

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Government & Economics, CP

Course # 232

Grade(s) 12

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required elective

Credit: 1.0

Adopted: _____

Developed by:
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Description of Course

Course Title:

Government & Economics, CP - # 232

Description:

This course is designed to stimulate seniors to think critically about the government and economic issues. The course is divided into two major parts: American Government and Economics. Students will first develop an understanding of the fundamental principles as well as the formal structures that constitute the framework of the American government and the economic system. Then, using this understanding of the government and economics, students will analyze, discuss, and begin to formulate positions on some of the great political, economic, and social issues of today. Content and evaluations are only suggestions to facilitate optimum differentiation of instruction.

Goals:

- To understand our nation's government, and how it changes
- To understand significant actions of our government
- To understand the meaning of documents through reading and interpreting primary sources
- To understand the democratic ideals which have helped form the American government an way of life
- To understand how people make economic decisions
- To understand how our economy functions independently and collaboratively with other nations

Requirements:

None.

Text:

McClenaghan, Magruder's American Government, Pearson/Prentice Hall, 2005
Bade and Parkin, Foundations of Economics, 2nd ed., Pearson Addison/Wesley, 2004

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
American Government: Origin of Political Systems	1	Students will explain the basic concepts of American democracy.	L	<ul style="list-style-type: none"> Lecture – historical perspective 	<ul style="list-style-type: none"> Evaluation of lecture/discussion 	5.1.12 A,C 5.1.12 H,I 5.2.12 D,F 5.3.12 K 8.3.12 A
	2	Students will describe the government during the colonial period and under the Articles of Confederation.	A	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.1.12 B 8.3.12 A
	3	Students will explain the events leading to the adoption of the U.S. Constitution.	R	<ul style="list-style-type: none"> Simulation of the Constitutional Conversion 	<ul style="list-style-type: none"> Unit test 	5.1.12 B 5.1.12 C 5.2.12 I 8.3.12 B
Constitution	4	Students will evaluate the basic principles of the American Constitutional system.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.12 E 5.1.12 F 5.1.12 I 8.3.12 B
	5	Students will locate and explain the issues comprised in the seven articles and twenty-seven amendments to the U.S. Constitution.	R	<ul style="list-style-type: none"> Evaluation of Constitutional document 	<ul style="list-style-type: none"> Quiz 	5.1.12 E 5.1.12 F 5.3.12 C
	6	Students will describe the processes of constitutional change by formal and informal amendments.	L	<ul style="list-style-type: none"> Lecture/visual on amendment process 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.12 E
	7	Students will explain federalism and describe the role it plays as a dual system of government.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.12 C 5.3.12 A 5.3.12 B
	8	Students will identify the constitutional guarantees of civil rights and civil liberties.	R	<ul style="list-style-type: none"> Research court cases (Internet) Video: Eye on the Prize, Martin Luther King, Jr. 	<ul style="list-style-type: none"> Evaluation of questions about video 	5.1.12 I 5.1.12 J 5.2.12 A 5.2.12 F 5.3.12 G
	9	Students will describe the process of naturalization.	L	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Test 	5.1.12 F
The Politics of American Democracy	10	Students will describe the purpose of political parties and explain the functions political parties perform.	R	<ul style="list-style-type: none"> Research current candidates views and correspond with parties' issues 	<ul style="list-style-type: none"> Evaluate papers on current candidates 	5.2.12 C 5.2.12 D 5.2.12 E 5.3.12 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
	11	Students will evaluate the evolution of political parties and the existence of the current two-party system.	L	<ul style="list-style-type: none"> Timeline evaluation 	<ul style="list-style-type: none"> Quiz 	5.2.12 C 5.2.12 D 5.2.12 E 5.3.12 E
	12	Students will describe the organizational structure and composition of our major parties.	L	<ul style="list-style-type: none"> Chart Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.2.12 C 5.2.12 D 5.2.12 E 5.3.12 E 5.3.12 F
	13	Students will explain the role of minor parties in American politics.	L	<ul style="list-style-type: none"> Historical evaluation of the influences of minor parties on mainstream politics 	<ul style="list-style-type: none"> Position papers on minor parties 	5.2.12 E 5.2.12 E 5.3.12 E
	14	Students will list the historical developments of voting in the U.S.	R	<ul style="list-style-type: none"> Timeline Discussion Note-taking 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of notes 	5.2.12 B 5.2.12 C 5.2.12 E 5.2.12 G 5.3.12 F
	15	Students will recognize the methods used in our election process.	R	<ul style="list-style-type: none"> Voting procedure lecture Demonstration: How voting machines work 	<ul style="list-style-type: none"> Evaluation of student led demonstration 	5.2.12 B,C 5.2.12 E 5.2.12 G 5.3.12 F 5.3.12 J
	16	Students will describe the process of direct election.	L	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Unit test 	5.2.12 B,C 5.2.12 E 5.3.12 F
State & Local Government	17	Students will explain the structure and organization of the State legislatures. <u>Emphasis will be placed on the Pennsylvania state legislature.</u>	L	<ul style="list-style-type: none"> Research: Pennsylvania General Assembly Manual Chart Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.2.12 D 5.3.12 A,C 8.2.12 A 8.2.12 C
