

# Course Outline

REVISED: January/2007

**Program:**

Adult Literacy/High School Diploma

**Course of Study:**

High School Diploma

**Course:**

1:2004 Social Studies/Social Science

**37-06-70**

**U.S. Government**

**Credits:** 5

**Hours:** 60

**Prerequisites:**

1. A minimum reading level of 10.0 as measured by the TABE D7/8 reading comprehension test
2. Writing fluency at an English 4 placement level, determined by a student writing sample and evaluated by the receiving instructor
3. Successful completion of U.S. History/1 (37-01-70) and U.S. History/2 (37-01-71) is recommended.
4. Recommendation of an instructor and/or a counselor

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

**Course Description:**

This competency-based course offers a comprehensive survey of the United States government including: development, basic principles, and the amendment processes of the Constitution; organization, responsibilities, and duties of the United States government; major purposes of government; basic constitutional problems faced by adults in a changing society; politics of the nation; practices of the federal government; the rights and responsibilities of adults in a democracy. The competencies in this course are aligned with the History-Social Science Content Standards for California Public Schools. This course has been approved to satisfy the "a" (history-social science) subject area of the UC/CSU "a-g" requirements for freshman admission.

## ***A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS***

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

## ***THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE***

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOMCALDERON  
Adult Curriculum Office  
Instructional and Counseling Services

# ***CBE***

## ***COMPETENCY BASED EDUCATION***

### **Course Outline Competency-Based Component Definitions**

**Course descriptions** state the major emphasis and content of the course.

**Competency areas** are units of instruction based on related competencies.

**Competency statements** are competency area goals that together define the framework and purpose of the course.

**Competencies** fall on a continuum between goals and performance objectives and denote outcome of instruction.

### **Competency-Based Philosophy Overview**

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

## ***COURSE OUTLINE COMPETENCY-BASED COMPONENTS***

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components	Location
GOALS AND PURPOSES	Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 8-14
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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells students before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

### **INSTRUCTIONAL STRATEGIES**

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom. p.22

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

***COURSE OUTLINE COMPETENCY-BASED COMPONENTS  
(continued)***

Course Outline Components	Location
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.	pp. 8-14
Units of study, with approximate hours allotted for each unit, are listed in the <b>COMPETENCY AREA STATEMENTS</b> of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	
<b>EVALUATION PROCEDURES</b>	p. 22
The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.	
Evaluation procedures are detailed in the <b>TEACHING STRATEGIES AND EVALUATION</b> section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.	

## ***ACKNOWLEDGMENTS***

Thanks to TOM CALDERON for writing, editing, and preparing this course outline as competency-based.

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***CALIFORNIA CONTENT STANDARDS  
for U.S. History–Social Science***

**Principles of American Democracy and Economics**

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.1 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.1 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of the government), their interdependence, and the meeting and importance of those values and principles for a free society.
- 12.1 Students analyze the unique roles and responsibilities of three branches of government as established by the U.S. Constitution.
- 12.1 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.1 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.1 Students analyze and compare the powers and procedures of the national, state, tribal and local electives offices.
- 12.1 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.1 Students analyze the origins, characteristics, and development of different political systems across time, with an emphasis on the quest for political democracy, its advances and its obstacles.
- 12.1 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

**Principles of Economics**

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.1 Students analyze the elements of America’s market economy in a global setting.
- 12.1 Students analyze the influence of the federal government on the American economy.
- 12.1 Students analyze the elements of the U.S. labor market in a global setting.



***CALIFORNIA CONTENT STANDARDS  
for U.S. History–Social Science (continued)***

- 12.1 Students analyze the aggregate economic behavior of the U.S. economy.
- 12.1 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

