

# ***Course of Study***

*American Government/Economics*

**Warren County Career Center**

**3525 North State Route 48  
Lebanon, Ohio 45036**

**Adopted 4-26-06**

*This document is for the use of the staff at Warren County Career Center.  
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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# *Acknowledgements*

## **American Government/Economics Warren County Career Center**

We would like to take this opportunity to express our gratitude to the following people for their guidance and support in the preparation of this course of study:

Warren County Career Center Administrative Team  
Warren County Educational Service Center  
Mr. Charles Miker  
Mr. Ed Stangel  
Mr. Mark Brown  
Mr. Jim Cargo  
Mr. Mark Rogal

***Warren County Career Center  
Resolution Of School Board Approval***

WHEREAS, representatives of the Social Studies Department of the Warren County Career Center have reviewed the Course of Study; and

WHEREAS, this Course of Study is based upon Academic Content Standards adopted by the State of Ohio for the American Government/Economics program; and

WHEREAS, the Social Studies Department have reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the American Government/Economics Course of Study.

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District Superintendent

Date

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President, Board of Education

Date

## *Statement of Recommendation*

The Social Studies Department at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the American Government/Economics class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 4-26-06

## ***Warren County Career Center Vision Statement***

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

## ***Warren County Career Center Mission Statement***

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

## ***Warren County Career Values***

- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

## ***Course Design***

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

## ***Course Philosophy***

We believe that it is the philosophy of the 12<sup>th</sup> grade American Government/Economics course at the Warren County Career Center to prepare students to be life-long, active participants as citizens in the American democracy. This includes fostering a desire for involvement as voters, consumers, producers, and community members. It is also part of the philosophy to create in students an awareness of the impact of local, state, national, and international events on their lives as stakeholders in the American government system. To achieve these outcomes, students are expected to complete all teacher-assigned tasks inside and outside the classroom as they relate to the American Government/Economics course of study. Students' performance on these assignments will be evaluated by the course instructors. Reading, writing, critical thinking, test taking, and research techniques will be utilized to facilitate student success.

## ***Course Goals***

The course goals for American Government/Economics are to:

1. Introduce world government and economic systems and define democracy.
1. Examine the necessity for, and the process of, writing of the U.S. Constitution.
2. Examine the principles upon which the Constitution is based, as well as the contents of the Bill of Rights.
3. Present the function of political parties and their role in the American government system.
4. Investigate the structure and function of township, county, and city governments.
5. Introduce the structure and function of the three branches of state governments, particularly the characteristics of Ohio General Assembly, Governor, and court system.
6. Examine the structure and function of the three branches of the federal government; the U.S. Congress, Presidency, and Supreme Court.
7. Introduce the basic principles of a market economy as they apply to the United States.
8. Integrate various sources of current events and determine the impact of current events on the American people and their government.

## ***Course Description***

The American Government/Economics course is offered to 12<sup>th</sup> grade students at the Warren County Career Center. It is taught on a 45 minute class period schedule as a year long course. Students earn 1 social studies credit upon completion. Prerequisites are the required American and World History courses taught in 8<sup>th</sup> and 10<sup>th</sup> grades. This is the required American Government course that must be completed by all seniors. The core of the course in the US Constitution and Bill of Rights. The structure and function of the 3 levels of American Government, and the 3 branches within level are the course's main focus. Also emphasized are comparative world government and economic systems, American political parties, current events, and principles of the market economy. The content standards and benchmarks for 11<sup>th</sup> and 12<sup>th</sup> grade Social Studies scope and sequence for the State of Ohio are followed in the course as guidelines. These standards were adopted in spring, 2005.

## *Academic and Technical Integration*

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

## *Technology*

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21<sup>st</sup> century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

## *Students Served*

The population served by this program is seniors at the Warren County Career Center.

# *Scope and Sequence*

## **2002 Ohio Social Studies Content Standards:**

History standard-Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

People in Societies standard-Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Geography standard-Students use knowledge of geographic locations, patterns and processes to show the interrelationship between physical environment and human activity, and explain the interactions in an increasingly interdependent world.

Economics standard-Students use economic reasoning skills and knowledge of economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Government standard-Students use knowledge of the purpose, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote general welfare.

Citizen Rights and Responsibilities standard-Students use knowledge of the rights and responsibilities of citizens in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Social Studies Skills and Methods standard-Students collect, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

## Unit 1 Comparative World Government and Economic Systems

### **1. People in Societies** standard

**Benchmark A.** Identify causes of political and social oppression and analyze ways individuals, organizations and countries respond to resulting conflict.

### **2. Economics** standard

**Benchmark A.** Analyze how scarcity of production resources affect supply, demand, inflation and economic choices.

**Benchmark B.** Analyze the role of fiscal and regulatory policies in a mixed economy.

### **3. Government** standard

**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in U.S. history.

## Unit 2 U.S. Constitution and Bill of Rights

1. **History** standard

**Benchmark A.** Use historical interpretations to explain current issues.

2. **People in Societies** standard

**Benchmark A.** Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

**Benchmark B.** Explain the role of diverse cultural institutions in shaping American society.

3. **Geography** standard

**Benchmark A.** Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.

4. **Government** standard

**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.

**Benchmark B.** Explain how the United States Constitution has evolved including its philosophical foundations, amendments and court interpretations.

