



## Academic Government & Economics

Grade 12  
Unit 1

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	1- Role of Government & Politics	2-3 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Role of Government & Politics

### Unit Overview

Students will be able to explain the role of government & analyze the ability of our current government to fulfill this role. Student will compare & contrast government & politics & be able to explain how this impacts the policymaking system. Students will evaluate the policymaking system in the United States & explore the effectiveness of the policymaking system. Students will consider the elements of democracy & examine how the United States compares to those elements, ultimately deciding if the current United States is a democracy. Students will scrutinize the core principles of the United States in order to study how those core principles apply to the current government & society. Finally, students will evaluate the challenges democratic nations face, specifically focusing on the United States' ability to meet those challenges.

### Unit Essential Questions

1. What is the purpose of government? Is our government serving its purpose?
2. What is the difference between government & politics?

### Key Understandings

- All governments make decisions for a society and perform the functions of maintaining a national defense, providing public services, preserving social order, socializing the young & collecting taxes.
- Government is the institution making the decisions for society, whereas politics is the process by which society actually chooses leaders & what policies are pursued.



3. What is the policymaking system & what impact does the policymaking system have on the United States?	<ul style="list-style-type: none"> <li>The policymaking system in the United States begins &amp; ends with the people. It includes linkage institutions, the policy agenda, policymaking institutions &amp; the enactment of policy.</li> <li>This policymaking system is predicated on the participation of the people &amp; needs a well informed active voting public to be robust. In the United States not all demographics equally participate, which leads to a less robust policymaking system.</li> </ul>
4. What are the elements of a democracy? How democratic is the United States?	<ul style="list-style-type: none"> <li>In democratic nations there is: Equality in voting, effective participation, enlightened understanding, free press &amp; free speech to ensure citizen control of the agenda &amp; inclusion</li> </ul>
5. What are the core principles of the United States government?	<ul style="list-style-type: none"> <li>The United States has core principles of individualism, laissez faire, populism, egalitarianism &amp; liberty which are the basis for our political system.</li> </ul>
6. What are the challenges that face democratic nations?	<ul style="list-style-type: none"> <li>As a representative democracy the United States faces the following issues: increased complexity of issues, limited participation in government, escalating campaign costs, &amp; diverse political interests.</li> </ul>
7. What actions can governments legally exercise that are prohibited for individuals?	<ul style="list-style-type: none"> <li>Citizens of almost every government entrusted to exercise certain actions and powers that would be illegal if an individual conducted those same actions. For example declaration/conduction of war and the collection/withholding of tax money.</li> </ul>
8. Is the natural state of human society harmonious or violent?	<ul style="list-style-type: none"> <li>Two Enlightenment philosophers John Locke and Thomas Hobbes shared different views on the state of nature, which led them to different outcomes when it came to what the role of government should be.</li> </ul>
9. Is democracy really the ideal form of government for societies to strive towards?	<ul style="list-style-type: none"> <li>Although the American democratic republic has thrived since its inception some question whether or not democratic reforms are suitable for the many different societies around the world. Many Founding Fathers despised true democracy as witnessed in the French Revolution.</li> </ul>

### Focus Standards Addressed in the Unit

5.3.C.G.	Analyze the influence of <b>interest groups</b> in the political process.
5.3.9.H.	Evaluate the importance of freedom of the press and the political influence of <b>mass media</b> .
5.3.12.D.	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.1.12.C.	Evaluate the application of the principles and ideals in contemporary civic life. <input type="checkbox"/> Liberty / Freedom <input type="checkbox"/> Democracy <input type="checkbox"/> Justice



	<input type="checkbox"/> Equality
CC.8.5.11-12.D.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### Important Standards Addressed in the Unit

5.2.12.D.	Evaluate and demonstrate what makes competent and responsible citizens.
5.1.12.F.	Evaluate the role of nationalism in uniting and dividing citizens.
CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### Misconceptions

1. Students will believe government & politics are the same things.
2. Students will be apathetic to the political system & believe that there is no place for their voice.
3. Students will believe the United States is a democracy.
4. Students will believe there are no problems with a democracy or democratic republican form of government.

### Proper Conceptions

1. The terms government & politics often get used interchangeably, but government refers to the institutions in place to govern a society whereas politics refers to the process.
2. As long as students know the policy making system & understand the process, they have the power to make an impact in politics.
3. The United States is a democratic republic, founded on the principles of being a republic & has had the potential to become more democratic over the course of our history. The United States is not a democracy.
4. As with any choice there are positives & negatives, students will learn that certain issues are more likely to arise when choosing a democratic republic, & as society changes a constant evaluation of the effectiveness of a specific form of government is necessary.

### Concepts

- Government
- Politics
- Policymaking system
- Democracy

### Competencies

- Identify the different between government & politics
- Summarize the policymaking process
- Revise the steps in the policymaking process to enhance the final outcome.
- Evaluate the operation and use of democratic principles in the United States
- Defend the importance of the principles of democracy
- Express how Enlightenment philosophers have described the nature and purpose of the state
- Define government and generate an idea about what government's role should be.
- List the functions that government performs
- Describe the ways in which government can promote the public good
- Contrast the differences between different forms of government
- Contrast the differences between presidential and parliamentary forms of government
- Highlight which principles of democracy are the most important

### Vocabulary

- Government
- Politics
- Political participation
- Policymaking System
- Political Issue
- Policymaking Institutions
- Public Policy
- Democracy
- Majority Rule
- Minority Rights
- Pluralism
- PAC
- Unalienable Rights
- Individualism
- Populism



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## Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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## Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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### 3a Communicating with Students

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
- Instructions will be given both verbally & in written form, especially rubrics for projects.
- Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
  - Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
  - An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
  - Students will be encouraged to delve deeper & ask high cognitive challenge questions
  - Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points
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### 3c Engaging Students in Learning

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
  - Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
  - The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
  - Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding
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### 3d Using Assessment in Instruction

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
  - Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
  - Other formative assessments will include checks for understanding, tickets out the door
  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
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**Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
  3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
  5. Various points of view are considered for specific topics relating to government/economics
  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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**Interdisciplinary Connections:**

Writing responses to reflection questions – English  
Illustrating the policymaking process – Graphic Communication  
Analyzing charts & graphs on political participation – Statistics

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**Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*  
Magruder's American Government textbook  
Teacher constructed power points  
Learn Liberty and other online educational video clips  
Documentary films highlighting economic concepts  
Primary Source documents  
Current event, and academically focused articles

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**Created By:**

Kaitlin Bonner & Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 2

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	2- Revolution to Ratification	3-4 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. **Revolution to Ratification**
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
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### Unit Title

Revolution to Ratification

### Unit Overview

The unit covering the birth of America and its system of government is the cornerstone the government course. This unit provides students with the foundation necessary to make comparisons to the ideas that led to the foundation/creation of our government and current ideas/practices taking place in American government. The unit is aimed towards investigating the political philosophy of the Enlightenment, how it heavily influenced the views of the Founding Fathers, and actions they took to enact those theories into a tangible political unit the United States of America. Specific topics addressed in the unit include, but are not limited to English influences, Road to Independence, Articles of Confederation, Constitutional Convention and the Ratification of the U.S. Constitution.

### Unit Essential Questions

1. How do the ideas from the Enlightenment period influence the views of government for the Founding Fathers?
2. How do the ideas of English government affect

### Key Understandings

- The Enlightenment influenced the political philosophy of our Founding Fathers who in turn built these concepts into our Founding documents.
- The Enlightenment's recognition of the social contract, natural rights, and economic freedom were also fundamental ideas of the Founding Fathers
- English colonial settlers brought with them ideas about



colonial attitudes towards the role of government?	limit and representative government embodied in English documents such as the English Bill of Rights
3. How does the “rule of law” work to limit government power?	<ul style="list-style-type: none"> <li>• Rule of law states that no one is above the law, that government must operate according to well established and clearly written rules, and laws created by those in power must embody universal principles</li> </ul>
4. Why do the 13 English colonies resist colonial unity?	<ul style="list-style-type: none"> <li>• The English colonies were each founded with independent charters that allowed a large degree of self-government.</li> </ul>
5. What are the main forces behind the push for colonial unity?	<ul style="list-style-type: none"> <li>• Colonial culture differed greatly between individual colonies and geographic regions especially when considering religion and economy</li> </ul>
6. How do attitudes and expectations change concerning the powers of the central government due to the experience gained from the Articles of Confederation?	<ul style="list-style-type: none"> <li>• Events such as the Great Awakening, the French and Indian War, and British taxation policies push colonies to overlook their differences in favor of unification.</li> </ul>
7. How did the Founding Fathers reconcile and balance the different factions present at the Constitutional convention?	<ul style="list-style-type: none"> <li>• A lack of governmental authority under the Articles of Confederation convinced more citizens and politicians that in order to persevere, the central government must have more power than state governments</li> </ul>
8. How did the struggle over ratification of the Constitution leave the American people with a better understanding of their newly created government?	<ul style="list-style-type: none"> <li>• Several key compromises at the constitutional convention such as the Connecticut, 3/5ths, and Slave Trade compromise allowed for the complete document known as the Constitution</li> </ul>
9. During the ratification process of the U.S. Constitution would you have been a Federalist or an Anti-Federalist?	<ul style="list-style-type: none"> <li>• The ratification process allowed for a deep and lengthy debate over the contents of the U.S. Constitution and left a legacy of speeches and written text concerning how future generations should interpret the Constitution</li> </ul>

### Focus Standards Addressed in the Unit

5.1.U.D.	<p>Compare and contrast the basic principles and ideals found in significant documents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Declaration of Independence</li> <li><input type="checkbox"/> United States Constitution</li> <li><input type="checkbox"/> <b>Bill of Rights</b></li> <li><input type="checkbox"/> Pennsylvania Constitution</li> </ul>
5.1.12.C.	<p>Evaluate the application of the principles and ideals in contemporary <b>civic life</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Liberty / Freedom</b></li> <li><input type="checkbox"/> <b>Democracy</b></li> <li><input type="checkbox"/> <b>Justice</b></li> <li><input type="checkbox"/> <b>Equality</b></li> </ul>
5.2.C.B.	<p>Analyze strategies used to resolve conflicts in society and <b>government</b>.</p>
5.1.12.B.	<p>Employ historical examples and <b>political philosophy</b> to evaluate the major arguments advanced for the necessity of <b>government</b>.</p>



5.1.U.A.	Apply examples of the <b>rule of law</b> as related to <b>individual rights</b> and the <b>common good</b> .
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### Important Standards Addressed in the Unit

CC.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.H.	Assess the extent to which the reasoning and evidence in a text support the author's claims.

### Misconceptions

1. Colonial/American ideas about government and citizen rights were unique to North America
2. The English colonies were united and always acted as a cohesive unit
3. The Great Awakening was purely a religious movement and had no political impact
4. The French and Indian War and the Revolutionary War were completely separate conflicts
5. American colonists revolt against British because of high taxes on tea
6. The Articles of Confederation was a complete failure
7. All Founding Fathers agreed the Articles of Confederation must be expunged
8. State governments were responsible for ratifying the U.S. Constitution.