***CBE***  
***Competency-Based Education***

***COMPETENCY-BASED COMPONENTS***  
***for the U.S. Government Course***

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p><b>A. INTRODUCTION</b></p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- contributes to academic success.</p> <p>(.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of classroom policies and procedures.</li> <li>2. Discuss competency areas and minimal competencies for the course.</li> <li>3. Discuss assignment grading and scoring policy.</li> <li>4. Discuss importance of the following personal skills in the classroom/lab environment:               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-confidence</li> <li>c. honesty/perseverance</li> <li>d. self-management/work ethic</li> <li>e. pride in product/work</li> <li>f. dependability</li> </ol> </li> <li>5. Prioritize tasks and meet deadlines.</li> <li>6. Describe the importance of initiative and leadership.</li> </ol>
<p><b>B. PEOPLE AND GOVERNMENT</b></p> <p>Understand the major forms of government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the essential features of a state and describe the theories about the origin of government.</li> <li>2. Cite similarities and differences between unitary and federal governments.</li> <li>3. Summarize the relationship between democracy and free enterprise.</li> <li>4. Name the ways the United States has modified its free enterprise system.</li> </ol>

<p>C. ORIGINS OF AMERICAN GOVERNMENT</p> <p>Understand the origins of American government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain why colonists expected representative government.</li> <li>2. Relate how colonists united against British laws, leading to the Declaration of Independence.</li> <li>3. Explain the weaknesses and achievements of the Articles of Confederation.</li> <li>4. Describe the creation and ratification of the Constitution.</li> </ol>
<p>D. THE CONSTITUTION</p> <p>Understand the development, basic principals, and amendment processes of the United States Constitution.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the structure of and principles behind the Constitution.</li> <li>2. Summarize the powers, duties, and roles of the three branches of the federal government.</li> <li>3. Itemize the ways of proposing and ratifying amendments to the Constitution.</li> <li>4. Classify amendments by type: those dealing with individual rights, those reflecting societal change, and those affecting the structure and powers of government.</li> </ol>
<p>E. THE FEDERAL SYSTEM</p> <p>Understand the concept of federalism and how it provides constitutional safeguards for the people.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Distinguish among the expressed, implied, and inherent powers of the federal government and compare federal powers with state powers.</li> <li>2. Explain how the Constitution regulates interstate relations.</li> <li>3. Examine views of and growth of federalism.</li> <li>4. Summarize the impact of federalism on politics.</li> </ol>
<p>F. THE ORGANIZATION OF CONGRESS</p> <p>Understand the structure of Congress and its members' responsibilities.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the structure of Congress and list the qualifications for congressional membership.</li> <li>2. Describe the rules and procedures used in the House and explain its role in the lawmaking process.</li> <li>3. Contrast the Senate's leadership and role in the lawmaking process with that of the House.</li> <li>4. Identify kinds of congressional committees and principles by which members serve on them.</li> <li>5. Explain how staff members and support agencies participate in the legislative process.</li> </ol>

<p>G. DEVELOPMENT OF CONGRESSIONAL POWERS</p> <p>Understand the power of Congress to enact law.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify and explain classifications of powers through which Congress makes laws for the nation.</li> <li>2. Discuss occasions in which Congress has exercised its power to conduct investigations and practice legislative oversight.</li> <li>3. Analyze the dynamics in the relationship between the legislative and executive branches of the federal government.</li> </ol>
<p>H. THE WORK OF CONGRESS</p> <p>Understand the process of legislation.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain the process by which federal legislation is proposed, reviewed, and enacted.</li> <li>2. Analyze the power of Congress to raise and spend money through tax laws and appropriations bills.</li> <li>3. Identify factors that often influence members of Congress.</li> <li>4. Explain how members of Congress help voters in their state or district.</li> </ol>
<p>I. THE PRESIDENCY</p> <p>Understand the formal and informal powers and duties of the President.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the requirements for the office of president and the role of the vice president.</li> <li>2. Discuss the historical foundations of the Electoral College and its advantage and disadvantages.</li> <li>3. Evaluate how politics influences cabinet appointments and relationships.</li> <li>4. Describe the components of the Executive Office of the President.</li> </ol>
<p>J. PRESIDENTIAL LEADERSHIP</p> <p>Understand the role of leadership of the President.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Summarize the historical changes in the powers of the presidency.</li> <li>2. Describe the seven major roles of the president.</li> <li>3. Evaluate the leadership qualities important to the success of a president.</li> </ol>

