

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Ag Government
VALLEY ROP #:	AG-4098-AgGov
CDE #:	1400
CBED TITLE:	Other Agriculture & Natural Resources
CBED #:	4098
CTE SECTOR:	Agriculture & Natural Resources
CTE PATHWAY:	Agriculture Business
JOB TITLES:	Related Agriculture Jobs OOH ONET Codes: 45-2011.00, 45-2041.00, 45-2091.00, 45-2092.01, 45-2092.02, 45-2093.00, 45-2099.99

COURSE DESCRIPTION:

This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry.

DATE APPROVED:	November 2000
REVISED DATE(S):	September 2004 / March 2009 / Oct 2009
HOURS:	One Semester – 90 Hours
CREDITS:	5 per Semester
PREREQUISITES:	Previous Agriculture Class or Permission by Instructor
GRADE LEVEL:	12
ARTICULATION:	UC “g” approved
TEXTBOOKS:	<u>Magruder's American Government</u> , by William A. McClenaghan, Publisher: Magruder

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government.
- Distinguish between the branches of government and identify the duties of each branch.
- Identify the social context and public opinion of our government system.
- Outline the process of election.
- Understand the Bill of Rights and explain the meaning and implication of each right in our society.
- Distinguish between the powers of state government and the national government.
- Identify and explain the structure and purposes of world government and leadership.
- Explain the affect of government in regards to agricultural issues.

INSTRUCTIONAL METHODS:

- Lecture
- Demonstrations
- Audio-visual
- Internet
- Guest Speakers
- Field Trips

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Quizzes
- Unit exams
- Semester exams
- Homework
- Class discussions
- Special assignments and projects
- Demonstrations

STUDENT ASSIGNMENTS:

- Primary instructional methods/strategies
 - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.
 - Students will write well-developed essays that indicate their achievement of the state standards for U.S. Government. Essay questions are modeled after those recommended in History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (California Department of Education, 2000).
- Video Projects: Students will view and analyze in writing two videos on U.S. Government topics. Videos will be selected by the students and approved by the supervising teacher.

- Current Events Project: Students will select, read, and analyze in writing at least three articles related to government topics from current newspapers, magazines, etc.
- Research Project: Students will complete a research project on a topic related to government. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, and a historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	State Framework
The Constitution	15	
<ul style="list-style-type: none">• Development of Government<ul style="list-style-type: none">○ Civic republicanism○ Religious tolerance○ Spirit of individualism○ Philosophy of natural rights○ Established church○ Wide ownership of land○ Rural society• Evolution of the Constitution<ul style="list-style-type: none">○ Majority rule/ Minority rights○ Large states/ Small states○ Popular rule/ knowledgeable elite rule○ Equality/Liberty• Essential Principles<ul style="list-style-type: none">○ Separation of powers○ Checks and balances○ Federalism○ Equal representation○ Due process○ Popular sovereignty○ Individual rights/responsibilities○ Common shared values		
American Government	15	
<ul style="list-style-type: none">• Structure<ul style="list-style-type: none">○ Congress○ Presidency○ Bureaucracy○ Judiciary○ Other political parties		
Civil Liberties	15	
<ul style="list-style-type: none">• Social Context<ul style="list-style-type: none">○ Socioeconomic status○ Race○ Sex○ Religion○ Age○ Region• Public Opinion<ul style="list-style-type: none">○ Party identification○ Political ideology○ Attitudes		

- Elections
 - Nomination process
 - Voting
 - Volunteerism
 - Democratic features
 - Funding
- Bill of Rights
 - Freedom of Speech
 - Freedom of Press
 - Right to Assembly
 - Freedom of Religion
 - Due Process
 - Protection Against Discrimination
 - Limit of Power

Federalism

15

- Structure
 - Federal government officers
 - State government officers
 - Local government officers
 - Functions
 - Court systems
 - Law enforcement
- Federal and State Government
 - Reserve powers
 - Incorporation
 - Jurisdiction
 - Resources
- Federal and State Legal Systems
 - Criminal and civil matters
 - Family and juvenile law
- Role of Local Government
 - Education
 - Crime
 - Taxes
 - Regulation
- Basis of Taxation
- Laws Affecting Agricultural Enterprise

Comparative Governments **15**

- World Government
 - Structure
 - Goals
 - Objectives
- National Policy and World Leadership
 - War
 - Treaties
 - Trade

Agricultural Policy **15**

- Domestic and International issues
- Preoccupation with security
- Government influence

Total Hours **90 Total Hours**

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.

- e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation

skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.