

# ***Davidson Early College***

## **Honors Civics, Economics, Legal and Political Systems**

**Fall Semester 2007**

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Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experience. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects; this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Honors Civics and Economics will cover the material in greater complexity, novelty, acceleration and/or pacing, and reflect a defensible differentiated curriculum. Honors students will learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. We will incorporate opportunities for each student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishments, exploring areas of his/her interests within the designated course of study. Honor Civics and Economics is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

### ***CIVICS AND ECONOMICS NORTH CAROLINA STANDARD COURSE OF STUDY***

Competency Goal 1: The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.

Objectives

1.01 Describe how geographic diversity influenced economic, social, and political life in colonial North America.

1.02 Trace and analyze the development of ideas about self-government in British North America.

1.03 Examine the causes of the American Revolution.

1.04 Elaborate on the emergence of an American identity.

1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.

1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.

1.07 Evaluate the extent to which the Bill of Rights extended the Constitution.

1.08 Compare the American system of government to other forms of government.

Competency Goal 2: The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.

Objectives

- 2.01 Identify principles in the United States Constitution.
- 2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.
- 2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies.
- 2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes.
- 2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.
- 2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.
- 2.07 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.
- 2.08 Examine taxation and other revenue sources at the national level of government.
- 2.09 Describe the services provided by selected government agencies and how funding is provided.

Competency Goal 3: The learner will analyze how state and local government is established by the North Carolina Constitution.

Objectives

- 3.01 Identify the principles in the North Carolina Constitution and local charters.
- 3.02 Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.
- 3.03 Explain how the state constitution grants and limits the authority of public officials and government agencies.
- 3.04 Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.
- 3.05 Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.
- 3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.
- 3.07 Identify modern controversies related to powers of the state government.
- 3.08 Examine taxation and other revenue sources at the state and local level.
- 3.09 Describe the services provided by state and local government agencies and how funding is provided.

Competency Goal 4: The learner will explore active roles as a citizen at the local, state, and national levels of government.

Objectives

- 4.01 Examine the structure and organization of political parties.
- 4.02 Describe the election process and the qualifications and procedures for voting.
- 4.03 Analyze information on political issues and candidates seeking political office.
- 4.04 Demonstrate active methods of promoting and inhibiting change through political action.
- 4.05 Analyze consequences of compliance or noncompliance with laws governing society.
- 4.06 Describe the benefits of civic participation.
- 4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.
- 4.08 Participate in civic life, politics, and /or government.
- 4.09 Utilize various methods of resolving conflicts.

Competency Goal 5: The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.

Objectives

5.01 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.

5.02 Identify the jurisdiction of state and federal courts.

5.03 Describe the adversarial nature of the judicial process.

5.04 Evaluate the role of debate and compromise in the legislative process.

5.05 Explain how local government agencies balance interest and resolve conflicts.

5.06 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.

Competency Goal 6: The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.

Objectives

6.01 Trace the development of law in American society.

6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.

6.03 Identify the various procedures in the enactment, implementation, and enforcement of law.

6.04 Identify ways citizens can be informed about the laws.

6.05 Investigate the role and responsibility of government to inform the citizenry.

6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.

6.07 Compare responsibilities, jurisdictions, and methods of law enforcement agencies.

6.08 Evaluate methods used by society to address criminal and anti-social behaviors.

Competency Goal 7: The learner will investigate how and why individuals and groups make economic choices.

Objectives

7.01 Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.

7.02 Explain how scarcity influences producers and consumers to make choices.

7.03 Compare examples of tradeoffs and opportunity costs of economic choices.

7.04 Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.

7.05 Explain the impact of investment on human, capital, productive, and natural resources.

7.06 Compare and contrast how different economic systems address key economic factors.

Competency Goal 8: The learner will analyze features of the economic system of the United States.

Objectives

8.01 Compare characteristics of command, market, traditional, and mixed economies.

8.02 Describe how the free enterprise system encourages private ownership of property and promote individual initiative.

8.03 Explain the circular flow of economic activities and how interactions determine the prices of goods and services.

8.04 Illustrate how supply and demand affects prices.

8.05 Predict how prices change when there is either a shortage or surplus.

8.06 Explain how changes in the level of competition can affect price and output levels.

8.07 Identify and describe the roles and functions of various economic institutions and business organizations.

8.08 Evaluate the investment decisions made by individuals, businesses, and the government.

8.09 Describe the role of money in trading, borrowing, and investing.

Competency Goal 9: The learner will analyze features of the economic system of the United States.