<p>K. THE FEDERAL BUREAUCRACY</p> <p>Understand the organization of the federal bureaucracy.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the functions of the cabinet, independent government agencies, and regulatory commissions.</li> <li>2. Evaluate the effectiveness of the civil service system.</li> <li>3. Summarize the advantages and disadvantage of the federal bureaucracy.</li> </ol>
<p>L. THE FEDRERAL COURT SYSTEM</p> <p>Understand the roles of the Supreme Court and lower federal courts.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Compare the jurisdiction of federal and state courts and describe the growth of the Supreme Court.</li> <li>2. Explain the jurisdiction of constitutional and legislative courts and the method of selecting federal judges.</li> <li>3. Describe the jurisdiction of the Supreme Court, the duties of its justices, and the way its justices are selected.</li> </ol>
<p>M. SUPREME COURT DECISIONMAKING</p> <p>Understand the influence of the Supreme Court.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain how the Supreme Court selects, hears, and decides cases.</li> <li>2. Identify ways the Supreme Court shapes public policy and explain the limits on the Court's power.</li> <li>3. Describe the forces that shape the Supreme Court's decisions.</li> </ol>
<p>N. CONSTITUTIONAL FREEDOMS</p> <p>Understand the rights and limits to rights as outlined by the United States Constitution.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss constitutional rights and the importance of the nationalization of the Bill of Rights.</li> <li>2. Explain the establishment and free exercise clauses that define the First Amendment's guarantee of religious freedom.</li> <li>3. Explain how the First Amendment protects diversity of opinion in the United States.</li> <li>4. Analyze First Amendment protections for the sharing of information and opinions.</li> <li>5. Explain the freedoms and restrictions placed by the First Amendment upon gatherings of people.</li> </ol>

<p>O. CITIZENSHIP AND EQUAL JUSTICE</p> <p>Understand the rights and responsibilities of citizenship.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe immigration policy and explain how it has changed.</li> <li>2. Explain the requirements for United States citizenship.</li> <li>3. Summarize the rights of Americans accused of crimes.</li> <li>4. Explain the concept of “equal protection” and the tests by which the Supreme Court determines discrimination.</li> <li>5. Contrast trends and laws intended to ensure equal opportunity, privacy, and citizens’ right to know.</li> </ol>
<p>P. LAW IN THE UNITED STATES</p> <p>Understand civil and criminal law.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss the major foundations and principles of the American legal system.</li> <li>2. Explain the various types of civil law and the steps involved in resolving a civil dispute.</li> <li>3. Classify types of crimes and outline the steps followed in most criminal cases.</li> </ol>
<p>Q. POLITICAL PARTIES</p> <p>Understand the origin, purposes, and structure of political parties in the United States.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Summarize the role of political parties in American politics.</li> <li>2. Describe the organization and function of American political parties.</li> <li>3. Discuss the advantages and disadvantages of the four methods of nominating candidates.</li> </ol>
<p>R. ELECTIONS AND VOTING</p> <p>Understand the role of elections and voting in American government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Examine the role campaign financing and political parties play in electing candidates for public office.</li> <li>2. Summarize the historical expansion of voting rights.</li> <li>3. Evaluate the factors that influence voters and nonvoters.</li> </ol>
<p>S. INTEREST GROUPS AND PUBLIC OPINION</p> <p>Understand the variety of influences upon people’s opinions and decisions.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the types of interest groups in the United States.</li> <li>2. Explain how lobbyists affect public policy.</li> <li>3. Investigate how public opinion is formed in the United States.</li> <li>4. Evaluate the methods used to measure public opinion.</li> </ol>

