Lakewood City Schools
Course of Study for Government and Economics
August 2010

Government and Economics is a semester course involving students in a classic study of the purpose and functions of the U.S. government in order to become more informed and active citizens. Students use social studies skills and methods to analyze contemporary political issues as a means of better informing their own political identity. A rigorous examination of the role of media, political parties, interest groups and interests of our diverse population help students understand the complex forces that influence public policy on the state, local and national levels. Students evaluate the role of government in the economy as well as the importance of personal financial responsibility.

Intro to U.S. Government: The Role of Government and Basic Principles of the US Constitution (weeks1 1-2)

The purpose of this Unit is to introduce students to the organization and purpose of government in general.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Government Benchmark: Rules and Laws	A. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights. B. Law and public policy are created and implemented by three branches of government; each functions with it's own set of powers and responsibilities c. The political process creates a dynamic interaction among the three branches of government in addressing current issues. d. Explain the use of the initiative	Identify 6 main purposes of government including forming a more perfect union, establishing justice, insuring domestic tranquility, providing for the common defense Define Popular Sovereignty Explain the roles of each branch of government and the benefits of the separation of powers Define Federalism and explain the benefits of the division of powers between national, state and local governments Define initiative and referendum. Identify and explain the necessity of initiatives and referendum in shaping laws in Ohio.	Magruder's American Government Ch. 1-4 History Alive Constitution in a new nation Center for Learning Gov't. Book 1 C-span.org Library of Congress Cuyahoga County Board of Elections voter guide and information.

	and referendum in the government of Ohio.		

Intro to Government Continued

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard*: *Government **Benchmark: Role of Government**	D. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.	Evaluate the relationship between congress, the president and the judicial branch by researching one or more of the following a. Supreme Court nominations b. Congressional approval of presidential nominations c. Congressional cooperation in passing the agenda of a given president	Magruder's Ch. 1-4 History Alive: Constitution in a New Nation C-Span c-span.org Thomas / Library of Congress Thomas.loc.gov

Unit II: Voting and Elections and Political Parties (Weeks 3,4,5 to allow for research)

Students will study the role of political parties in elections and better understand the role of primary elections. Students will examine the role of political parties, the media and interest groups in this process including an evaluation of the major political party platforms in order to inform their future political decisions. As long as the Cuyahoga County Board of elections offers the opportunity students can be trained to work the polls. Students are also given the opportunity to register to vote.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Government Benchmark : Systems of	A. Explain the role of elections and	Identify and explain the major tenets of the Democrat and Republic Party	Magruder's American Government Unit 2 Ch. 5-9

Government	political parties (including third parties) in facilitating the democratic process.	Platforms regarding tax policies, environmental polices, foreign policy, education, health care or others students' consider to be relevant to their political decision making.	C -Span Website Thomas / Library of Congress thomas.loc.gov

Unit II: Voting and Voter Behavior Continued

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Government Benchmark: Role of Government Standard: Citizenship Rights and Responsibilities Benchmark: Participation	A. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions. A. Explain how an individual participates in primary and general elections including: a. Registering to vote; b. Becoming informed about candidates and issues; c. Declaring or changing party affiliation; B. Explain how citizenship includes the exercise of personal responsibility and active	Analyze a campaign ad. and potential effects it could have on voter opinion. Identify an interest group and analzye its influence on public policy. Analyze voter participation rates in past elections. Decide whether to Register to Vote, identify a political party with which you feel somewhat affiliated. Research a current event issue and how it is being addressed by the state, local, or national government, citizens or other agency	-Magruder's American Government Unit 2 Ch. 5-9 -C-Span Website - Thomas / Library of Congress thomas.loc.gov -Cuyahoga County Board of Elections

	participation in a democracy including: Registering to vote; Becoming informed about candidates and issues, Declaring or changing party affiliation; C. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.		

Unit III: Legislative Branch

The purpose of this unit is for students to understand the organization and powers of Congress. Students will examine how the laws that Congress makes directly effect their lives via a research project of a contemporary issue facing Congress today.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Government Benchmark: Role of Government	A. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on: 1. Concurrent powers; 2. Reserved powers; 3. Implied powers; 4. Expressed powers.	Identify and describe those powers shared between the states and Federal Government Define concurrent powers Define reserved powers Define implied powers Define expressed powers	Magruder's Ch. 10, 11, 12 Center for Learning Gov't Book 1 Library of Congress thomas.loc.gov NY times learning network
Standard: Government Benchmark: Role of Government	A. Explain the major responsibilitiesthe federal government for domestic and foreign policy including powers of each		Conduct a mock senate or mock house debates on current issues.

Standard: Citizen Rights & Responsibilities Benchmark: Participation Standard: Citizen Rights & Responsibilities Benchmark: Information Gathering	branch of /government. A. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good. A. Identify a current public policy issue and its related arguments. B. Determine criteria by which arguments will be judged. C. Identify advocacy groups and obtain their pov on the issue.	Identify key legislative decisions made by congress and their impact on citizens' daily lives. Identify a current public policy issue and arguments relative to the issue. Identify multiple points of view On current issues such as health care, taxes, foreign policy, jobless rate, unemployment, .	