### Proper Conceptions

1. Colonists to North America brought with them many ideas concerning natural rights and government
2. Immense differences in culture/geography/climate acted as a road block to colonial unity
3. The Great Awakening acted as a unifying event and instilled a sense of independence in colonists
4. The French and Indian War is the primary cause of the American Revolution
5. Colonists revolt due to a lack of representation in Parliament and various forms of taxation
6. The Articles of Confederation had several noteworthy accomplishments
7. Several noteworthy Founding Fathers protested the termination of the Articles of Confederation
8. Each state held special elections for citizens to serve in conventions specifically formed to approve/disapprove the Constitution

### Concepts

- Limited Government
- Representative Government
- Rule of Law
- Confederation vs. Federation

### Competencies

- Identify the political ideals that the English colonists brought with them to North America
- Describe the major documents that limited the power of English monarchs
- Explain how the ideals of limited and representative government were evident in colonial governments
- Name two early attempts at unity among the colonies
- Identify the British policies that pushed the colonies to cooperate with one another.
- List some of the ideals that influenced the writing of the Declaration of Independence
- Explain the similarities among the newly independent states.
- Describe the powers of the national government under the Articles of Confederation

### Vocabulary

- Magna Carta
- Petition of Right
- English Bill of Rights
- Limited Government
- Representative Government
- Rule of Law
- Mayflower Compact
- Great Awakening
- New England Confederation
- King Philips War
- Albany Plan of Union
- Sons of Liberty



	<ul style="list-style-type: none"> <li>• Explain how limits on its power weakened the national government under the Articles</li> <li>• Describe the states' struggle with unity after independence.</li> <li>• Explain how Shay's Rebellion highlighted the need for a stronger national government</li> <li>• Identify major competing plans of government that were considered at the Constitutional Convention</li> <li>• Describe some of the compromises reached by the delegates</li> <li>• Evaluate the main arguments in the debate over ratification of the Constitution</li> <li>• Discuss the role of a bill of rights during Constitutional ratification process</li> <li>• List the key states that were among the last to ratify the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Stamp Act</li> <li>• Committees of Correspondence</li> <li>• Ratify</li> </ul>
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  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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### **Interdisciplinary Connections:**

English Literature – discussion on English Civil War  
Science -- Enlightenment/Scientific Revolution

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### **Additional Resources:**

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Magruder's American Government textbook  
Teacher constructed power points  
Learn Liberty and other online educational video clips  
Documentary films highlighting economic concepts  
Primary Source documents  
Current event, and academically focused articles

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### **Created By:**

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## Academic Government & Economics

Grade 12  
Unit 3

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	3 - U.S. Constitution	3-4 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
- 3. U.S. Constitution**
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12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

U.S. Constitution

### Unit Overview

This unit covers the key element of the United States Constitution and also introduces the concept of Federalism. The basic principles of the Constitution such as popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism/state's rights for the core of information covered in this unit. Additional focus is given to the Supreme Court's power of judicial review obtained through *Marbury v. Madison*. The amendment process and each of the 27 amendments to the Constitution is covered with an extended focus on the Bill of Rights and how the government guarantees these natural rights to every American citizen. Government violation of the Bill of Rights is also considered. This unit also covers the flexibility/inflexibility of the U.S. Constitution and the debate over whether or not it is a "living document".

### Unit Essential Questions

1. What are the basic principles on which the U.S. Constitution is based?
2. Which one of the 5 basic principles in the U.S. Constitution do you think is the most important?
3. How does the Constitution ensure citizens retain authority over government?

### Key Understandings

- The basic principles of the U.S. Constitution are popular sovereignty, limited government, separation of powers, checks and balances, and federalism.
- The Preamble to the Constitution and the democratic process through elections built into the



<p>4. How does the Constitution maintain a system of balanced government?</p> <p>5. In what ways does the Constitution protect the rights of states?</p> <p>6. Why did the Framers establish ways to amend the Constitution?</p> <p>7. What are the methods for amending the Constitution?</p> <p>8. What is the purpose of the Bill of Rights?</p> <p>9. Should the Constitution be viewed/interpreted as a “living document”?</p> <p>10. How has the executive branch upset the balance of government power established in the Constitution?</p>	<p>Constitution ensures that citizens will have a voice in their government.</p> <ul style="list-style-type: none"> <li>• The national government’s power over its citizens are restrained by the Bill of Rights, specifically listing the powers of each branch, stating powers that the national government does not have, and through omission of those powers throughout the document.</li> <li>• Through concepts like separation of powers (3 branches of government) and checks and balances (presidential veto/ judicial review) the power of government remains balanced.</li> <li>• The idea of federalism ensures that states retain their identity by further dividing government power between national, state, and local governments</li> <li>• The Founding Fathers recognized the importance for the Constitution to adapt and change with American society, but at the same time did not want to allow frivolous changes to the government document.</li> <li>• The amendment process to the Constitution can be initiated by a 2/3 vote in each house of Congress or a national convention can be called by 2/3 of State legislatures. Approval of amendments can be by ¾ State legislatures or ratification conventions</li> <li>• The Bill of Rights act as constitutional guarantees of freedom of belief and expression, freedom and security of the person, and fair and equal treatment before the law. The Bill of Rights guarantees our natural rights and civil liberties.</li> <li>• There are two opposing views for interpreting the Constitution strict constructionist/constitutionalist vs. the “living document” perspective</li> <li>• Executive agreements and executive orders are 2 examples of how the authority granted to the president recently been abused.</li> </ul>
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### Focus Standards Addressed in the Unit

5.3.C.A.	Examine the process of <b>checks and balances</b> among the three branches of <b>government</b> , including the creation of law.
5.1.12.E.	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution
5.1.U.A.	Apply examples of the <b>rule of law</b> as related to <b>individual rights</b> and the <b>common good</b> .
5.1.U.D.	<p>Compare and contrast the basic principles and ideals Found in significant documents:</p> <p><input type="checkbox"/> Declaration of Independence</p> <p><input type="checkbox"/> United States Constitution</p>



	<input type="checkbox"/> <b>Bill of Rights</b> <input type="checkbox"/> Pennsylvania Constitution
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### Important Standards Addressed in the Unit

CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.5.9-10.E.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. The Bill of Rights are part of the original Constitution</li> <li>2. Impeachment means to remove an elected official from office.</li> <li>3. The power of the Supreme court and judicial review is not specifically mentioned in the Constitution</li> <li>4. The words “life, liberty, and pursuit of happiness” are found in the Preamble of the U.S. Constitution</li> <li>5. Marriage is clearly defined in the U.S. Constitution</li> <li>6. The Constitution calls for a public education system to be created by each state.</li> <li>7. The Constitution called for creation of political parties to battle over control of government</li> <li>8. The Constitution ensures that all citizens have the right to vote</li> <li>9. The Constitution confirm that there must be a “separation of church and state”</li> <li>10. The Constitution makes the United States a democracy</li> </ol>	<ol style="list-style-type: none"> <li>1. The Bill of Rights were drafted and approved as one of the 1<sup>st</sup> acts of Congress immediately following the ratification of the Constitution</li> <li>2. Impeachment results in official accusation followed by a trial of the official who is impeached. If convicted that official may be removed from office</li> <li>3. The Supreme Court’s main power of judicial review comes from a ruling on a case called <i>Marbury v. Madison</i>.</li> <li>4. The phrase “life, liberty, and pursuit of happiness” are in the Declaration of Independence</li> <li>5. The U.S. Constitution does not mention marriage anywhere in the Constitution or the amendments</li> <li>6. The Constitution does not specifically mention how states should run education</li> <li>7. Political parties are not mentioned anywhere in the Constitution, but have developed under the flexibility allowed under the political system created by the document.</li> <li>8. The Constitution never explicitly ensures the right to vote. Qualification for voting is left to the states so long as state qualifications do not conflict with the Constitution.</li> <li>9. “Separation of church and state” does not appear in the Constitution. It only guarantees freedom of religion.</li> <li>10. The word democracy does not exist in the Constitution. The word republic is used instead of democracy.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Constitutional/ Unconstitutional</li> <li>• Checks and Balances</li> <li>• Separation of Powers</li> </ul>	<ul style="list-style-type: none"> <li>• List and define the five basic principles on which the U.S. Constitution is based</li> <li>• Discuss and give examples of how the U.S. Constitution ensures the people’s authority over government</li> </ul>	<ul style="list-style-type: none"> <li>• Popular sovereignty</li> <li>• Separation of powers</li> <li>• Checks and Balances</li> <li>• Veto</li> </ul>



<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Congressional Oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of how the U.S. Constitution provides a system of balanced government</li> <li>• Describe how the U.S. Constitution protects the rights of states.</li> <li>• Discuss the reasons framers of the Constitution established ways to amend the document</li> <li>• Describe the two methods for proposing amendments and the two methods from amending the Constitution</li> <li>• Explain the purpose of the Bill of Rights</li> <li>• Explain how the Constitution gives each of the three branches of government flexible powers</li> <li>• Discuss how political parties changed the way government operates</li> <li>• Describe the ways in which the Constitution allows custom and tradition to help shape government</li> <li>• Explain how the Constitution prevents factions from controlling all aspects of government</li> <li>• List way the Constitution ensures that government makes laws that promote the public good</li> <li>• Discuss critics' claims that the Constitution sometimes makes government less effective.</li> <li>• Examine how the enumerated powers and the 9<sup>th</sup> and 10<sup>th</sup> amendments introduces the concept of federalism in government</li> </ul>	<ul style="list-style-type: none"> <li>• Judicial Review</li> <li>• Federalism</li> <li>• Amendment</li> <li>• Repeal</li> <li>• Bill of Rights</li> <li>• Executive agreements</li> <li>• Executive orders</li> <li>• treaty</li> <li>• clause</li> <li>• impeachment</li> </ul>
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### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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## Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

### 3a Communicating with Students

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
- Instructions will be given both verbally & in written form, especially rubrics for projects.
- Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
  - Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
  - An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
  - Students will be encouraged to delve deeper & ask high cognitive challenge questions
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- Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points
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### **3c Engaging Students in Learning**

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
  - Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
  - The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
  - Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding
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### **3d Using Assessment in Instruction**

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
  - Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
  - Other formative assessments will include checks for understanding, tickets out the door
  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
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#### **Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
  3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
  5. Various points of view are considered for specific topics relating to government/economics
  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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#### **Interdisciplinary Connections:**

Writing responses to reflection questions – English

Illustrating the principals of the Constitution – Graphic Communication

Analyzing data to compare our Constitution to other constitutions around the world – Statistics

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#### **Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*

Magruder's American Government textbook

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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#### **Created By:**

Kurt Gladfelter and Kaitlin Bonner

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## Academic Government & Economics

Grade 12  
Unit 5

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	4 - Congress	3-4 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
- 4. Congress**
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Congress

### Unit Overview

Students will be able to explain the intentions of the framers of the Constitution with regards to the legislative branch & each chamber of Congress specifically. Students will provide details regarding the Constitutional requirements governing who may run for Congress, how Congress should operate & the responsibilities of Congress. Students will analyze the process of drawing Congressional districts & discuss the implications of district lines on incumbency & who is elected to office. Students will scrutinize the advantages of incumbency & its effect on Congress' ability to adequately represent its constituents. Students will clarify the work done in various committees & how that impacts the process of a bill becoming a law. Students will explore the effectiveness of Congress & evaluate this effectiveness considering the expectations of the legislature that were created by the founding fathers.