<p>T. THE MASS MEDIA</p> <p>Understand the power and influence of the mass media as they relate to individuals, to interest groups, and to the government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss the role of mass media in United States politics.</li> <li>2. Evaluate the role the government plays in regulating the mass media.</li> <li>3. Analyze the impact of the Internet on government in the United States.</li> </ol>
<p>U. TAXES AND SPENDING</p> <p>Understand how government policy affects prices, jobs, and economic decisions of individuals.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the kinds of taxes and the methods of borrowing the government uses to raise money.</li> <li>2. Describe the roles of the executive and legislative branches in the preparation of the federal budget.</li> <li>3. Explain the influence of fiscal and monetary policies on the economy.</li> </ol>
<p>V. SOCIAL AND DOMESTIC POLICY</p> <p>Understand how political issues affect social and domestic policy.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the interaction among government, business, labor, and consumers.</li> <li>2. Summarize past and current federal farm and environmental policy.</li> <li>3. Identify the role of the federal government in health care, public assistance, and social insurance.</li> <li>4. Explain the federal government's role in education, housing and urban renewal, and transportation.</li> </ol>
<p>W. FOREIGN POLICY AND DEFENSE</p> <p>Understand the goals and development of United States foreign policy.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the goals and development of United States foreign policy.</li> <li>2. Explain how the executive and legislative branches share foreign policy powers.</li> <li>3. Summarize the roles of the Departments of State and Defense in foreign policy making.</li> <li>4. Describe the tools of foreign policy.</li> </ol>
<p>X. STRUCTURE AND FUNCTION OF STATE GOVERNMENT</p> <p>Understand the organization and function of state government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain the importance and functions of state constitutions.</li> <li>2. Discuss the organization and functions of the three branches of state governments.</li> <li>3. Analyze ways in which state governments write and enforce public policy.</li> <li>4. Identify and evaluate various sources of state revenue.</li> </ol>

<p>Y. STRUCTURE AND FUNCTION OF LOCAL GOVERNMENT</p> <p>Understand the organization and function of local government.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe and compare various forms of local government.</li> <li>2. Explain how local governments provide a range of services to residents of the community.</li> <li>3. Identify problems that metropolitan areas face and potential solutions.</li> </ol>
<p>Z. POLITICAL SYSTEMS IN TODAY'S WORLD</p> <p>Understand different types of political systems in today's world.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Compare parliamentary government and presidential government.</li> <li>2. Discuss the traits that authoritarian governments have in common.</li> <li>3. Evaluate the impact of international organizations on global affairs.</li> <li>4. Identify the major global issues facing the world today.</li> </ol>
<p>AA. DEVELOPMENT OF ECONOMIC SYSTEMS</p> <p>Understand the factors of production in economic systems and the chief characteristics of capitalism.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the factors of production in economic systems and the chief characteristics of capitalism.</li> <li>2. Discuss economic problems that have challenged developing nations and attempt to solve those problems.</li> <li>3. Describe the major obstacles to change in the Russian and Chinese economies.</li> <li>4. Analyze the factors that dominate global economic concerns today.</li> </ol>
<p>BB. EVALUATION</p> <p>(.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Complete course evaluation</li> </ol>



## ***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***

- |               |  |
|---------------|--|
| Resources     | <ul style="list-style-type: none"><li>• Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.</li><li>• Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.</li><li>• Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.</li><li>• Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.</li></ul>  |
| Information   | <ul style="list-style-type: none"><li>• Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.</li><li>• Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.</li><li>• Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.</li><li>• Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.</li></ul>   |
| Interpersonal | <ul style="list-style-type: none"><li>• Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.</li><li>• Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.</li><li>• Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.</li><li>• Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.</li><li>• Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.</li><li>• Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.</li></ul> |
| Systems       | <ul style="list-style-type: none"><li>• Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.</li><li>• Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.</li><li>• Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.</li></ul>   |

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS  
(continued)***

- Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
  - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
  - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Definitions of SCANS Foundation Skills**

- Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
  - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
  - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
  - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
  - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
  - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
  - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
  - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
  - Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
  - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
  - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS  
(continued)***

Personal  
Qualities

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

***CBE***  
***Competency-Based Education***

***CAREER PREPARATION STANDARDS/SCANS SKILLS***  
***for the U.S. Government Course***

CAREER PREPARATION STANDARDS	EXPECTED STUDENT PROFICIENCIES
<p>1. PERSONAL SKILLS</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of classroom policies and procedures.</li> <li>2. Discuss importance of the following personal skills in the classroom environment:               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-confidence</li> <li>c. honesty</li> <li>d. perseverance</li> <li>e. self-management/work ethic</li> <li>f. pride in product/work</li> <li>g. dependability</li> </ol> </li> <li>3. Establish goals for self-improvement and further education/training.</li> <li>4. Prioritize tasks and meet deadlines.</li> <li>5. Understand the importance of initiative and leadership.</li> <li>6. Understand the importance of lifelong learning in a world of constantly changing technology.</li> </ol>
<p>2. INTERPERSONAL SKILLS</p> <p>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss behaviors of an effective team.</li> <li>2. Explain the central importance of mutual respect in interpersonal relations.</li> <li>3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.</li> <li>4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.</li> <li>5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</li> <li>6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</li> </ol>