Objectives

9.01 Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.

9.02 Describe the impact of government regulation on specific economic activities.

9.03 Explain the impact of the movement of human and capital resources on the United States economy.

9.04 Assess how current events impact decisions made by consumers, producers, and government policy makers.

9.05 Explain the impact on the United States economy of international trade and global products.

9.06 Investigate the ways that domestic and international economies are interdependent.

9.07 Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.

9.08 Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.

Competency Goal 10: The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Objectives

10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.

10.02 Develop, defend, and evaluate positions on issues regarding diversity in American life.

10.03 Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.

10.04 Demonstrate characteristics of effective citizenship.

10.05 Describe examples of recurring public problems and issues.

10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.

Texts: All readings are from packets and online resources; please see <http://patrickminges.info/deccivics/> for readings and resources.

Textbook [supplemental] Remy, Richard et. al. ***Civics Today: Citizenship, Economics, and You***, (Columbus, OH: Glencoe/McGraw Hill, 2003).

## SCOPE AND SEQUENCE

### First Nine Weeks

Aug. 7 -16:	Unit I – Foundations of the American Political System
Aug. 17 - 31:	Unit II – United States Constitution and Federal System
Sept 4 – 10:	Unit III – N.C. Constitution and Government
Sept. 11 - 20:	Unit IV – Local, State, and National Levels of Government
Sept. 21 – Oct. 1	Unit V – Political and Legal Systems
Oct.. 2 - 5:	Mid Term Review
Oct.. 8:	Mid Term Exam

### Second Nine Weeks

Oct. 12 -23:	Unit VI – Law in American Society
Oct. 26 – Nov. 4:	Unit VII – Basic Economics
Nov. 6 – 16:	Unit VIII– Economic Systems of the United States
Nov. 17 - 30:	Unit IX – Business, Labor, and Banking
Dec. 3 - 11:	Unit X – Citizenship
Dec 12 - 17:	Review for End of Course Exam
Dec 18 or 19	End of Course Exam

**ATTENDANCE:** Regular attendance is required. Although it is not graded directly, attendance is shown by experience to be the one factor most closely related to grades. Students who start missing classes usually end up failing the course. As your classroom participation will be part of your final assessment, you should plan to be here for every class and to notify the instructor in case you will have to be absent. If you miss more than eight days, you risk not receiving credit for the course.

**SKILLS:** Since this is an honors course and you have all been accepted into the honors program, your skills should be adequate for what is required. Nevertheless, it is worth mentioning that your reading and writing skills should equip you to do college work. IF you have any concerns in this area, see me early in the semester and not when the assigned work is due.

**CLASSROOM DECORUM:** Please be respectful of your teacher and your fellow students. Work quietly. Raise hand to speak and do not interrupt those speaking. Please stay on topic. Follow directions. Keep nonessential discussions to a minimum. Turn off cell phones and pagers while in class. If you need to be excused, please request permission. Failure to abide by these rules will result in detention.

**INFORMATION TECHNOLOGY SKILLS:** The use of computers and the Internet are now an integral part of the academic and job world. Thus basic computer skills are now as necessary as ordinary literacy was in times past. It is therefore assumed that you have access to a computer and that you can research, download and/or print documents posted on the web. We will discuss this issue on class during the first two weeks and any necessary assistance will be provided. We have computers available during class times when scheduled and the campus library and computer labs are available to students at most times. We will work with the computers very early in the semester where you can become familiar with the online components of this course.

**GRADING:** Late assignments will not be accepted unless arrangements have been made prior to the due date. Any missed work will receive a failing grade for that assignment. Your grade will be based upon your successful completion of classwork/homework, tests, exams, your reflection papers, and your participation in class. It is absolutely critical that you keep up with the readings as you will be asked to reference the readings in class and not being familiar with the material will affect your classroom participation grade. There will be a mid-term and a final exam. The final exam will be the state administered EOC which you have to demonstrate competency [Level III or IV] in order to get credit for the course regardless of your average. . In addition, there will be several reflection papers across the semester of three to five pages length with proper referencing on topics chosen in discussion with me. As this is an honors course, your participation in class discussions and group projects is of critical importance and will have a significant impact upon your grade.

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**[Student's Signature]**

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[Date]

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**[Parent's Signature]**

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[Date]