	18	Students will compare and contrast the office of the governor to the historical nature of the office in terms of the following: formal and informal qualification, selection, tenure, compensation, and duties.	L	<ul style="list-style-type: none"> Comparative chart Note-taking Discussion 	<ul style="list-style-type: none"> Quiz 	5.2.12 D 5.3.12 C
	19	Students will explain how the surrounding counties' governments vary in terms of geographic size, population, governmental framework, and basic functions.	L	<ul style="list-style-type: none"> Chart Debate on local issues 	<ul style="list-style-type: none"> Evaluation of debate using a qualitative rubric 	5.3.12 A 5.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	20	Students will differentiate boroughs and townships as governmental units.	L	<ul style="list-style-type: none"> Campaign for local governmental position 	<ul style="list-style-type: none"> Evaluation of student campaigns based upon performance rubric 	5.3.12 A 8.2.12 B
	21	Students will describe boroughs and townships as governmental units.	A	<ul style="list-style-type: none"> Chart Discussion 	<ul style="list-style-type: none"> Test 	5.3.12 A 8.2.12 B
Legislative Branch	22	Students will evaluate the role of Congress in today's society.	R	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.1.12 F 5.3.12 A,B 5.3.12 D 8.3.12 C
	23	Students will compare the structure of the House of Representatives and the Senate in the following areas: size and composition, election process, terms, and qualifications.	R	<ul style="list-style-type: none"> Chart: congressional membership and house comparisons 	<ul style="list-style-type: none"> Evaluation of chart 	5.3.12 B 5.3.12 H
	24	Students will describe the committee system in congress and types of committees.	L	<ul style="list-style-type: none"> Lectures Note-taking 	<ul style="list-style-type: none"> Quiz 	5.3.12 C 5.3.12 H
	25	Students will explain the steps of a legislative process in both houses.	R	<ul style="list-style-type: none"> Video: How a Bill Becomes a Law Transparency on process 	<ul style="list-style-type: none"> Discussion of process 	5.3.12 C 5.3.12 H
	26	Students will analyze and debate the power of Congress.	L	<ul style="list-style-type: none"> Student led debate on power of Congress 	<ul style="list-style-type: none"> Test 	5.3.12 H 5.3.12 I
Executive Branch: The Presidency & Bureaucracy	27	Students will describe the interrelated roles of the Presidency.	L	<ul style="list-style-type: none"> Discussion Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.4.12 D
	28	Students will describe the constitutional structure of the Executive Office.	R	<ul style="list-style-type: none"> Examination of Constitution: Article II 	<ul style="list-style-type: none"> Evaluation of constitutional analysis 	5.3.12 B 5.4.12 D
	29	Students will describe the process of presidential succession.	A	<ul style="list-style-type: none"> Examination of Constitution: Article II 	<ul style="list-style-type: none"> Evaluation of constitutional analysis 	5.3.12 F
	30	Students will understand the campaign process and the role of the electoral college.	L	<ul style="list-style-type: none"> Electoral college char to the U.S. 	<ul style="list-style-type: none"> Quiz 	5.3.12 F 8.3.12 C
	31	Students will debate the electoral system and proposed reforms.	L	<ul style="list-style-type: none"> Class debate 	<ul style="list-style-type: none"> Evaluation of debate using a debate rubric 	5.2.12 B 5.3.12 F
	32	Students will identify the Cabinet and its role in the Executive Branch.	A	<ul style="list-style-type: none"> Current cabinet members and discussion or roles Note-taking 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of notes 	5.1.12 M
	33	Students will list the President's executive powers.	L	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.3.12 A 5.3.12 B
	34	Students will explain the	L	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Unit test 	5.3.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		organizational functions of the Executive departments and independent agencies.		<ul style="list-style-type: none"> Note-taking 		5.3.12 D
Judicial Branch	35	Students will describe the basic role of the Judiciary in the governmental process.	L	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.1.12 G 5.1.12 L
	36	Students will identify the structure and functions of the constitutional courts.	L	<ul style="list-style-type: none"> Chart: Federal court appeals process 	<ul style="list-style-type: none"> Evaluation of chart 	5.1.12 L 5.3.12 D
	37	Students will describe the role of the Supreme Court in the following areas: historical significance, judicial review, active vs. passive roles in government.		<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Quiz 	5.1.12 L 5.3.12 B 5.3.12 G
	38	Students will describe the roles of the special courts in the federal court system.	A	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Evaluation of notes 	5.3.12 D
	39	Students will differentiate the role of state courts vs. federal courts.	L	<ul style="list-style-type: none"> Chart comparison 	<ul style="list-style-type: none"> Unit test 	5.1.12 G 5.1.12 L
Economic Systems	40	Students will define economics and state current economic problems.	L	<ul style="list-style-type: none"> Research current issues and discussion Internet research 	<ul style="list-style-type: none"> Oral and written presentation 	6.2.12 F 9.3.12 C 10.1.12 A 10.1.12 B 10.1.12 C 10.5.12 E
	41	Students will explain why economics is a science.	A	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	10.1.12 B
	42	Students will define a circular cash flow model, review graph, and function.	L	<ul style="list-style-type: none"> Create economic model and graph 	<ul style="list-style-type: none"> Evaluate graphs and models 	6.2.12 A