**CAREER PREPARATION STANDARDS/SCANS SKILLS (continued)**

<p>3. THINKING and PROBLEM-SOLVING</p> <p>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</p>	<ol style="list-style-type: none"><li>1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need.</li><li>2. Use mathematical concepts in application of skills, techniques and operations.</li><li>4. Read, write, and give directions.</li><li>5. Demonstrate skills in technical reading and writing.</li><li>6. Locate information from written and electronic sources, and identify strategies for evaluating their reliability.</li><li>7. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.<ol style="list-style-type: none"><li>a. Work as a team member in solving problems.</li><li>b. Diagnose the problem, its urgency, and its causes.</li><li>c. Identify alternatives and their consequences.</li><li>d. Explore possible solutions.</li><li>e. Compare/contrast the advantages and disadvantages of alternatives.</li><li>f. Determine appropriate action(s).</li><li>g. Implement action(s).</li><li>h. Evaluate results of action(s) taken.</li></ol></li></ol>
<p>4. COMMUNICATION SKILLS</p> <p>Understand principles of effective communication.</p>	<ol style="list-style-type: none"><li>1. Use communication concepts in application of skills, techniques, and operations.<ol style="list-style-type: none"><li>a. Prepare written material.</li><li>b. Analyze written material.</li></ol></li><li>2. Understand and implement written instructions, from technical manuals, written communications, and reference books.</li><li>3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.</li><li>4. Demonstrate active listening through oral and written feedback.</li><li>5. Give and receive feedback.</li><li>6. Demonstrate assertive communications (both oral and written).</li><li>7. Demonstrate writing/editing skills as follows:<ol style="list-style-type: none"><li>a. Write, proofread, and edit business correspondence.</li><li>b. Use correct grammar, punctuation, capitalization, vocabulary and spelling.</li></ol></li><li>8. Select and use appropriate forms of technology for communication.</li></ol>

**CAREER PREPARATION STANDARDS/SCANS SKILLS (continued)**

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<p>5. TECHNOLOGY LITERACY</p> <p>Understand and adapt to changing technology.</p>	<ol style="list-style-type: none"><li>1. Understand and adapt to changing technology.</li><li>2. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.</li><li>3. Identify the characteristics and explain the importance of adapting to changes, being flexible and evaluating goals when working in the interpreting profession.</li><li>4. Understand the importance of lifelong learning in adapting to changing technology.</li></ol>
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## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

For a complete list of textbooks and supplemental instructional material and vendor/publisher information, please refer to the current Adult Secondary Education Catalog and the Adult Secondary Education Instructional Materials Vendor List.

### **INSTRUCTIONAL MATERIALS:**

#### Textbooks

United States Government; Democracy in Action. Student Edition. 2006 Glencoe/McGraw Hill Companies, Inc. ISBN: 0-07-860053-7

United States Government; Democracy in Action. Teacher Wraparound Edition. 2006 Glencoe/McGraw Hill Companies, Inc. ISBN: 0-07-860054-5.

#### Technology

United States Government; Democracy in Action. TeacherWorks, CD-ROM. 2006 Glencoe/McGraw Hill Companies, Inc. ISBN: 0-07-865942-6.

#### Videos

The Thin Blue Line. 1988. Errol Morris, Director. American Playhouse, Channel 4 Television Corporation, Third Floor Productions. ASIN: B00094AS72.

### **RESOURCE PERSONS**

Adult Academic Instruction Supervisor

Adult Academic Instruction Teacher Advisors

# ***TEACHING STRATEGIES and EVALUATION***

## **METHODS AND PROCEDURES**

- A. Individualized and small group instruction
- B. Independent study assignments
- C. Group instruction
- D. Teacher/student discussion
- E. Group discussion
- F. Guest speakers
- G. Field trips

## **EVALUATION**

- A. Teacher observation
- B. Oral reports
- C. Written reports
- D. Chapter tests
- E. Unit Projects
- F. Teacher-developed tests based on the competencies in this course outline

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### **Statement for Civil Rights**

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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