5. **Citizen Rights and Responsibilities** standard

**Benchmark A.** Explain how the exercises of a citizen's rights and responsibilities helps to strengthen a democracy.

Unit 3 Modern American Political Parties

1. **History** standard

**Benchmark A.** Use historical interpretations to explain current issues.

2. **People in Societies** standard

**Benchmark A.** Analyze how issues may be viewed differently by various culture groups.

3. **Government** standard

**Benchmark A.** Analyze how citizens participate in the election process in the United States.

4. **Citizen Rights and Responsibilities** standard

**Benchmark A.** Evaluate various means for citizens to take action on a particular iss

Unit 4 Local Governments

1. **History** standard  
**Benchmark A.** Explain patterns of historical continuity and change by challenging arguments of historical inevitability.
2. **Geography** standard  
**Benchmark A.** Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.
3. **Government** standard  
**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.
4. **Citizenship Rights and Responsibilities** standard  
**Benchmark A.** Evaluate various means for citizens to take action on a particular issue.
5. **Social Studies Skills and Methods** standard  
**Benchmark A.** Obtain and evaluate information from public records and other resources related to public policy.

#### Unit 5 State Government

1. **History** standard  
**Benchmark A.** Explain patterns of historical continuity and change by challenging arguments of historical inevitability.  
**Benchmark B.** Use historical interpretations to explain current issues.
2. **Government** standard  
**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States.
3. **Citizen Rights and Responsibilities** standard  
**Benchmark A.** Evaluate various means for citizens to take action on a particular issue.  
**Benchmark B.** Explain how the exercise of a citizen's rights and responsibilities helps strengthen a democracy.

#### Unit 6 U.S. Congress

1. **History** standard

**Benchmark A.** Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

**Benchmark B.** Use historical interpretations to explain current issues.

**2. Government standard**

**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.

**Benchmark B.** Analyze how citizens participate in the election process.

**3. Citizen Rights and Responsibilities standard**

**Benchmark A.** Evaluate various means for citizens to take action on a particular issue.

**Benchmark B.** Explain how the exercise of a citizen's rights and responsibilities helps to strengthen democracy.

Unit 7 U.S Presidency and Executive Branch

**1. History standard**

**Benchmark A.** Use historical interpretations to explain current issues.

**2. Government standard**

**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the U.S. today.

**Benchmark B.** Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.

**Benchmark C.** Analyze how citizens participate in the election process in the U.S.

**3. Citizen Rights and Responsibilities standard**

**Benchmark A.** Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

Unit 8 U.S. Supreme Court and Judicial Branch

**1. History standard**

**Benchmark A.** Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

**Benchmark B.** Use historical interpretations to explain current issues.

2. **People in Societies** standard

**Benchmark A.** Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

3. **Government** standard

**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the U.S. today.

**Benchmark B.** Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court decisions.

4. **Citizen Rights and Responsibilities** standard

**Benchmark A.** Evaluate various means for citizens to take action on a particular issue.

**Benchmark B.** Explain how the exercise of a citizen's rights and responsibilities helps strengthen a democracy.

5. **Social Studies Skills and Methods** standard

**Benchmark A.** Work in groups to analyze an issue and make decisions

Units 1-8 are taught in sequence. Units 9 and 10 on Principles of Economics and Current Events are taught across the American Government course on a nearly daily basis utilizing learning activities from the Our Economic System workbook, a journal, Newsweek magazine, the Dayton Daily News newspaper, Channel 1 programming, as well as other outside materials including the internet.

Unit 9 Principles of Economics

1. **Economics** standard

**Benchmark A.** Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.

**Benchmark B.** Identify factors which inhibit or spur economic growth and cause expansions or recessions.

**Benchmark C.** Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.

**Benchmark D.** Analyze the role of fiscal and regulatory policies in a mixed economy.

**Benchmark E.** Explain the use of a budget in making personal economic decisions and planning for the future.

Unit 10 Current Events

1. **History standard**  
**Benchmark A.** Use historical interpretations to explain current events.
  
2. **People in Societies standard**  
**Benchmark A.** Analyze how issues may be viewed differently by various cultural groups.  
**Benchmark B.** Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.  
**Benchmark C.** Explain the role of diverse cultural institutions in shaping American society.
  
3. **Government standard**  
**Benchmark A.** Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the U.S. today.
  
4. **Citizen Rights and Responsibilities standard**  
**Benchmark A.** Evaluate various means for citizens to take action on a particular issue.  
**Benchmark B.** Explain how the exercise of a citizen's rights and responsibilities helps strengthen a democracy.
  
5. **Social Studies Skills and Methods standard**  
**Benchmark A.** Obtain and evaluate information from public records and other resources related to a public policy issue.  
**Benchmark B.** Critique data and information to determine the adequacy of support for conclusions.  
**Benchmark C.** Work in groups to analyze an issue and make decisions.

# ***TECHNOLOGY STANDARDS***

## **Standard 1: Nature of Technology**

**Students develop an understanding of technology, its characteristics, scope, core concepts\* and relationships between technologies and other fields.**

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

## **Standard 2: Technology and Society Interaction**

**Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.**

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

## **Standard 3: Technology for Productivity Applications**

**Students learn the operations of technology through the usage of technology and productivity tools.**

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

#### **Standard 4: Technology and Communication Applications**

**Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.**

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

#### **Standard 5: Technology and Information Literacy**

**Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.**

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

#### **Standard 6: Design**

**Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.**

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

## **Standard 7: Designed World**

**Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.**

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

# *Performance Measures/Student Assessment/Instructional Strategies*

## **Assessments/Evaluations**

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

## **Instructional Strategies**

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

## **Content Specific Strategies**