**American Government and Economic Systems**

**Integrated Core Assessment Spring 2019**

Completion of the Integrated Core Assessment for American Government and Economic Systems fulfills the mission statement for the course: Students will become informed, effective decision-makers as well as active participants in America’s political and economic system.

**Task and Purpose:**

Core 1

* Students will identify a topic or dilemma that confronts America’s economic and political system.
	+ Any topic students choose must involve both political and economic elements relevant to the course of study (these elements are those that you defined yesterday)
* Students will then conduct research on the background and history of the issue as well as the arguments made on both sides of the issue.

Core 2

* Students will use the research completed in Core 1 to decide on which side of the issue they support and determine a proper plan of action to address the issue

**Final Products:** Students are responsible for turning in two (2) integrated core assessment products.

Core 1

* A four to five-page informational essay based on research on the topic students have chosen.
	+ The essay will include background and history of the issues, reasons why the issue should be addressed and the arguments for both sides of the issue
	+ The essay should include information from at least five sources with in-text citations and a works cited page

Core 2

* Your stance on the issue and a proper plan of action to address the issue presented in a persuasive letter to a public official. The letter will highlight various aspects of the issue and the plan of action.

**Possible Topics for Research:** Consider these broad topics. Students will choose a specific problem related to one of the topic areas listed below. Students may choose problems from topic areas not included on the list below with teacher approval.

* Taxation
	+ Should the government increase the tax on gasoline to make improvements to our roads and bridges?
* Government Spending
	+ Should the government be spending more money on the military?
* Healthcare
	+ Should the government replace the Affordable Care Act (Obamacare) with a new program?
* Environmental Policy
	+ Should laws be passed to reduce CO2 emissions from factories?
	+ Should environmental regulations be reduced?
* Energy Policy
	+ Should businesses be given a tax break for investing in green energy?
* Regulation of Businesses
	+ Should there be stricter (or looser) child labor laws?
* Copyright Law
	+ Should there be stricter enforcement of laws prohibiting software piracy?
* International Trade
	+ Should we replace the North American Free Trade Agreement with the Us, Canada, Mexico Agreement
	+ Should current tariffs imposed on imports be extended?
* Law, Order, and Public Safety
	+ Does more of an effort need to be made to improve community and police relations?
* Immigration Policy
	+ Should Congress reinstate DACA (Deferred Action for Childhood Arrivals)?
	+ Will building a wall on the border between Mexico and the US have a significant impact illegal immigration?
* Rights of the accused and incarcerated
	+ Should the government end the use of the death penalty?
* The Second Amendment
	+ Should the sale and possession of assault weapons be banned?
* Technology
	+ Should the government finance increased investment in technological advancement (artificial intelligence, etc.)
* Foreign Relations
	+ Should the government continue military action in Iraq? (Syria? Afghanistan?)

**Economic and Political Concepts:** Students must integrate at least one economic and at least one political concept into their analysis of the issue and proposed solution. Below is a listing of concepts from the course to consider in your work.

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| **Economic Concepts** | **Political Concepts** |
| Scarcity TradeoffsMarginal AnalysisProfit Motive Supply and Demand Public Goods Competition Interdependence Monetary and Fiscal Policy Government Intervention Factors of Production Inflation Unemployment Deficit spending Private propertyEconomic FreedomCapitalism  | Representative Government Influences on Government Federalism Separation of Powers Constitutional Government Limited Government Interest Groups Political Parties Legislative process Federal Bureaucracy Campaign Financing Political Participation Political FreedomEqualityRightsDemocracyCommon Good  |

**Core 1 Schedule**

Wednesday 4/17

* Introduce Core and begin choosing topic

Monday 4/22

* Topic chosen and question determined by the end of the block (check point)

Tuesday 4/23

* Begin research on your topic/question and complete “Background” and “Recent

Developments" in the graphic organizer (checkpoint)

Wednesday 4/24 and Thursday 4/25

* Continue research and complete “Arguments For” and “Arguments Against” in the

graphic organizer (checkpoint)

Friday 4/26

* Read sample papers and discuss organization of the essay and rubric used for

grading.

Monday 4/29 through Thursday 5/02

* Work on rough draft in class
* **Rough draft due by the end of the block on Thursday 5/02**

Friday 5/03

* Peer editing of rough drafts
* If you are absent, you will e-mail the rough draft to me as an attached word in order to receive credit and have your draft edited

**Thursday 5/09 - FINAL DRAFT DUE**