### Unit Essential Questions

1. What were the framers' intentions regarding Congress? How do we know this?

### Key Understandings

- The framer's intended Congress to be the most important branch, as evidence by the greater detail in the Constitution & the order in which it was listed in the Constitution.
- The framer's intended the 2 chambers of Congress to be united in some responsibilities, yet different in their representation of the people & election



<p>2. What rules are established in the Constitution regarding both chambers of Congress?</p> <p>3. What are the advantages of incumbency?</p> <p>4. Are Congress persons adequately able to represent their constituents?</p> <p>5. What are the day to day procedures for both chambers of Congress? How are they similar? How are they different?</p> <p>6. What are the types of committees &amp; how do they impact the running of our country?</p> <p>7. How does a bill become a law?</p>	<p>process.</p> <ul style="list-style-type: none"> <li>The Constitution includes specific requirements regarding age, citizenship &amp; residency in order to run for Congress.</li> <li>The Constitution also establishes specific details regarding the drawing of congressional districts, the size of each chamber, the length of a Congressional term, &amp; prevention of gerrymandering.</li> <li>Incumbents have the advantage in elections because of advertising, credit claiming, position taking &amp; weak opponents</li> <li>Congress persons are inadequate in representing their constituents based upon descriptive representation; however, they are adequate at representing based constituents based upon substantive representation.</li> <li>Most Congressional work is done in committee, which includes: Standing Committees, Joint Committees, Conference Committees &amp; Select Committees. These committees are responsible for the primary job of Congress which is passing legislation &amp; oversight.</li> <li>A bill goes through a specific process on its way to becoming a law which involves: introduction into both Houses of Congress, both Houses of Congress considering &amp; eventually approving the exact same version of the bill, &amp; finally a signature by the President.</li> </ul>
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### Focus Standards Addressed in the Unit

5.2.C.B.	Analyze strategies used to resolve conflicts in society and <b>government</b> .
5.2.12.C.	Evaluate political <b>leadership</b> and <b>public service</b> in a <b>republican form of government</b> .
5.3.12.A.	Analyze the changes in power and <b>authority</b> among the three branches of <b>government</b> over time.
5.3.12.D.	Evaluate the roles of political parties, <b>interest groups</b> , and <b>mass media</b> in politics and public policy.
CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Important Standards Addressed in the Unit

5.1.12.C.	<p>Evaluate the application of the principles and ideals in contemporary <b>civic life</b>.</p> <p><input type="checkbox"/> <b>Liberty / Freedom</b></p> <p><input type="checkbox"/> <b>Democracy</b></p> <p><input type="checkbox"/> <b>Justice</b></p> <p><input type="checkbox"/> <b>Equality</b></p>
5.3.12.C.	Evaluate how <b>government</b> agencies create, amend, and enforce regulations.



CC.8.6.11-12.B.*	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li><input type="checkbox"/> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li><input type="checkbox"/> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li><input type="checkbox"/> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li><input type="checkbox"/> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
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Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. Congress has always been the same size.</li> <li>2. The framers wanted to the people to directly elect all of their Congressional representatives.</li> <li>3. Members of the House of Representatives must live in the district they represent.</li> <li>4. All Senators are up for re-election at the same time.</li> <li>5. You have to have a college degree to be a member of Congress.</li> <li>6. The president has a huge influence on what legislation is considered &amp; passed.</li> </ol>	<ol style="list-style-type: none"> <li>1. As per the Constitution there have always been 2 Senators per state &amp; the House of Representatives' size was determined by Congress, starting with 65 members.</li> <li>2. The framers did not call for the direct election of Senators &amp; it was not until the 17<sup>th</sup> Amendment that people directly voted for their Senators.</li> <li>3. The Constitution does not require residency within the district they represent, only the state in which they reside.</li> <li>4. One third of the Senate is up for re-election every 2 years.</li> <li>5. There are no Constitutional requirements regarding education &amp; currently there are members of Congress with only a high school diploma.</li> <li>6. The president has the ability &amp; Constitutional expectation to suggest legislation. The president has the ability to veto legislation as part of the checks &amp; balances. Ultimately, the laws that are passed in the United States are created by Congress &amp; considered by Congress, so the president is not as influential as many believe.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Constitutional Requirements</li> <li>• Drawing of Congressional Districts</li> <li>• Representation Incumbency</li> <li>• Committees</li> <li>• Bill</li> </ul>	<ul style="list-style-type: none"> <li>• List &amp; explain the Constitutional requirements &amp; expectations of each chamber of Congress.</li> <li>• List &amp; explain the Constitutional qualifications to run for each chamber of Congress.</li> <li>• Explain how congressional districts are drawn &amp; what rules have been put in place to prevent the abuse of the power of drawing Congressional districts.</li> <li>• Evaluate the impact of the advantages of incumbency upon the political system.</li> <li>• Explain how the responsibilities of Congress are divided amongst committees &amp; what each type of committee does on a regular basis.</li> <li>• Trace the process of a bill becoming a law.</li> </ul>	<ul style="list-style-type: none"> <li>• Constituent</li> <li>• Congressional district</li> <li>• Census</li> <li>• Gerrymandering</li> <li>• Incumbent</li> <li>• Casework</li> <li>• Pork Barrel</li> <li>• Earmarking</li> <li>• Bicameral Legislature</li> <li>• House Rules Committee</li> <li>• Seniority</li> <li>• Filibuster</li> <li>• Speaker of the House</li> </ul>



	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of Congress, considering the expectations of the legislature that were created by the founding fathers &amp; the current state of our Congress.</li> </ul>	<ul style="list-style-type: none"> <li>Joint Committees</li> <li>Select Committees</li> <li>Legislative Oversight</li> <li>Bill</li> </ul>
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### Assessments

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**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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## Suggested Strategies to Support Design of Coherent Instruction

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### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
- Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
- An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
- Students will be encouraged to delve deeper & ask high cognitive challenge questions
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- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
- Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
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### 3d Using Assessment in Instruction

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students
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when being assessed

- Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
  - Other formative assessments will include checks for understanding, tickets out the door
  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
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#### **Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
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  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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#### **Interdisciplinary Connections:**

Writing responses to reflection questions – English

Analyzing political cartoons - Art

Analyzing demographics of Congress members – Statistics

Playing the Gerrymandering Game – Technology

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#### **Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*

Magruder's American Government textbook

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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#### **Created By:**

Kaitlin Bonner & Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 5

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	5 - The Election Process	2-3 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
- 5. The Election Process**
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

The Election Process

### Unit Overview

Students will be able to distinguish the types of elections in the United States. Students will be able to trace the evolution of the American electoral process from 1800 to the present. Students will be able to identify factors that influence whether people vote or not. Students will be able to assess the impact of party identification, candidate evaluations & policy opinions on voting behavior. Students will be able to evaluate the effectiveness of the Electoral College system for choosing the president. Students will be able to assess the extent to which elections make government officials pay attention to what voters & analyze the effectiveness of the current electoral system in our democracy.

### Unit Essential Questions

1. What are the different types of elections in the United States?
2. How has the electoral process changed over time?

### Key Understandings

- Elections take place at a variety of levels: local, state or national in order to choose a representative of a party or an individual for that particular office: primary & general, & elections occur at different times in the political cycle: mid-term & presidential elections.
- Overtime the United States has developed an electoral process including primaries, nominating



<p>3. What influences an individual's decision to vote?</p> <p>4. How do party affiliations, views of candidates &amp; where candidates stand on policy issues impact an individual's vote?</p> <p>5. How effective is the Electoral College?</p>	<p>conventions, speeches &amp; media coverage.</p> <ul style="list-style-type: none"> <li>Perceived differences in political parties, political efficacy, civic duty, ease of registering &amp; ease of getting to the polls tend to influence the decision to vote.</li> <li>Political parties are the lens through which voters differentiate who is "on their side" &amp; helps them to make decisions even if they do not know anything about the issues.</li> <li>An individual's perception of a candidate's integrity, reliability &amp; competence often influences who is supported.</li> <li>When voters have a clear sense of their own policy position, know where the candidate stands on the issue &amp; see differences between the 2 candidates on the issue then the voter is more likely to vote for the candidate whose policy coincides with their own.</li> <li>The Electoral College has historically elected the candidate who won the popular vote in all but 4 of the elections. This leads to some debate on both sides as to the effectiveness of the Electoral College.</li> </ul>
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### Focus Standards Addressed in the Unit

5.3.12.J.	Evaluate critical issues in various contemporary <b>governments</b> .
5.3.12.E	Evaluate the fairness and effectiveness of the United States electoral processes, including the <b>electoral college</b> .
5.3.12.A.	Analyze the changes in power and <b>authority</b> among the three branches of <b>government</b> over time.
5.2.12.D.	Evaluate and demonstrate what makes competent and responsible <b>citizens</b> .
5.2.12.C.	Evaluate political <b>leadership</b> and <b>public service</b> in a <b>republican form of government</b> .

### Important Standards Addressed in the Unit

5.1.U.A.	Apply examples of the <b>rule of law</b> as related to <b>individual rights</b> and the <b>common good</b> .
5.1.12.C.	Evaluate the application of the principles and ideals in contemporary <b>civic life</b> . <input type="checkbox"/> <b>Liberty / Freedom</b> <input type="checkbox"/> <b>Democracy</b> <input type="checkbox"/> <b>Justice</b> <input type="checkbox"/> <b>Equality</b>
CC.8.5.9-10.I.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> <li>1. All elections follow the same format.</li> <li>2. Primaries elections have been around since our nation's founding.</li> <li>3. People have always had the opportunity to vote for the president.</li> <li>4. The Electoral College is a bad system.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are both primary &amp; general elections. The format for each depends upon the state you are located in &amp; the type of election.</li> <li>2. Primary elections did not begin to take place until political parties were formed.</li> <li>3. The popular vote for the presidency did not begin until the 1828 election.</li> <li>4. Like many systems the Electoral College is not perfect; however, many of the alternatives, like the popular vote, are just as bad.</li> </ol>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Types of Elections</li> <li>• Current election practices</li> <li>• Impacts on Voting</li> <li>• Electoral College</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between the different types of elections including purpose &amp; process.</li> <li>• Explain the evolution of the electoral process in the United States of America</li> <li>• Evaluate the factors that influence the decision of an individual to exercise their right to vote.</li> <li>• Assess the impact of party affiliations, views of candidates &amp; where candidates stand on policy issues on an individual's vote.</li> <li>• Evaluate the effectiveness of the Electoral College</li> </ul>	<ul style="list-style-type: none"> <li>• Referendum</li> <li>• Initiative petition</li> <li>• Primary</li> <li>• General Election</li> <li>• Suffrage</li> <li>• Political efficacy</li> <li>• Civic Duty</li> <li>• Voter registration</li> <li>• Policy voting</li> <li>• Electoral College</li> <li>• Battle ground states</li> <li>• Retrospective Voting</li> </ul>

### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

## Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

### 3a Communicating with Students

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
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- Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics



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### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
- Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
- An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
- Students will be encouraged to delve deeper & ask high cognitive challenge questions
- Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points

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### 3c Engaging Students in Learning

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
- Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
- The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
- Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding

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### 3d Using Assessment in Instruction

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
- Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
- Other formative assessments will include checks for understanding, tickets out the door
- Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
- The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic

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### Differentiation:

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
5. Various points of view are considered for specific topics relating to government/economics
6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material

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### Interdisciplinary Connections:

Writing responses to reflection questions – English  
Analysis of voting trends – Statistics  
Researching voting practices in each state – Technology  
Analysis of political cartoons – Graphic Communication

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**Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*

Magruder's American Government textbook

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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**Created By:**

Kaitlin Bonner & Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 6

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	The Executive Branch	2-3 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
- 6. The Executive Branch**
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

The Executive Branch

### Unit Overview

This unit covers the executive branch which is primarily made up of the President of the United States, his Cabinet, and bureaucratic institutions under establish under the authority of the president. The powers granted to the U.S. President are found in Article II of the U.S. Constitution. This unit examines the roles, responsibilities, qualifications, and the succession of the office of U.S. President. A large portion of the unit focuses on the issues concerning how the U.S. President is selected, and how the system has evolved into our current system. Highlighted sections of this section of the unit include the Electoral College, presidential primaries, nominations, and party conventions. A section of this unit focuses on the growth of presidential power and how the powers of the president have been used by past presidents. Finally, specific focus is given concerning military, diplomatic, and legislative powers of U.S. Presidents.

