

World and American Studies III- Government & Economics

Instructors:

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What's more important – freedom or financial security? Explore these (and other) concepts that spread through the political and economic systems of the United States and the world. Compare and contrast system around the globe, analyzing the influences of government on economics and vice versa. Explore the evolving role of a global citizen and begin to develop the responsibilities of an individual consumer in a global economy. Apply your knowledge of economic concepts and different governing bodies as you investigate problems and propose solutions in your own community.

2 Semesters/1 Credit

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

SSGS 1 Applications of Social Studies Process, Knowledge and Skills: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.

SSGS 2 Civic Engagement: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need.

SSGS 3 Civics and Government: Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.

SSGS 4 Economics: Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.

SSGS 6 History: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Unit 1 Decision Making - Economic Principles and Money Management

Summary Investigation into the benefits of trade, our growing economic interdependence and the costs of increased globalization. Exploring the ways that individuals and governments manage financial resources, the influence of financial institutions and the role of government in the Economy.

Performance Indicators Assessed in Unit
SSGS 4-A: Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in personal, business and national economies.
SSGS 4-B: Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning.

Unit 2 Elections, Political Participation and Influencing Government

Summary Investigation into how people's values impact their party affiliation, how people impact government through elections and special interest groups.

Performance Indicators Assessed in Unit
SSGS 2 - B: Evaluate how people influence government and work for the common good. (MLR b2 E)
SSGS 3- B Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events. (MLR b1 d-E; b3 A)

Unit 3 Trade & Globalization

Summary Exploring the decision making process of individuals and nations as it relates to consumption, production, trade and globalization.

Performance Indicators Assessed in Unit	SSGS 4C: Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues.
Unit 4	Comparative Systems - World Political and Economic Systems
Summary	Comparison between different economic and political systems in the world, how they manage scarce resources while providing for the needs of people, and the relationship with government.
Performance Indicators Assessed in Unit	SSGS 3B: Compare and Evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events SSGS 4-D: Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the United States and various regions of the world; explain the relationship between the region's economic system and its government, and the resulting costs and benefits SSGS 6-D: Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.
Unit 5	Democratic Ideals and Constitutional Principles
Summary	Analyzing contemporary issues as they related to constitutional principles and Supreme Court Cases.
Performance Indicators Assessed in Unit	SSGS 3 - A: Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. SSGS 3 - C: Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. SSGS 6-D: Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.
Unit 6	Project Citizen
Summary	Service Learning project as students look to their community to identify problems, research the validity of their problems, and possible solutions. Students evaluate the possible solutions and pick one to propose and defend before a panel of community experts.
Performance Indicators Assessed in Unit	SSGS 2 - A: Make and present a real or simulated decision on an issue related to a classroom, school, community, civic organization, Maine, U.S., or international entity by applying appropriate and relevant social studies knowledge, research, and ethical reasoning skills. SSGS 2-C: Develop and present, orally and in writing, individual and collaborative decisions and plans by: considering multiple points of view, prioritizing the pros and cons of those ideas and building on the ideas of others and sharing in an attempt to sway the opinion of others.
<u>Summative Assessments Retake</u>	
<ul style="list-style-type: none"> ● Students have the opportunity to retake summative assessments. ● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. ● The highest score a student can receive on a retake or late assessment is a 75. ● The score achieved on a retake will replace the current score (even if the score is lower). ● If a student is making up a test from an absence, that assessment will be graded up to 100. 	
<u>Grading of Formative Assessments</u>	
<ul style="list-style-type: none"> ● Formative assessments will count as 20% of the grade. <ul style="list-style-type: none"> ● Formative assessments may be scored on either a 0-100 scale or a 0-4 scale. ● The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67. ● The method of scoring of formative assessments will be determined by assignment. 	