Unit III: Legislative Branch 'cont.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Skills and Methods Benchmark: Communicating Information	A. Develop a research project and make formal presentations to the class and/or community members using: a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence;	Select a topic of interest relating to government and give a persuasive presentation	Require a research project culminating a persuasive presentation where students evaluate contemporary issues facing our nation and the range of public opinions and options on the subject matter.

	e. Visual aids; f. Formal citation of sources.		

Unit IV Executive Branch

The purpose of this unit is for students to evaluate presidential power over time. Students will gain a better understanding of the electoral process and

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Government Benchmark: Systems of Government	**A**. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:	Identify qualifications for running for president of the U.S. Describe the organization and functions of the electoral college system Define apportionment Define reapportionment	Magruder's Ch. 13, 14, 15, 16, 17 Kids Voting C-span.org New York Times Learning Network

Standard: History **Benchmark: Analysis and Interpretation**	- Primary and general elections; .-The Electoral College; - Recall; - Impeachment. B. Evaluate the limitations and the opportunities that result from decisions made in the past including: a. Electoral College; b. Length of terms of elected and appointed officials. C. Trace key Supreme Court decisions related to a provision of the Constitution	Explain the significance of the Census to the process of apportionment and reapportionment Explain the difference between primary and general elections. Define Impeachment Explain the causes for impeaching a public official Describe the process of impeachment at the federal, state and local levels Analyze how the electoral college system prevents third parties from gaining a majority of the votes using 2000 presidential election Bush v. Gore v. Ralph Nader Analyze the decision of the Suprem	Nytimes.com

Unit IV Judicial Branch

A short description of the unit in narrative form goes here.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Rights and Responsiblities Standard: Citizen Rights and Responsibilities Standard: Government Benchmark: Rules and Laws	A. . Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including mediation, arbitration,alternative dispute resolution, plea-bargaining. A. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through: a. Legislation, The role of the judiciary in upholding rights, the role of citizens exercising their rights. A. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time. B. Explain the importance of the privilege of habeas corpus the	Identify The various types of court at the state, local and natinoal level including Supreme Court, Court of Appeals, Federal Court, State Supreme Court, State Court of Appeals, Explain the difference between criminal and civil courts Identify other forms of justice including arbitration, mediation, plea-bargaining Identify the rights outlined in the billof rights and limitations placed on those rights in order to ensure domestic tranquility. Identify cases in which the rights of citizens have been defended. Identify and explain the signficance of key Supreme Court decisions and their influence today. Identify cases in which the Supreme court upheld the priniciples of the Constitution	Mgurder's Unit 5 ch. 18, 19, 20, 21 Oyez oyez U.S. Supreme Court Media http://www.oyez.org/

	constitutional prohibitions against bills of attainder and ex post facto laws. C. Trace key Supreme Court decisions related to a provision of the Constitution		

Judicial Branch 'Cont.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Social Studies Skills and Methods Analysis and Interpretation	Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups: a. Indian policies; b. Immigration laws; c. Segregation policies;	Identify the effects of government policies on various groups. Identify various points of view on Immigration Laws Explain the effects of past discrimination on groups today	Mgurder's Unit 5 ch. 18, 19, 20, 21 Oyez oyez U.S. Supreme Court Media http://www.oyez.org/

Unit VI: Economics / Financial Literacy

The purpose of this unit is for students to explain how government polices influence the economy as well as consumers' experiences. Students will learn the function of the federal reserve with emphasis placed on interest rates with rates fluctuating as they mimic the basic laws of supply and demand as related to the consumer market place, especially job market. An analysis of U.S. trade polices over time will help students gain a broad perspective on the challenges of the growing global economy and debate potential government solutions for theses challenges.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard: Economics Standard: Economics Benchmark: Government & Economy	A. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made bay all households, firms, government agencies and others in the economy. A. The health of a nation's economy is influenced by fiscal and monetary policies. B. The Federal reserve uses monetary tools to promote economic stability and growth.	Define supply, demand, invisible hand, market place, consumer price index, consumer, gross national product Explain how consumer demand drives prices in the market place, production of goods and services for sale and demand for labor Explain the main functions of the federal reserve system Explain how monetary policy	Magruder's Chapter 16 National Endowment for Financial Education hsfpp.nefe.org CD with Social Studies Materials Student Guide with Social Studies materials -Instructors Manual with Social Studies Materials National Council on Economics

	B. Tax revenue and expenditure Expenditure decisions made by Governments result in both intended and unintended consequences.	influences interest rates on loans, credit cards, savings accounts, certificates of deposit, government bonds Define deficit, surplus, public debt, personal debt Define expenditure, revenue Identify and explain different types of taxes including corporate income tax, payroll taxes/ individual income, tax progressive tax, regressive tax	Education CD in Social Studies Filing Cabinet. FDIC CD

Economics / Financial Literacy 'con't.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Standard Benchmark / Topic: Global Economy	Global issues and events influence economic activities.	Identify major trading partners of U.S. and products traded. Explain how globalization has influenced U.S. economy Explain what a trade deficit is. Examine how globalization has effected job market, and demand for labor in the U.S.	Choices Project www.choices.edu trade with China debate project Choices Project International Trade: Competition and Cooperation in a Globalized World **http://choices.edu/resources/detail.php?id=7**
	Government actions, such as tariffs, Quotas, subsides trade agreements and Membership in multinationals Significantly impact international trade	Define and identify the effects of trade agreements such as NAFTA, GAAT, and how they influence international trade. Evaluate US trade policies with foreign nations.	