### Unit Essential Questions

1. How should U.S. Presidents execute their many roles and responsibilities?

### Key Understandings

- U.S. Presidents act as the leader in many different parts of the government. They are the Commander-in Chief, and typically serve as chief executive, administrator, diplomat, legislator, party leader, and the head of the state.



2. What happens when the President is unable to perform the duties of the office?	<ul style="list-style-type: none"> <li>A detailed and thorough line of Presidential succession has been cemented through the Constitution, the 25<sup>th</sup> Amendment, as well as acts of Congress such as the Presidential Act of 1947.</li> </ul>
3. How and why has the selection of the U.S. President changed over the course of American history?	<ul style="list-style-type: none"> <li>The process of choosing a U.S. President has changed since the original plan found in the U.S. Constitution especially after the election of 1800. The 12<sup>th</sup> amendment addressed the need for change in the election of the president. The introduction of political parties has changed the way we elect presidents through party delegates and state primaries.</li> </ul>
4. Does the current presidential nomination process produce the best candidates for office?	<ul style="list-style-type: none"> <li>Political parties in the U.S. nominate their candidate for president at their national convention. Before the convention, each state holds a special election to decide which candidate should serve as that party's nominee. Different aspects of this system have been criticized by contemporary scholars and reforms have been suggested.</li> </ul>
5. Is the Electoral College an outdated process to elect the President of the United States?	<ul style="list-style-type: none"> <li>Presidential elections are won by securing a majority (270 votes) of electoral votes from the Electoral College not by popular vote. Several major defects in the Electoral College system have been identified and many different solutions have been proposed to change the current system to reflect fairness and transparency.</li> </ul>
6. How much power should the President have?	<ul style="list-style-type: none"> <li>The Constitution grants the U.S. President several key powers such as Commander-in-Chief, signing bills into law, and negotiating treaties. Executive privilege, executive orders, signing statements, line-item veto, and the conduction of undeclared wars by presidents are examples of how executive power has grown.</li> </ul>

### Focus Standards Addressed in the Unit

5.3.C.A.	Examine the process of <b>checks and balances</b> among the three branches of <b>government</b> , including the creation of law.
5.3.12.E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the <b>electoral college</b> .
5.4.C.A.	Explain how United States <b>foreign policy</b> is developed.
5.4.9.E.	Identify the politics of <b>interest groups</b> (e.g. business and labor organizations, ethnic and religious organizations) on <b>foreign policy</b> .
5.3.C.G.	Analyze the influence of <b>interest groups</b> in the political process.



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**Important Standards Addressed in the Unit**

CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.9-10.I.	Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.

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**Misconceptions**

1. U.S. Presidents have the power to declare war.
2. Any person in the United States may become president.
3. Presidents are paid millions of dollars to serve.
4. Presidents win an election by attaining a majority of the popular vote.
5. Presidents do not have any power to make laws

**Proper Conceptions**

1. The Constitution grants the power to declare war to Congress not presidents, however the Presidents role as Commander-in-Chief has allowed them to pursue declared wars.
2. The Constitution places limits on who can become president such as being a natural born citizen.
3. Presidential salary is \$400,000 plus a \$50,000 expense allowance. Presidents do not have many expenses.
4. U.S. presidents are elected by Electoral College.
5. Presidents cannot pass laws by themselves, but do have the power to issue executive orders which are similar to laws.

**Concepts**

- Presidential Roles
- Electoral College
- Nomination process
- Increasing Presidential Power
- Checks on Presidential Power

**Competencies**

1. Describe the role and the powers of the U.S. President.
2. List the qualifications and terms of the president
3. Identify the order of presidential succession
4. List the president's executive and foreign-policy powers.
5. Describe how presidential power has grown over the years
6. Explain how the electoral college system elects a president
7. Describe the process of choosing nominees for a presidential election
8. His
9. Explain the connection between the office of the president and the federal bureaucracy
10. Identify how the cabinet helps to carry out the goals of the executive branch.

**Vocabulary**

- Chief of State
  - Chief Executive
  - Chief Administrator
  - Chief Diplomat
  - Commander-in-Chief
  - Chief Legislator
  - Presidential Succession
  - Electoral College
  - Primary Election
  - Closed/Open Primary
  - Winner-take-all
  - Proportional Representation
  - Caucus
  - National Convention
  - Party Platform
  - Swing voters
  - Battleground State
  - Executive Order
  - Executive Privilege
  - Executive Agreement
  - Pocket veto
  - Pardon
  - Amnesty
  - State of the Union
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## Assessments

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### 3b Using Questioning and Discussion

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**Differentiation:**

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  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
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  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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**Interdisciplinary Connections:**

Writing responses to reflection questions – English

Illustrating the hierarchy of the executive branch – Graphic Communication

Analyzing political cartoons – Art

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**Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*

Magruder's American Government textbook

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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**Created By:**

Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 7

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	7- Judicial System	2 weeks

### Grade Level Summary

The course in American Government covers essential topics to empower young citizens with the knowledge necessary to formulate their own opinions on the decisions made by current and past government policymakers. This course will present students with similar questions about government that were posed to the Founding Fathers. Students will consider what the role of government should be, and measure that against what the Founding Fathers believed that role should be by comparing it to key American political documents such as the Constitution. A thorough examination of how the American system of government works will be conducted. This course will allow students to evaluate the many political processes that currently take place in government, the problems that exist with those processes, and allow students to hypothesize pragmatic solutions to remedy the divisive political environment that currently exists.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
- 7. The Judicial System**
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

The Judicial System

### Unit Overview

This unit primarily focuses on the structure and jurisdiction of different court systems in the United States. The structure and jurisdiction of the federal court system including the Supreme Court, Appellate Courts, and other inferior courts will be examined. Specific attention is given to the powers of the Supreme Court, how cases reach the Supreme Court, and the operation of the Supreme Court. The complex concept of due process and how it is carried out through our court system is explained in depth. Finally, this unit contains a number of decided Supreme Court cases that continue to have significant impact on our society today.



Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> <li>1. What is the best way to organize a proper functioning court system for an entire nation?</li> <li>2. Should states be allowed to run their own court system?</li> <li>3. Is it a good idea to organize courts based off the crime committed or issue at hand?</li> <li>4. Should the U.S. have national Supreme Court?</li> <li>5. Does our current court system establish equal justice under the law for all American citizens?</li> <li>6. Has the judiciary effectively protected the rights of privacy, security, and personal freedom of Americans?</li> <li>7. Which Supreme Court cases are the most relevant and impactful in today's society?</li> <li>8. Should Supreme Court judges practice judicial restraint or activism?</li> </ol>	<ul style="list-style-type: none"> <li>• The U.S. Constitution established only one court; the Supreme Court and directed Congress to establish inferior courts as needed. The 10<sup>th</sup> Amendment to the Constitution also permits each state to form its own court system.</li> <li>• A federal or state court's jurisdiction is limited by geographical bounds, but also there are special courts formed to only deal with specific issues such as courts of appeals, armed forces, civil issues, and tax courts.</li> <li>• The Framers of the U.S. Constitution created a Supreme Court in order to ensure the Constitution remained the supreme law of the land. No state or Congress can make a law that contradicts basic principals found in the Constitution</li> <li>• The 5<sup>th</sup> Amendment of the Constitution ensures every citizen in the U.S. due process under the law. When it comes to enforcing the law governments must act fairly when possible breaches of the law occur and the law themselves must be fairly enforced among the population of citizens.</li> <li>• Scholars of law regularly debate over what role judges, especially on the Supreme Court, should play. Judicial restraint reflects the idea that judges should follow the absolute letter of the law and any precedents set before them. Judicial activism sometimes called "legislating from the bench" believes judge's rulings can actively shape public policy.</li> </ul>

Focus Standards Addressed in the Unit	
5.3.12.F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its <b>Amendments</b> .
5.3.C.A.	Examine the process of <b>checks and balances</b> among the three branches of <b>government</b> , including the creation of law.
5.2.C.B.	Analyze strategies used to resolve conflicts in society and <b>government</b> .
5.2.C.A.	Contrast the rights and responsibilities of a <b>citizen</b> in a <b>democracy</b> with a <b>citizen</b> in an authoritarian system.
5.1.U.A.	Apply examples of the <b>rule of law</b> as related to <b>individual rights</b> and the <b>common good</b> .

Important Standards Addressed in the Unit	
CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



CC.8.5.9-10.E.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
5.1.U.D.	Compare and contrast the basic principles and ideals found in significant documents: <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> United States Constitution <input type="checkbox"/> <b>Bill of Rights</b> <input type="checkbox"/> Pennsylvania Constitution
CC.8.5.9-10.I.	Compare and contrast treatments of the same topic in several primary and secondary sources.

<b>Misconceptions</b> 1. The United States only has one type of court system  2. The Supreme Court may use its power of judicial review to declare any law unconstitutional that Congress passes.  3. The power of judicial review is granted to the Supreme Court from the Constitution.		<b>Proper Conceptions</b> 1. The United States is considered to have a dual court system because each state has its own court system along with the federal court system.  2. The Supreme Court cannot simply choose to review laws passed by Congress. A formal case must be brought to the Supreme Court before the court can review and declare any laws unconstitutional  3. The Constitution does not grant the Supreme Court the power of judicial review. The Court first asserted its power of judicial review in <i>Marbury v. Madison</i> .	
<b>Concepts</b> <ul style="list-style-type: none"> <li>Judicial Review</li> <li>Due Process of the law</li> <li>Judicial restraint vs. Judicial Activism</li> </ul>	<b>Competencies</b> <ol style="list-style-type: none"> <li>Identify the role of the lower courts and describe their authority</li> <li>Explain how the lower courts are organized</li> <li>Describe the process by which lower-court judges are selected</li> <li>Describe how the role of the Supreme Court has changed</li> <li>Discuss how Supreme Court justices are appointed and their term of office</li> <li>Explain how the Supreme Court operates</li> <li>List and describe the main criticisms of the judiciary</li> <li>Explain how the courts' power can be checked by the other branches of government</li> <li>Discuss the difference between civil and criminal law</li> <li>Describe the process an accused person goes through after an arrest</li> <li>Describe the controversy over capital punishment.</li> </ol>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Inferior courts</li> <li>Jurisdiction</li> <li>Concurrent jurisdiction</li> <li>Plaintiff</li> <li>Defendant</li> <li>Original jurisdiction</li> <li>Appellate jurisdiction</li> <li>Judicial restraint</li> <li>Judicial activism</li> <li>Criminal case</li> <li>Civil case</li> <li>Plea-Bargain</li> <li>Docket</li> <li>Majority opinion</li> <li>Concurring opinion</li> <li>Dissenting opinion</li> <li>Court-martial</li> <li>Due process</li> <li>Search warrant</li> <li>Probable cause</li> <li>Exclusionary rule</li> <li>Writ of Habeas Corpus</li> <li>Grand Jury</li> <li>Indictment</li> <li>Subpoena</li> <li>Double Jeopardy</li> <li>Miranda Rights</li> </ul>	