	43	Students will examine the four factors of production, and evaluate their impact on the economy.	L	<ul style="list-style-type: none"> Cooperative learning activity 	<ul style="list-style-type: none"> Peer evaluation 	6.2.12 A 6.5.12 B 6.5.12 F 10.2.12 A
	44	Students will define opportunity cost, and demonstrate how it affects economic decision-making by individuals, businesses, communities, and nations.	U	<ul style="list-style-type: none"> Construct examples 	<ul style="list-style-type: none"> Evaluate examples Unit test 	9.3.12 A 9.4.12 A 10.3.12 B 10.3.12 E 10.4.12 F
	45	Students will evaluate the strengths	U	<ul style="list-style-type: none"> Graphic organizer to compare 	<ul style="list-style-type: none"> Evaluation of graphic 	6.1.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		and weaknesses of traditional, command, and market economics.		economics	organizer	
	46	Students will analyze the impact of traditional, command, and market economies on the U.S. economy.	U	<ul style="list-style-type: none"> Chart activity Discussion 	<ul style="list-style-type: none"> Evaluation of chart 	6.1.12 B
	47	Students will evaluate the economic reasoning behind a choice.	L	<ul style="list-style-type: none"> Cooperative learning activity 	<ul style="list-style-type: none"> Peer evaluation 	6.3.12 B
	48	Students will evaluate the allocation of resources used to produce goods and services.	U	<ul style="list-style-type: none"> Case studies 	<ul style="list-style-type: none"> Quiz 	6.3.12 C
	49	Students will explain marginal analysis and decision-making.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Question and answer session 	6.3.9 D
	50	Students will evaluate regional, national, or international economic decisions using marginal analysis.	U	<ul style="list-style-type: none"> Simulation 	<ul style="list-style-type: none"> Evaluation of students results 	6.3.12 D
	51	Students will evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers, and policy makers.	U	<ul style="list-style-type: none"> Cooperative learning activity 	<ul style="list-style-type: none"> Peer evaluation 	6.3.12 F
	52	Students will define and explain the reasons for trade by using comparative and absolute advantage.	U	<ul style="list-style-type: none"> Construct tables for comparison 	<ul style="list-style-type: none"> Evaluate tables 	6.4.12 A 6.4.12 F
	53	Students will analyze how specialization may increase the standard of living.	L	<ul style="list-style-type: none"> Reading Lecture 	<ul style="list-style-type: none"> Question and answer session 	6.4.12 A
	54	Students will analyze the relationships between trade, competition, and productivity.	L	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Quiz 	6.4.12 B
Supply, Demand, and Market Price	55	Students will define the term demand and evaluate its relation to law of diminishing marginal utility.	L	<ul style="list-style-type: none"> Graph and discuss 	<ul style="list-style-type: none"> Quiz 	6.5.12 A 10.1.12 E 10.3.12 D
	56	Students will state the law of supply and interpret factors that influence supply.	L	<ul style="list-style-type: none"> Graph and discuss 	<ul style="list-style-type: none"> Quiz 	6.5.12 E 10.1.12 E 10.2.12 E
	57	Students will analyze the effects of change in demand, supply, and elasticity on equilibrium price.	L	<ul style="list-style-type: none"> Graph and discuss 	<ul style="list-style-type: none"> Quiz 	6.2.12 E 9.3.12 A 10.1.12 E 10.2.12 D,E 10.3.12 A
	58	Students will define the term market	L	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Quiz 	9.3.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		and describe the function of price in resource allocation.		<ul style="list-style-type: none"> Note-taking 	<ul style="list-style-type: none"> Test 	9.3.12 B 9.4.12 A 10.1.12 E 10.2.12 D 10.3.12 C 10.5.12 B
	59	Students will explain the location and results of an effective price floor and price ceiling.	U	<ul style="list-style-type: none"> Graph Discussion 	<ul style="list-style-type: none"> Evaluation of graph 	6.2.12 H
Work & Earnings	60	Students will explain the organizational function of the three forms of business organizations.	U	<ul style="list-style-type: none"> Computer research 	<ul style="list-style-type: none"> Evaluation of reports oral and/or written 	6.5.12 C
	61	Students will relate the impact of changing technology on business.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	9.3.12 B 10.4.12 D
	62	Students will explain the advantages and disadvantages of business organizations.	L	<ul style="list-style-type: none"> Chart and discuss 	<ul style="list-style-type: none"> Evaluation of chart 	6.2.12 D 6.5.12 B 10.5.12 F
	63	Students will assess the impact of entrepreneurs on the economy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	6.5.12 F
	64	Students will analyze the risks and returns of various investments, i.e., stocks, bonds, mutual funds, savings bonds, and retirement savings.	L	<ul style="list-style-type: none"> Analyze stock market page from newspaper and computer lab 	<ul style="list-style-type: none"> Evaluation of stock market sample 	6.5.12 G
Economic role of Government	65	Students will evaluate the involvement of the government on the economy since 1929.	U	<ul style="list-style-type: none"> Research and create timeline 	<ul style="list-style-type: none"> Evaluation of timeline 	10.1.12 D 10.2.12 F
	66	Students will describe the principles the U.S. government follows when becoming involved in the economy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	9.4.12 B 10.1.12 D 10.2.12 C 10.3.12 A
	67	Students will differentiate the reasons for or against government regulations.	U	<ul style="list-style-type: none"> Debate 	<ul style="list-style-type: none"> Evaluation of debate after debriefing 	9.4.12 B 10.2.12 C 10.2.12 F
	68	Students will identify the procedure the government uses to raise revenue for which expenditures are allocated.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.3.12 I
	69	Students will explain the U.S. tax	A	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.3.12 I

