Case that dealt with that Amendment, and how it defined or changed the freedom guaranteed in this Amendment.

## GRADING RUBRIC

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 3 Requirements for a 3 Point Response.**

**2 Points – Fulfills 2 of 3 Requirements for a 3 Point Response.**

3 Points – Explain one Amendment; Explain Supreme Court Case; How this Case defined freedom in this Amendment.

# UNIT 5- The Law & You

# Unit 5 – Essential Question

* **How do laws ensure rights and protections for individuals in the United States?**

# Unit 5 – Conceptual Lenses

* **Rights**
* **Protections**

# Unit 5 – Vocabulary

* 1. **Sources & Types of Law**
		+ **Code of Hammurabi, Roman Law, English Law**
		+ **Criminal Law – misdemeanor, felony**
		+ **Civil Law – Law Suit**
		+ **Constitutional Law, Administrative Law, Statutory Law**
	2. **The American Legal System**
* **Writ of Habeas Corpus, Bills of Attainder, Ex Post Facto Laws**
* **4th Amendment – Search Warrant**
* **5th Amendment – 5 Protections**
* **6th Amendment, 7th Amendment**
* **8th Amendment – Cruel & Unusual Punishment, Bail**
* **14th Amendment – Equal Protection**
	1. **Civil Case**
* **Plaintiff, Defendant**
* **Process of a Civil Case**
	1. **Criminal Case**
* **Prosecution (Government), Defendant (accused)**
* **Process of a Criminal Case**

# Unit 5 – Practice Constructed Response (4 Point Question)

United States citizens are provided certain protections from government interference in their lives. Explain (2) Amendments that protect the people from the government. For each amendment, explain one way it specifically protects citizens from the government.

**GRADING RUBRIC**

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 4 Requirements for a 4 Point Response.**

**2 Points – Fulfills 2 of 4 Requirements for a 4 Point Response.**

**3 Points – Fulfills 3 of 4 Requirements for a 4 Point Response.**

4 Points – Explain Amendment; 1 specific protection; Explain Amendment; 1 specific protection.

# UNIT 6- The Free Market & The Role of Government

# Unit 6 – Essential Question

* **Why are individual choice and competition important in a free market economy?**

# Unit 6 – Conceptual Lenses

* **Competition**
* **Choices**

# Unit 6 – Vocabulary

1. **Basic Economics & Economic Systems**
* **Economics, scarcity**
* **Productivity, division of labor, specialization**
* **Trade-off, opportunity cost**
* **3 Basic Economic Questions**
* **4 Factors of Production**
* **Economic Systems (Command, Market, Mixed, Traditional)**
* **Mixed Market Economy – Characteristics of US Economic System**
1. Supply & Demand
* Law of Supply & Demand
* Equilibrium or Market Price
* Shortage, Surplus
* Factors that Affect or Change Supply & Demand
1. Business, Competition, & Labor
* Sole Proprietorship, Partnership, Corporation
* 2 Reasons Competition is Important (Low Prices, Better Quality)
* Monopoly, Perfect & Imperfect Competition
* Unskilled, semiskilled, skilled, & professional workers
* Labor Unions
1. Business Cycle, Monetary Policy, & Fiscal Policy
* Expansion, contraction, recession
* Economic indicators – (GDP, unemployment, etc…)
* Monetary Policy (Loose & Tight) – Federal Reserve

3 Tools of the Federal Reserve

2 Economic Problems (Inflation, Recession)

* Fiscal Policy – Taxing & Spending

Federal Budget & National Debt

Major Federal Taxes & Expenditures

Major State Taxes & Expenditures

Major Local Taxes & Expenditures

Unit 6 – Practice Constructed Response (4 Point Question)

The United States Government is in control of fiscal policy and monetary policy. Explain what each of are, and provide a specific example of how these can influence the economy.

**GRADING RUBRIC**

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 4 Requirements for a 4 Point Response.**

**2 Points – Fulfills 2 of 4 Requirements for a 4 Point Response.**

**3 Points – Fulfills 3 of 4 Requirements for a 4 Point Response.**

4 Points – Explain fiscal policy; explain how it can influence the economy; Explain monetary policy; explain how it can influence the economy.

### Unit 7 – Trade

# Unit 7 – Essential Question

* **Why has interdependence led to globalization?**

# Unit 7 – Conceptual Lenses

* **Interdependence**
* **Globalization**

# Unit 7 – Vocabulary

1. **International Trade**
	* **Import, export**
	* **Free trade – Reasons to support**
	* **Trade Restrictions – tariff, quota, embargo**
2. **Globalization & The United Nations**
* **Developed Countries (1st World)**
* **Developing Countries (2nd World)**
* **Underdeveloped Countries (3rd World)**
* **Issues w/ Globalization – environment, human rights**
* **United Nations – International Political, Economic, & Social Issues**

# Unit 7 – Practice Constructed Response (3 Point Question)

Many countries throughout the world are working together to create fewer limitations to trading with one another. This movement known as globalization has both positive and negative consequences. Explain what it means to try to reduce barriers to trade. Explain one positive and one negative to free trade.

## GRADING RUBRIC

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 3 Requirements for a 3 Point Response.**

**2 Points – Fulfills 2 of 3 Requirements for a 3 Point Response.**

**3 Points – Explain free trade; Explain 1 positive; Explain 1 negative.**

### Unit 8 – Personal Financial Literacy

# Unit 8 – Essential Question

* **How is sound decision making related to financial responsibility and risk?**

# Unit 8 – Conceptual Lenses

* **Decision Making**
* **Risk**
* **Responsibility**

# Unit 8 – Vocabulary

1. **Personal Financial Planning & Goals**
	* **Education, income, career**
	* **Budget**

**Income – Gross Pay, Net Pay**

**Expenses**

* **Retirement**
1. **Saving & Investing**
* **Accounts (Savings, Checking, CD, Money Market)**
* **Interest, Compound Interest, Rule of 72**
* **Stocks, Bonds, Mutual Funds (Type of Investor & Investment)**
1. **Credit**
* **Credit, Credit Card, Credit Score**
* **Interest, Compound Interest**
1. **Consumer Protection**
* **Consumer Protection Laws**
* **Government Regulation**
* **Insurance (Medical, Life)**

**Unit 8 – Practice Constructed Response (4 Point Question)**

**In terms of personal finance, interest can be both a positive and negative. Identify when interest is a negative to an individual, and provide a specific example. Identify when interest is a positive to an individual, and provide a specific example.**

**GRADING RUBRIC**

**0 Points – No Response or Response does not address the prompt.**

**1 Point – Fulfills 1 of 4 Requirements for a 4 Point Response.**

**2 Points – Fulfills 2 of 4 Requirements for a 4 Point Response.**

**3 Points – Fulfills 3 of 4 Requirements for a 4 Point Response.**

**4 Points – Interest as a negative; 1 example; Interest as a positive; 1 example**