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**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
  - Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
  - An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
  - Students will be encouraged to delve deeper & ask high cognitive challenge questions
  - Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points
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### 3c Engaging Students in Learning

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
  - Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
  - The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
  - Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding
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### 3d Using Assessment in Instruction

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
  - Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
  - Other formative assessments will include checks for understanding, tickets out the door
  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
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**Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
  3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
  5. Various points of view are considered for specific topics relating to government/economics
  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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**Interdisciplinary Connections:**

Writing responses to reflection questions – English  
Debating the Supreme Court decision on landmark cases - Speech  
Analyzing data on the demographics of Supreme Court justices – Statistics

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**Additional Resources:**

Pearson's *Government in America: People, Politics & Policy*  
Magruder's American Government textbook  
Teacher constructed power points  
Learn Liberty and other online educational video clips  
Documentary films highlighting economic concepts  
Primary Source documents  
Current event, and academically focused articles

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**Created By:**

Kurt Gladfelter & Kaitlin Bonner

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## Academic Government & Economics

Grade 12  
Unit 8

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	8 - Basic Free Market Economic Principles	2-3 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed through examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
- 8. Basic Economic Principles**
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

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### Unit Title

Basic Economic Principles

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### Unit Overview

The unit on free market economic principles primarily focuses on an introduction to economics and why an understanding in basic economics is important. Rudimentary concepts such as entrepreneurship, scarcity, trade-offs, opportunity cost, productivity, and the benefits of free trade are covered extensively in this chapter. This unit addresses basic economic questions that consider the allocation of limited resources within society. Graphing in economics is also introduced through the use of the production possibilities curve and how this graph illustrates the ideas behind trade-offs and opportunity costs. Schools of different economic thought (Austrian & Keynesian) will be evaluated to determine which ideas are present in the U.S. today.

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### Unit Essential Questions

1. How are economic decisions made that best serve the individual but at the same time fulfills the needs of society?
2. How does the economy decide the best way to allocate the limited resources available to producers?

### Key Understandings

- In a free market consumers and producers act on their own self-interest efficiently directing the factors of production in order to meet the needs and wants of society.
- People naturally allocate resources to satisfy the greatest number of wants and needs. Producers attempt allocate limited resources effectively to increase profits. In order to do so producers must consider what to produce, how



<p>3. What are the results of economic decisions that consumers and producers make on a daily basis?</p> <p>4. How have popular economic fallacies influenced government policy in the United States?</p> <p>5. How should economists interpret economic choices made by governments, markets, companies, and households?</p>	<p>to produce, and for whom their product should be produced.</p> <ul style="list-style-type: none"> <li>Individuals and business make economic decisions every single day and each decision has consequences. Economists describe these consequences that consumers and producers face as trade-offs. Trade-offs mean that with every choice made something else is sacrificed. Economists can measure opportunity costs using a production possibilities curve.</li> <li>Several popular held beliefs that economists refer to as fallacies have helped to formulate public policy. Economists refer to these beliefs as myths because empirical data has shown these popular beliefs as false. Some of the most popular fallacies considered are broken window fallacy, Luddite fallacy, and government job creation.</li> <li>A job of an economist often involves administering large amounts of statistical data concerning the economy of country, corporation, or household. Economists are trained to not only see the direct result of a law, policy, or major decision but also the unintended consequences that might otherwise go undetected by the untrained eye.</li> </ul>
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### Focus Standards Addressed in the Unit

6.1.W.A.	Analyze how <b>choices</b> are made because of <b>scarcity</b> .
6.1.C.B.	Evaluate the economic reasoning behind a choice.
6.1.C.C.	Explain the <b>opportunity cost</b> associated with <b>government policies</b> .
6.2.C.A.	Analyze the flow of <b>goods</b> and <b>services</b> in the national economy.
6.3.12.B.	Assess the government's role in regulating and stabilizing the state and national economy.

### Important Standards Addressed in the Unit

CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### Misconceptions

- Advances in technology does not significant alter a nations economy.

### Proper Conceptions

- Technological innovation is one key transformer of any economy. New technology and abruptly change the direction of a country's economy or even the entire worlds economy. There are many examples to



<p>2. A majority of people in the United States one day become business owners themselves.</p> <p>3. Economics is only concerned with money.</p>	<p>illustrate this point such as automobile or internet.</p> <p>2. Studies show that entrepreneurship in the United States is becoming more difficult. Typically, more businesses fail than go on to succeed.</p> <p>3. While money is an integral part concerning the study of economics it really is only represents a small part of the entire discipline. Economists study a vast range of topics from subsidies to property rights</p>
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Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Micro vs. Macro Economics</li> <li>• Factors of Production</li> <li>• Productivity</li> <li>• Opportunity Costs</li> <li>• Production Possibilities Curve</li> <li>• Austrian vs. Keynesian Economics</li> <li>• Broken Window Fallacy</li> <li>• Luddite Fallacy</li> </ul>	<ol style="list-style-type: none"> <li>1. Define economy and economics</li> <li>2. Identify factors of production</li> <li>3. Consider the value of entrepreneurship in an economy</li> <li>4. Investigate why scarcity exists</li> <li>5. Identify issues that producers must address to distribute resources</li> <li>6. Explain why producers study productivity</li> <li>7. Understand why sacrifice is an important element of economic choice.</li> <li>8. Identify the assumptions involved in creating a production possibilities curve</li> <li>9. Determine why future possibilities might differ from current production possibilities</li> <li>10. Compare and contrast the differences between Austrian and Keynesian economics</li> <li>11. Investigate popular economic fallacies</li> <li>12. Discuss the affect that technological progress can have on economies</li> </ol>	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Microeconomics</li> <li>• Macroeconomics</li> <li>• Consumer</li> <li>• Producer</li> <li>• Good</li> <li>• Service</li> <li>• Resource</li> <li>• Factor of Production</li> <li>• Natural resource</li> <li>• Capital resource/good</li> <li>• Consumer good</li> <li>• Technology</li> <li>• Entrepreneur</li> <li>• Scarcity</li> <li>• Allocate</li> <li>• Productivity</li> <li>• Efficiency</li> <li>• Division of Labor</li> <li>• Specialization</li> <li>• Trade-off</li> <li>• Opportunity Cost</li> <li>• Production Possibilities Curve</li> <li>• Exchange</li> <li>• Value</li> <li>• Utility</li> <li>• Interdependence</li> </ul>

## Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely



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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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### **3a Communicating with Students**

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
- Instructions will be given both verbally & in written form, especially rubrics for projects.
- Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### **3b Using Questioning and Discussion**

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
- Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
- An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
- Students will be encouraged to delve deeper & ask high cognitive challenge questions
- Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points

### **3c Engaging Students in Learning**

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
- Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
- The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
- Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding

### **3d Using Assessment in Instruction**

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
- Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
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- The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic

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### **Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
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  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
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  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
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  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
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10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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**Interdisciplinary Connections:**

Entrepreneurship Project - Business Education

Writing responses to reflection questions – English

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**Additional Resources:**

McGraw *Essentials of Economics*

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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**Created By:**

Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 9

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	9 – Investing & the Stock Market	1 week

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed thorough examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
- 9. Investing & the Stock Market**
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Investing & the Stock Market

### Unit Overview

Students will be able to compare & contrast type of stocks, analyzing which type of stock would be their preferred method of investing. Students will be able to justify the decision to invest in the stock market & evaluate expectations of investors when participating in the market. Students will be able to compare & contrast the various stock markets around the world & analyze the impact of the differences between the markets. Students will be able to elucidate the process by which stock is traded on the floor of the NYSE. Students will be able to read & analyze a stock quote & students will apply this information to participate in a stock market game simulation.

### Unit Essential Questions

1. What are stocks? What are the differences between types of stocks?
2. Why do people invest in the stock market? What are realistic expectations investing in the stock market?
3. How are stocks markets are the world similar? How

### Key Understandings

- Stocks are an opportunity to be part owner in a company through common, preferred or different class stock.
- People invest in the stock market because of the opportunity for a greater return on their investment & the general trend of long term growth that the market has had historically.
- Stock markets around the world operate consistently



are stock markets around the world different?	with rules regarding information about stock, trading times & brokers. Stock markets around the world differ in location, type of stock available & specific rules about trading.
4. How are stocks traded on the NYSE?	<ul style="list-style-type: none"> <li>Stocks are traded at the NYSE through a complex series of rules overseen by the SEC, ultimately leading to face to face exchange on the floor of the stock market.</li> </ul>
5. How do you obtain information about the value of stock & how do you analyze that information?	<ul style="list-style-type: none"> <li>Information about stocks can be found online or in newspapers including but not limited to: price, high &amp; low, dividend, yield, PE ratio, volume traded &amp; if the stock is up or down for the day.</li> </ul>

### Focus Standards Addressed in the Unit

6.5.12.G.	Analyze the risks and returns of various investments.
6.4.12.D.	Analyze how changes in transportation, communication networks, and technology affect economic <b>interdependence</b> around the world in the 21 <sup>st</sup> century.
6.4.12.C.	Evaluate the impact of <b>multinational corporations</b> and other non-government organizations.
CC.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Important Standards Addressed in the Unit

6.5.12.E	Compare distribution of wealth across nations.
6.5.12.B.	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
6.2.12.F.	Evaluate the impact of <b>private economic institutions</b> on the individual, the national and the international economy.

### Misconceptions

- There is only one type of stock.
- Only rich people invest in the stock market.
- Companies make money every time their stock is traded.
- All stocks have dividends.
- There is only one stock market in the world.
- You can only make money when the price of a stock increases.

### Proper Conceptions

- There are different types of stock including common, preferred & various classes.
- Anyone can invest in the stock market & a large percentage of Americans have money directly or indirectly tied to the stock market.
- Companies only make money in the primary market, during their initial public offering; most trading is done on the secondary market where the individuals who make money are private investors.
- Most stocks do not pay dividends; it is up to the individual company.
- There are multiple stock markets within the United States & around the world.
- It is possible to make money when the market is doing poorly or stock is going down in price by short



		selling.
<b>Concepts</b> <ul style="list-style-type: none"> <li>• Stock</li> <li>• Reasons for investing in stocks</li> <li>• Stock Market</li> <li>• NYSE</li> </ul>	<b>Competencies</b> <ul style="list-style-type: none"> <li>• Differentiate the types of stock</li> <li>• Justify stock market investment &amp; evaluate expectations of stock market investors</li> <li>• Compare &amp; contrast various stock markets around the world</li> <li>• Explain the process by which stocks are traded on the NYSE</li> <li>• Read a stock quote &amp; explain what each column of data means</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Stock</li> <li>• Shareholder</li> <li>• IPO</li> <li>• Dividends</li> <li>• Dow Jones Industrial Average</li> <li>• Bull Market</li> <li>• Bear Market</li> <li>• Brokers</li> <li>• Commission</li> <li>• Ticker Symbol</li> <li>• NASDAQ</li> </ul>

### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

## Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

### 3a Communicating with Students

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
- Instructions will be given both verbally & in written form, especially rubrics for projects.
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### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
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### 3c Engaging Students in Learning

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences



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- Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
  - The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
  - Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding
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### **3d Using Assessment in Instruction**

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
  - Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
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  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
- 

### **Differentiation:**

1. Lectures follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
  3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
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  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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### **Interdisciplinary Connections:**

Writing responses to reflection questions – English  
Stock Market Skit – Drama  
Stock Market Game - Finance

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### **Additional Resources:**

McGraw's *Essentials of Economics*  
Teacher constructed power points  
Learn Liberty and other online educational video clips  
Documentary films highlighting economic concepts  
Primary Source documents  
Current event, and academically focused articles

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### **Created By:**

Kaitlin Bonner & Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 10

### Subject

Academic Government & Economics

### Grade

12<sup>th</sup>

### Unit

10 - Economic Systems and Free Enterprise

### Suggested Timeline

2-3 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed through examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
- 10. Economic Systems & Free Enterprise**
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Economic systems and Free Enterprise

### Unit Overview

Like individuals, society must constantly answer basic economic questions like what to produce and how to produce it. Different societies around the world have answered questions about production and distribution of resources differently. This unit examines, compares, and contrasts the different types of economic systems in existence in order to evaluate which system meets the consumer's and producer's wants and needs. Decisions made within an economic system often affect the vast interlocking network of production and consumption that is the economy. Governments often involve themselves in when it comes to making these decisions. Historically, the United States economy has operated a free-market or capitalist system. However, more recently most would agree. This unit explains in detail the essential components of free enterprise, and why these pieces must be in place for a free-market to function properly.