Unit	Num	Objective	Level	Content	Evaluation	Standard
		system.			<ul style="list-style-type: none"> Unit test 	10.2.12 G 10.2.12 J
How Firms Compete	70	Students will differentiate monopoly, oligopoly, monopolistic, and perfect competition.	L	<ul style="list-style-type: none"> Chart and discuss 	<ul style="list-style-type: none"> Evaluation of chart 	9.3.12 E 10.2.12 B 10.2.12 H
	71	Students will analyze the role of profits and loses in the allocation of research in a market economy.	U	<ul style="list-style-type: none"> Calculations Market simulation 	<ul style="list-style-type: none"> Evaluation of calculations 	6.5.12 D
	72	Students will evaluate government regulations of business activity.	U	<ul style="list-style-type: none"> Research of current issues 	<ul style="list-style-type: none"> Evaluation of oral/written report 	10.2.12 F 10.2.12 H
	73	Students will identify the types of mergers and their effect on competition.	U	<ul style="list-style-type: none"> Discussion and research 	<ul style="list-style-type: none"> Evaluation of oral/written report Unit test 	6.3.12 E
The Role of Labor	74	Students will define labor as a factor of production.	L	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Unit test 	6.2.12 A
	75	Students will analyze the composition of the U.S. labor force in comparison to foreign countries.	L	<ul style="list-style-type: none"> Discuss, note-taking, and research of current issues 	<ul style="list-style-type: none"> Quiz and/or evaluation of discussion 	9.3.12 D 9.3.12 E 10.4.12 B
	76	Students will identify current trends in participation rates by groups such as women an young adults.	U	<ul style="list-style-type: none"> Research of current trends Internet research 	<ul style="list-style-type: none"> Discussion Tests 	9.3.12 D 10.4.12 A 10.5.12 C
	77	Students will examine the impact of unions on the U.S. economy and global competition.	U	<ul style="list-style-type: none"> Lecture Note-taking 	<ul style="list-style-type: none"> Quiz 	5.4.12 B 9.1.12 B 9.3.12 D 10.1.12 D 10.4.12 B 10.4.12 C 10.5.12 D
	78	Students will evaluate labor-management relations.	L	<ul style="list-style-type: none"> Lecture Discussion of examples 	<ul style="list-style-type: none"> Unit test 	5.4.12 B 10.5.12 D
Money and Financial Institutions	79	Students will explain the functions and type of banking institutions.	L	<ul style="list-style-type: none"> Lecture Discussion of examples 	<ul style="list-style-type: none"> Quiz 	6.2.12 C
	80	Students will explain how the banking system helps to create money.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	10.2.12 I 10.5.12 G 10.5.12 H 10.5.12 I
	81	Students will summarize the functions and purpose of the Federal Reserve System.	A	<ul style="list-style-type: none"> Problem solving model 	<ul style="list-style-type: none"> Evaluation of student model 	6.2.12 C 10.2.12 I 10.5.12 G-I
	82	Students will critique the theories of monetary and fiscal policy.	L	<ul style="list-style-type: none"> Cooperative activity: group analysis of theorist 	<ul style="list-style-type: none"> Evaluation of group presentation 	10.2.12 I 10.5.12 I