### Unit Essential Questions

1. Why do market based economic systems produced the most wealth for the greatest amount of people compared to other systems?
2. Is it fair to criticize the free market or capitalist economic systems as a producer of economic inequality in society?

### Key Understandings

- In a market economy there is a strong incentive for efficiency and innovation for producers due to competition between businesses.
- The leading criticism of market economies is that they breed economic inequality within society due to the unbalanced distribution of wealth. Supporters of market systems argue that market economies



<p>3. Could the free enterprise system still function if one of the five main features of free enterprise was missing?</p> <p>4. What is the best way for governments to regulate the decisions made by consumers and producers in a free enterprise system?</p> <p>5. What kind of economic goals should government policymakers set for society to achieve?</p> <p>6. Is it a good idea for governments to set economic goals for society to achieve?</p>	<p>provide fairness because it rewards those who provide society with the best goods and services.</p> <ul style="list-style-type: none"> <li>The five main features of free enterprise are private property guaranteed contracts, individual choice/self-interest, economic competition, limited government/regulations. Most free market economists argue that if one of these is slighted the operation of the free market will drastically suffer.</li> <li>Governments play a vital role in the free enterprise system. Most free market economists argue that governments must provide security for the market to function, uphold any contracts agreed between two parties, settle disputes within the marketplace, and provide a uniform sound currency for prices.</li> <li>Often time's economists argue that government needs to set goals for the economy. Many believe the U.S. economy should strive for economic freedom, efficiency, equity, security, stability, and growth. However, disagreements often arise as to what these terms mean. For example, what is economic equality?</li> <li>Critics of economic goal setting argue that this only tempts government policymakers to get more involved in the operation of the free market which ultimately hinders its functionality.</li> </ul>
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### Focus Standards Addressed in the Unit

6.2.12.B.	Analyze the effect of changes in the level of <b>competition</b> in different <b>markets</b> .
6.2.12.G.	Evaluate various <b>economic systems</b> .
6.3.12.A.	Evaluate the <b>costs</b> and benefits of government decisions to provide <b>public goods</b> and <b>services</b> .
6.3.12.B.	Assess the government's role in regulating and stabilizing the state and national economy.
6.3.12.D.	Evaluate the role that governments play in international <b>trade</b> .

### Important Standards Addressed in the Unit

CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.

### Misconceptions

- The United States has a free market/market economy.

### Proper Conceptions

- Although the United States was founded based on free market principles it would be incorrect to



2. There is no self regulation built into free markets	describe the U.S. economy today as a free market.
2. Regulations are built into free enterprise. For example, producers cannot get away with charging unreasonable prices for their products because consumers will not pay for them.	

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• Role of Government in Free Enterprise</li> <li>• Adam Smith's Invisible Hand</li> <li>• Capitalism vs. Socialism</li> <li>• Formation of Monopolies</li> <li>• Regulation of the Free market</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the three basic economic questions are answered in traditional, command, and market economies</li> <li>• Explain the roles of self-interest and incentives in a market economy</li> <li>• Describe the main features and types of mixed economies</li> <li>• Describe the main components of the development of free enterprise in the United States</li> <li>• Evaluate the main components of a free enterprise</li> <li>• Name the two markets of the circular flow model</li> <li>• Explain how the circular flow model reflects exchange</li> <li>• Describe how nations decide how to use scarce resources</li> <li>• List and define the major goals of the U.S. economy</li> <li>• Explain why there are many conflicting economic goals within society</li> </ul>	<ul style="list-style-type: none"> <li>• Market</li> <li>• Traditional economy</li> <li>• Command economy</li> <li>• Market economy</li> <li>• Self-interest</li> <li>• Incentive</li> <li>• Mixed economy</li> <li>• Capitalism</li> <li>• Democratic/authoritarian socialism</li> <li>• Invisible Hand</li> <li>• Free-enterprise</li> <li>• Private property</li> <li>• Contract</li> <li>• Economic competition</li> <li>• Monopoly</li> <li>• Product/resource market</li> <li>• Standard of Living</li> <li>• Full employment</li> <li>• Price stability</li> <li>• Inflation/Deflation</li> <li>• Eminent Domain</li> <li>• Voluntary Exchange</li> <li>• Self-Regulation</li> <li>• Crony/Corporate Capitalism</li> <li>• Mercantilism</li> <li>• Protectionism</li> </ul>

### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

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**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

### Suggested Strategies to Support Design of Coherent Instruction

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### 3a Communicating with Students

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- Instructions will be given both verbally & in written form, especially rubrics for projects.
  - Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
  - Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### **3b Using Questioning and Discussion**

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
- Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
- An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
- Students will be encouraged to delve deeper & ask high cognitive challenge questions
- Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points

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### **3c Engaging Students in Learning**

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
- Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
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- Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding

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### **3d Using Assessment in Instruction**

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
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### **Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
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  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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**Interdisciplinary Connections:**

Writing responses to reflection questions – English

Illustrating flow of economic activity in a free market system – Graphic Communication

Analyzing charts & graphs the effectiveness of each economic system – Statistics

Analyzing a business' role in the flow of economic activity in a free market system – Business

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**Additional Resources:**

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**Created By:**

Kurt Gladfelter and Kaitlin Bonner

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## Academic Government & Economics

Grade 12  
Unit 11

### Subject

Academic Government & Economics

### Grade

12

### Unit

11 - Demand, Supply, & Market Equilibrium

### Suggested Timeline

3-4 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed through examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
- 11. Demand, Supply & Market Equilibrium**
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Demand Supply and Market Equilibrium

### Unit Overview

In a free market, consumers hold a great deal of power in the economy. The goods and services people buy have a tremendous impact on the types of products that will be offered and the amount of those products that is available for consumption in the marketplace. Producers are constantly working to meet the needs and wants which consumers demand in an attempt to earn a profit and further grow business. Both consumers and producers are governed by fundamental economic concepts that are present in all free market economic systems. The interaction between the laws of demand and supply result in what economists call market equilibrium. This unit examines how consumers and producers achieve market equilibrium through the constant operation of, and communication through supply and demand.

### Unit Essential Questions

1. What are the best ways consumers can observe the law of demand at work in the marketplace?
2. What is the most important factor, to consider when measuring how much supply or demand there will be

### Key Understandings

- The law of demand can be explained by examining three economic concepts known as the income effect, the substitution effect, and diminishing marginal utility. Each concept helps to explain how the price of a good or service can increase or decrease the quantity demanded.
- Price is by far the most important factor when determining supply and demand. However, there



for a product?	are several other factors besides price that can cause major shifts in the demand for a specific good or service. Economists call this contributing factors determinants of demand/supply
3. Does the motive to make profits explain the actions of all suppliers in a free market?	<ul style="list-style-type: none"> <li>In a free market the profit motive is key in the decision making process of all successful businesses (producers) in the marketplace. Profits are achieved when revenues are greater than the costs of production. The profit motive is essential to directing resources to their most efficient use.</li> </ul>
4. How can a business decide what level of production is the most efficient for their company?	<ul style="list-style-type: none"> <li>Consideration of productivity is essential for any business seeking to maximize efficiency and profits. Businesses must consider numerous variables when determining production levels. Economic laws, such as the law of diminishing returns can help producers make decisions about production levels.</li> </ul>

### Focus Standards Addressed in the Unit

6.2.12.D.	Predict how changes in <b>supply</b> and <b>demand</b> affect <b>equilibrium price</b> and <b>quantity</b> sold.
6.1.12.D.	Predict how changes in <b>incentives</b> may affect the choices made by individuals, businesses, communities, and nations.
6.3.12.C.	Evaluate the social, political, and <b>economic costs/benefits</b> of potential changes to taxation policies.
6.5.12.D.	Analyze the role of profits and losses in the allocation of resources in a market economy.
6.2.12.F.	Evaluate the impact of <b>private economic institutions</b> on the individual, the national and the international economy.

### Important Standards Addressed in the Unit

6.5.12.F.	Assess the impact of <b>entrepreneurs</b> on the economy.
CC.8.6.11-12.A.	Write arguments focused on discipline-specific content.
CC.8.5.9-10.H.	Assess the extent to which the reasoning and evidence in a text support the author's claims.

### Misconceptions

- Price is the only thing that matters for consumers and producers in the marketplace.

### Proper Conceptions

- Economists use strong empirical evidence to show how many different factors besides price can effectively alter the supply/demand for any number of products.

### Concepts

- Law of Demand vs. Supply
- Determinants of Demand and Supply
- Demand/Supply

### Competencies

- Explain what the law of supply/demand means for prices
- Illustrate the meaning of demand/supply curves and schedules
- Describe the meaning behind a shift in a products demand/supply

### Vocabulary

- Quantity demanded/supplied
- Law of demand/supply
- Income effect
- Substitution Effect



<ul style="list-style-type: none"> <li>Schedules</li> <li>Demand/Supply Curves</li> <li>Diminishing marginal utility and law of diminishing returns</li> <li>Costs of Production</li> <li>Subsidy vs. Tax breaks</li> <li>Profit motive</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the factors that can shift supply/demand for a product</li> <li>Contrast the differences between substitute and complementary goods</li> <li>Define supply/demand elasticity</li> <li>Contrast the differences between elastic and inelastic supply/demand</li> <li>Explain how demand/supply elasticity is measured</li> <li>Discuss the differences between a tax and subsidy</li> <li>Evaluate why productivity is so important for producers in a free market</li> <li>Explain how changes in production costs affect producers' supply decisions</li> <li>Role-play the law of diminishing returns</li> </ul>	<ul style="list-style-type: none"> <li>Diminishing marginal utility</li> <li>Determinants of demand/supply</li> <li>Substitute good</li> <li>Complementary good</li> <li>Profit</li> <li>Revenue</li> <li>Cost of production</li> <li>Demand/Supply Curve</li> <li>Tax</li> <li>Subsidy</li> <li>Regulation</li> <li>Law of Diminishing Returns</li> <li>Economies of scale</li> <li>Fixed cost</li> <li>Variable cost</li> <li>Depreciation</li> <li>Overhead</li> </ul>
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### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

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### 3a Communicating with Students

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### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
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#### Differentiation:

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8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material

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#### Interdisciplinary Connections:

Analyzing trends for Consumer Tastes & Preferences – Marketing

Writing responses to reflection questions – English

Graphing & interpreting Demand, Supply & Market Equilibrium – Math

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#### Additional Resources:

McGraw *Essentials of Economics*

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Primary Source documents

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## Academic Government & Economics

Grade 12  
Unit 12

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	12 – Market Failure & the Role of Government	3-4 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed thorough examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
- 12. Market Failure & the Role of Government**
13. Money, Banking & the Federal Reserve
14. Personal Finance

### Unit Title

Market Failure & the Role of Government

### Unit Overview

Students will be able to differentiate between public & private goods & in doing this they will be able to justify why the government involves itself with public goods. Students will be able to compare & contrast externalities & analyze their impact on society. Students will be able to discern the situations in which individuals can address externalities & when government involvement is needed. Students will evaluate methods the government uses to deal with externalities & determine the most effective method. Students will assess our country’s tax system including both the method of apportioning the burden & method of taxation.

### Unit Essential Questions

1. What is the difference between a public & a private good?
2. What type of good does the government involve itself in & why?

### Key Understandings

- A public good is characterized by non-rivalry & non-excludability, whereas a private good is characterized by rivalry & excludability.
- The government involves itself with public goods because private firms are unable to profitably provide public goods due to the free rider problem.



3. What are externalities & how do they impact society?	<ul style="list-style-type: none"> <li>Externalities are additional costs or benefits from a transaction that accrue to a third party, not involved in the transaction &amp; impact society by distorting the resource allocation.</li> </ul>
4. How can individuals deal with externalities?	<ul style="list-style-type: none"> <li>Individuals, in specific situations, can deal with externalities through lawsuits &amp; bargaining.</li> </ul>
5. What are the government methods for dealing with externalities & which method is most effective?	<ul style="list-style-type: none"> <li>The government can deal with positive externalities by subsidies to producers or consumers &amp; provisions, while the government can establish direct controls or specific taxes to deal with negative externalities.</li> </ul>
6. What are ways to apportion the tax burden?	<ul style="list-style-type: none"> <li>The tax burden can be apportioned by ability to pay or benefits received.</li> </ul>
7. What are methods of taxation?	<ul style="list-style-type: none"> <li>Methods of taxation include progressive, proportional &amp; regressive.</li> </ul>

### Focus Standards Addressed in the Unit

6.1.C.B.	Evaluate the economic reasoning behind a choice.
6.1.12.D.	Predict how changes in <b>incentives</b> may affect the choices made by individuals, businesses, communities, and nations.
6.3.12.A.	Evaluate the <b>costs</b> and benefits of government decisions to provide <b>public goods</b> and <b>services</b> .
6.3.12.B.	Assess the government's role in regulating and stabilizing the state and national economy.
6.3.12.C.	Evaluate the social, political, and <b>economic costs/benefits</b> of potential changes to taxation policies.

### Important Standards Addressed in the Unit

6.5.12.D.	Analyze the role of profits and losses in the allocation of resources in a market economy.
CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Misconceptions

1. A free market economy is perfect.
2. All products can be bought or sold.
3. As long as you pay for the production or consumption of a product, it does not impact anyone else.
4. The government interferes all the time.
5. Government interference isn't needed.

### Proper Conceptions

1. At times, a free market does not allocate the right amount of resources to production, which is called market failure.
2. Because of non-rivalry & non-excludability, public goods are not always paid for by the consumer.
3. Externalities are costs or benefits that occur to individuals not involved in a market transaction.
4. There are some externalities that do not require the government interference & can be solved by individuals.
5. In order to generate the funds to pay for the public



	goods that the country needs & wants, but has no way of profitably providing it is necessary for the government to interfere.
6. People should pay taxes based upon how much they benefit or utilize a government program.	6. For many social welfare programs, the need for assistance means that an individual does not have the funds to pay taxes for using such programs.

<b>Concepts</b> <ul style="list-style-type: none"> <li>• Public versus private goods</li> <li>• Externalities</li> <li>• Individual solutions</li> <li>• Government Intervention Options</li> <li>• Ways to assess taxes</li> <li>• Types of taxation</li> </ul>	<b>Competencies</b> <ul style="list-style-type: none"> <li>• Compare &amp; contrast public &amp; private goods including characteristics &amp; examples of each.</li> <li>• Explain how the government determines the optimal amount of a public good.</li> <li>• Analyze externalities &amp; their impact on society.</li> <li>• Evaluate if an externality can be solved by an individual</li> <li>• Assess government methodology for intervening in situations involving externalities &amp; which method is most effective</li> <li>• Evaluate types of taxation &amp; determine the most effective &amp; fair method</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Market failure</li> <li>• Private goods</li> <li>• productive efficiency</li> <li>• allocative efficiency</li> <li>• Public goods</li> <li>• Free-rider problem</li> <li>• Externality</li> <li>• Negative Externality</li> <li>• Positive Externality</li> <li>• Specific Taxes</li> <li>• Benefits Received</li> <li>• Progressive Tax</li> <li>• Proportional Tax</li> <li>• Regressive Tax</li> </ul>
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### Assessments

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  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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#### **Interdisciplinary Connections:**

Writing responses to reflection questions – English  
Analyzing taxation data & numbers – Statistics  
Analyzing political cartoons – Art

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#### **Additional Resources:**

McGraw's *Essentials of Economics*  
Teacher constructed power points  
Learn Liberty and other online educational video clips  
Documentary films highlighting economic concepts  
Primary Source documents  
Current event, and academically focused articles

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#### **Created By:**

Kaitlin Bonner & Kurt Gladfelter

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## Academic Government & Economics

Grade 12  
Unit 13

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	13 - Money, Banking, & the Federal Reserve	2-3 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed through examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
- 13. Money, Banking & the Federal Reserve**
14. Personal Finance

### Unit Title

Money, Banking, and the Federal Reserve

### Unit Overview

The unit on money, banking, and the Federal Reserve examines the history of and the current operation and functionality of our financial system in place. The unit begins with an historical perspective on money, how it developed alongside the most advanced ancient civilizations, and why there was such a practical need to develop money in order to advance economic wealth. Consideration is also given to why gold/silver was naturally selected as the first universal currency of the world. Historical perspective is also provided for banking; specifically when and where the emergence of modern banking took place. The primary focus on banking is how the fractional reserve system developed as the dominant form of banking and how our current fractional reserve banking system operates. The last segment of the unit is on the central banking and the Federal Reserve. This unit covers brief history of central banking in the United States by covering the 1<sup>st</sup> and 2<sup>nd</sup> national banks of the United States and finally the creation of the Federal Reserve. The Federal Reserve's tools of monetary policy such as reserve requirements, discount lending rates, and open market operations are discussed in depth, as well as the effects of conduction monetary policy has on prices in the market and the value of the dollar.

### Unit Essential Questions

1. Why is the value of money so important?
2. How did societies eventually transition from a barter based economy to a monetary based economy?

### Key Understandings

- In today's world our money serves as one-half of every transaction we make as consumers, and its value directly reflects our standard of living.
- The transition from barter to the use of money and



<p>3. What are the pros and cons to having the world's reserve currency?</p> <p>4. How will the value of the U.S. dollar be affected if it is removed as the reserve currency?</p> <p>5. How do artisans during the Renaissance develop the modern banking system?</p> <p>6. Should the U.S. and the world continue operating under the fractional reserve banking system?</p> <p>7. What is the history of the central banking system in the United States?</p> <p>8. Under what conditions was the current Federal Reserve System founded?</p> <p>9. Which of the Federal Reserve's powers has the greatest ability to affect inflation/deflation?</p> <p>10. How does an increase/decrease in the money supply affect prices and the value of the dollar?</p>	<p>currency happened at different times for many different societies throughout the world. It happened naturally as economies of advanced civilizations evolved through job specialization.</p> <ul style="list-style-type: none"> <li>• A nation with the world's reserve currency can easily acquire loans from foreign nations because their currency is in demand however a nation with the reserve currency is more prone to debt.</li> <li>• The U.S. dollar's value is generally increased versus other world currencies because of its status as the world's reserve currency. The value of the U.S. dollar could sharply decline if it is ever removed as the reserve currency.</li> <li>• When gold and silver became the standard money in Europe, goldsmiths began paying interest to customers for storing their gold who in turn allowed the goldsmith to lend out their gold and charge interest to those who wished to borrow money.</li> <li>• The fractional reserve banking system is a banking system in which only a fraction of bank deposits are backed by actual cash-on-hand and are available for withdrawal. This system has been criticized due to the recent financial crisis and bailouts of large banks</li> <li>• The U.S. has had experience with 3 different central banks in its history. The first and second national banks and the current Federal Reserve System. The U.S. has not always had a central bank.</li> <li>• America's third central bank was founded due to the financial panic of 1907. Through a Senatorial investigation of the financial panic the solution of the Federal Reserve System was suggested and a law was passed.</li> <li>• The Federal Reserve has 3 major tools it uses to manipulate the money supply. Reserve Requirements, Discount Interest Rates, and Open Market Operations. The Federal Reserve relies mostly on open market operations to manipulate money supply.</li> <li>• An increase in the money supply, or inflation eventually results in the rise of prices, wages and devaluation of currency. A decrease in money supply, or deflation, eventually results in falling prices, wages, and an increased value of the dollar.</li> </ul>
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### Focus Standards Addressed in the Unit

6.5.12.H.	Evaluate benefits and costs of changes in interest rates for individuals and society.
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6.5.12.E.	Compare distribution of wealth across nations.
6.5.12.A.	Analyze the factors influencing wages.
6.3.12.D.	Evaluate the role that governments play in international <b>trade</b> .
6.3.12.B.	Assess the government's role in regulating and stabilizing the state and national economy.

### Important Standards Addressed in the Unit

6.2.12.F.	Evaluate the impact of <b>private economic institutions</b> on the individual, the national and the international economy.
6.2.12.E.	Evaluate the health of an economy (local, regional, national, global) using economic indicators.
CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .

### Misconceptions

1. The U.S. dollar is issued by the U.S. government or treasury.
2. The U.S. dollar is backed by gold and silver.
3. The U.S. and world's financial system is sound and stable state
4. Banks only loan out the money deposited by other customers
5. The Federal Reserve is owned by the government
6. The United States always had a central bank

### Proper Conceptions

1. The U.S. dollar is issued by Federal Reserve Banks, however the U.S. Treasury is responsible for printing actual paper money.
2. Today the U.S. dollar is a fiat currency and is not backed by any commodity such as gold and silver.
3. Many economic forecasters view the current economic condition differently, however many sensible experts would agree it is not completely sound and stable. Recent government bailouts of financial corporations, a downgrade of the U.S. credit rating, and massive amounts of government and private debt contribute to this analysis.
4. The fractional reserve system allows banks to loan out the money from other customers, but they also can circulate new money by creating it out the debt of the borrower.
5. The Federal Reserve is not government owned however the federal government does get to decide who runs the Federal Reserve
6. The United States did not always have a central bank. Historians called the period from 1836-1913 in the U.S. the free banking period because there was no central bank

### Concepts

- Double Coincidence of Wants
- 4 Functions of Money
- Characteristics of Money
- Reserve Currency

### Competencies

- Identify the difficulties associated with barter
- Explain why self-sufficiency is rare in today's economy
- Identify the economic benefits of interdependence and free-trade
- Hypothesize how money came into existence

### Vocabulary

- Barter
- Interdependence
- Self-sufficiency
- Commodity
- Fiat currency



<ul style="list-style-type: none"> <li>• Commodity vs. Fiat</li> <li>• Interest rates</li> <li>• Fractional Reserve</li> <li>• Reserve Requirements</li> <li>• Discount Interest Rates</li> <li>• Open Market Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why the value of money is increasingly important</li> <li>• Identify characteristics that make a currency a reserve currency</li> <li>• Evaluate the role the dollar plays in the world economy as the reserve currency</li> <li>• Map out the process by which modern banking was established</li> <li>• Discuss the powers the Federal Reserve has in order to manipulate the money supply</li> <li>• Identify the amount the dollar lost in value since 1913</li> </ul>	<ul style="list-style-type: none"> <li>• Commodity currency</li> <li>• Medium of Exchange</li> <li>• Credit</li> <li>• Reserve Currency</li> <li>• Inflation</li> <li>• Medium of Exchange</li> <li>• Fractional Reserve</li> <li>• Consumer Price Index</li> <li>• Money Supply (M1, M2, M3, L)</li> </ul>
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### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

**Reflective Questions** – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.

**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Primary Source Documents** – Analysis of, and written responses to key primary sources is required to develop a personal understanding of most important features of unit

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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## Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

### 3a Communicating with Students

- Clear expectations will be conveyed to the students on a daily basis using essential questions
- At the beginning of the course students will be provided with an overview of topics to be discussed for the year
- At the start of each unit, the instructional goals & expectations will be provided
- Instructions will be given both verbally & in written form, especially rubrics for projects.
- Teachers will plan for misconceptions in their curriculum (see above) & be prepared to help students through those intellectual hurdles
- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### 3b Using Questioning and Discussion

- Reflection questions will be chosen with care & intentionality to promote quality of response & critical thinking skills
- Students will participate in Socratic Circles to improve their academic discussion abilities & deepen students' understanding of the topic
- An expectation of active participation by ALL students will be established at the beginning of the course & consistently revisited during Socratic Circles, reflection question times & general discussion times
- Students will be encouraged to delve deeper & ask high cognitive challenge questions
- Students will be invited to analyze all sides of an issue & recognize moments of ambiguity as learning experiences included additional questioning & defending of view points

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### 3c Engaging Students in Learning

- Activities & assignments will be chosen keeping in mind the importance of engaging students through multiple intelligences
  - Students will be intentionally grouped for assignments, discussion & general classroom procedures to promote the ability to work with others & maximize the opportunity for learning
  - The consistent use of primary sources, political cartoons & other current events articles will be used to supplement the textbook & engage students in the awareness of government & economics as an ongoing part of their life
  - Consistent use of reflection questions will ensure a proper pacing of course material which enables students to process their learning of the material & teachers to check for the depth of understanding
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### 3d Using Assessment in Instruction

- Rubrics, unit content maps & clearly articulated & reinforced expectations will provide a definitive criteria for students when being assessed
  - Regular use of reflection questions will provide consistent feedback as an assessment of the student's understanding
  - Other formative assessments will include checks for understanding, tickets out the door
  - Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the topic
  - The regular reflection questions will provide both the opportunity for teachers to give specific substantive feedback, but also establish a regular opportunity for students to engage in the self-assessment critical to truly deepening understanding of a topic
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#### **Differentiation:**

1. Notes & discussion follow a simple outlined worksheet for students struggling with basic concepts, but also offer enrichment activities throughout presentations for students with advanced understanding of concepts.
  2. Teacher led instruction activities include visual, auditory, and kinesthetic learning styles
  3. Vast variety of assessments given throughout course designed to focus on multiple intelligences of students
  4. Choices and options given on assignments such as work with partner or alone, and different methods of answering questions are accepted.
  5. Various points of view are considered for specific topics relating to government/economics
  6. Readiness levels of students are assessed using instructional tools like pre-tests and discussion questions
  7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is provided through documentaries, presentations, educational videos, primary sources, articles and research projects
  8. Historical/abstract information compared and contrasted with current events or familiar concepts/ideas to convey student relevancy to academic material.
  9. Information contained in units are covered sequentially and chunked into smaller modules to highlight main ideas/concepts of unit.
  10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material
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#### **Interdisciplinary Connections:**

Discuss the powers of the Federal Reserve – Finance & Speech

Writing responses to reflection questions – English

Analyzing charts & graphs about the change in the value of the dollar – Statistics

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#### **Additional Resources:**

McGraw *Essentials of Economics*

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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#### **Created By:**

Kurt Gladfelter and Kaitlin Bonner

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## Academic Government & Economics

Grade 12  
Unit 14

Subject	Grade	Unit	Suggested Timeline
Academic Government & Economics	12 <sup>th</sup>	14 - Personal Finance	2-3 weeks

### Grade Level Summary

The course in free market economics covers essential topics to strengthen an understanding in the way a proper functioning economy operates. This course offers an extensive overview of the American free enterprise system and the ways it has changed over time. This course highlights the benefits of a free market and the responsibilities of the government and its citizens that come with its operation. Essential economic concepts such as the “invisible hand”, supply, demand, and the price system will be thoroughly studied in this course. The current functional or dysfunctional operation of our current system will be discussed thorough examining the changes in our monetary system, and opportunities for students to hypothesize on ways to improve the U.S. economy will be given. Finally, this course will provide students with some basic knowledge and understanding of personal investment opportunities and the operation of the stock market.

### Grade Level Units

1. Role of Government and Politics
2. Revolution to Ratification
3. U.S. Constitution
4. Congress
5. The Election Process
6. The Executive Branch
7. The Judicial System
8. Basic Economic Principles
9. Investing & the Stock Market
10. Economic Systems & Free Enterprise
11. Demand, Supply & Market Equilibrium
12. Market Failure & the Role of Government
13. Money, Banking & the Federal Reserve
- 14. Personal Finance**

### Unit Title

Personal Finance

### Unit Overview

Students will be able to examine the major reasons for saving money & analyze the various ways to save money in order to evaluate which method is most effective for them as an individual. Students will examine the procedure of applying for a loan & analyze the times when this is a sound financial decision. Students will scrutinize the role of credit cards in the economy & the process by which an individual obtains credit and uses it responsibly. Students will create a monthly budget.

### Unit Essential Questions

1. What are the major reasons for saving money?
2. What are the various ways to save money? Which method is most effective? Why?
3. How does an individual take out a loan? In what

### Key Understandings

- Saving money occurs for a variety of reasons including: major purchases, pay large annual or semiannual bills unexpected expenses, major long-term expenses & amass wealth or leave inheritance
- Saving money can occur in regular savings account, money market deposit account, certificates of deposit or savings bonds. Effectiveness of a saving method depends upon individual preferences.
- Loans are taken out for major purchases like cars,



circumstances is it the best choice?	houses or education. At times personal finances cannot afford the entire cost of the item & this is the only way an individual can obtain it.
4. Why are credit cards an essential part of our economy? How does an individual use credit cards responsibly	<ul style="list-style-type: none"> <li>• Credit cards are essential for establishing credit, paying &amp; paying for items without having to constantly carry money on your person.</li> <li>• Responsible credit card use includes an awareness of all terms &amp; conditions, paying off your monthly balance on a consistent basis &amp; keeping track of your personal information to prevent identity theft.</li> </ul>
5. How do you plan a monthly budget?	<ul style="list-style-type: none"> <li>• Planning a monthly budget involves itemizing expenses &amp; examining how money to put into each category based upon the amount of money that is coming in to your household.</li> </ul>

### Focus Standards Addressed in the Unit

6.5.12.G.	Analyze the risks and returns of various investments.
6.2.12.A.	Evaluate the flow of <b>goods</b> and <b>services</b> in an international economy.
CC.8.5.9-10.F.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.11-12.G.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Important Standards Addressed in the Unit

6.1.C.C.	Explain the <b>opportunity cost</b> associated with <b>government policies</b> .
6.5.12.A.	Analyze the factors influencing wages.
CC.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Misconceptions

1. You do not need to save money for retirement until you are older
2. You only have to save money for retirement.
3. Savings accounts are the only way to save money.
4. All bonds from the government are the same.
5. All loans are the same.

### Proper Conceptions

1. Saving for retirement as soon as possible is best for long term financial planning
2. Saving money is essential for a variety of reason, not just limited to long term planning.
3. Saving money is possible through a variety of accounts & time deposit.
4. There are both I & series EE bonds. Depending upon when the bonds were sold & if they are electronic or paper depends upon the speed of maturity & regulations associated with redeeming them.
5. Depending upon the type of loan including length & terms & conditions it depends upon how long you



6. All people attempting to use credit are treated the same.	will be paying, collateral required & the total amount you will pay.
7. There is only one credit score.	6. Credit bureaus assign people credit ratings & based upon that rating individuals receive specific interest rates & terms & conditions.
	7. There are 3 credit bureaus which keep track of credit history & assign individuals a credit score, so a credit score is the average of these 3 different scores.

<b>Concepts</b> <ul style="list-style-type: none"> <li>• Reasons for saving</li> <li>• Methods of saving</li> <li>• Loans</li> <li>• Credit Cards</li> </ul>	<b>Competencies</b> <ul style="list-style-type: none"> <li>• Explain the major justifications for saving money.</li> <li>• Compare &amp; contrast methods for saving money including various savings accounts, certificates of deposit.</li> <li>• Evaluate what method of saving is most effective</li> <li>• Analyze loans, the process of taking one out &amp; the reasoning behind borrowing money</li> <li>• Justify the use of credit cards &amp; explain what is involved in responsible credit card use</li> <li>• Plan a monthly budget</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Major purchases</li> <li>• Unexpected expenses</li> <li>• Major long-term expenses</li> <li>• Regular savings account</li> <li>• Balance</li> <li>• Money market deposit account</li> <li>• Time deposits</li> <li>• Money Market Mutual Fund</li> <li>• Certificate of Deposit</li> <li>• Maturity</li> <li>• Savings Bond</li> <li>• Principal</li> <li>• Interest</li> <li>• Collateral</li> <li>• Installment</li> <li>• Credit rating</li> <li>• Credit bureau</li> <li>• Credit limit</li> <li>• Finance charges</li> <li>• Annual Percentage Rate</li> <li>• Identity Theft</li> </ul>
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### Assessments

**Homework** – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.

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**Unit Tests** – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.

**Projects** – Will be included as needed. Rubrics and explanation sheets will be provided with each project to clearly communicate the content and performance expectations for that project.

**Essay Questions** - Essay questions will be assigned once a week. Topic, theme, or prompt to be chosen by teacher. Teacher provides secondary sources to support student's ability to answer fully and completely

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intellectual hurdles

- Teachers will use opportunities like the Socratic Circle to model appropriate academic language & use intellectual discourse that in content & level appropriate to help students use the vernacular associated with the topics

### **3b Using Questioning and Discussion**

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10. Several types of graphic organizers (timelines, Venn diagrams, foldables etc.) used throughout unit to assist in organization/classification of academic material

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#### **Interdisciplinary Connections:**

Writing responses to reflection questions – English

Analysis of loan trends – Statistics

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Creating a monthly budget –Accounting

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**Additional Resources:**

McGraw's *Essentials of Economics*

Teacher constructed power points

Learn Liberty and other online educational video clips

Documentary films highlighting economic concepts

Primary Source documents

Current event, and academically focused articles

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Kaitlin Bonner & Kurt Gladfelter

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