Unit	Num	Objective	Level	Content	Evaluation	Standard
	83	Students will evaluate arguments concerning monetary and fiscal policy as effective means of achieving our economic goal.	L	<ul style="list-style-type: none"> Debate 	<ul style="list-style-type: none"> Evaluation of debate Unit test 	10.2.12 I 10.4.12 G
	84	Students will evaluate benefits and costs of changes in interest rates for individuals and society.	L	<ul style="list-style-type: none"> Problem solving model 	<ul style="list-style-type: none"> Evaluation of student models 	6.5.12 A
The International Economy	85	Students will compare the distribution of wealth across nations.	L	<ul style="list-style-type: none"> Develop chart comparison 	<ul style="list-style-type: none"> Evaluation of chart 	6.5.12 E
	86	Students will evaluate how a nation might benefit by lowering or removing trade barriers.	U	<ul style="list-style-type: none"> Lecture Simulation 	<ul style="list-style-type: none"> Quiz 	6.4.12 C
	87	Students will explain how the location of resources, transportation, and communication networks and technology has affected international economic patterns.	U	<ul style="list-style-type: none"> Reading Research 	<ul style="list-style-type: none"> Unit test 	6.4.12 D
	88	Students will analyze how U.S. consumers and producers participate in the global production and consumption of goods and sources.	U	<ul style="list-style-type: none"> Research of current trends 	<ul style="list-style-type: none"> Evaluation of discussion 	6.4.12 E
	89	Students will evaluate how trade is influenced by comparative advantage and opportunity costs.	U	<ul style="list-style-type: none"> Case studies 	<ul style="list-style-type: none"> Quiz 	6.4.12 F
	90	Students will evaluate characteristics and distribution of international economic activities, i.e., extractive industries (farming, fishing, etc.) materials processing industries (manufacturing and service industries).	L	<ul style="list-style-type: none"> Research of current trends Discussion 	<ul style="list-style-type: none"> Question and answer session 	6.4.12 G