



Honors Government & Economics

Grade 12
Unit 1

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	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 & Politics

- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - 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 &

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

politics?	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"> The policymaking system in the United States begins & ends with the people. It includes linkage institutions, the policy agenda, policymaking institutions & the enactment of policy. This policymaking system is predicated on the participation of the people & 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.
4. What are the elements of a democracy? How democratic is the United States?	<ul style="list-style-type: none"> In democratic nations there is: Equality in voting, effective participation, enlightened understanding, free press & free speech to ensure citizen control of the agenda & inclusion
5. What are the core principles of the United States government?	<ul style="list-style-type: none"> The United States has core principles of individualism, laissez faire, populism, egalitarianism & liberty which are the basis for our political system.
6. What are the challenges that face democratic nations?	<ul style="list-style-type: none"> As a representative democracy the United States faces the following issues: increased complexity of issues, limited participation in government, escalating campaign costs, & diverse political interests.
7. What actions can governments legally exercise that are prohibited for individuals?	<ul style="list-style-type: none"> 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.
8. Is the natural state of human society harmonious or violent?	<ul style="list-style-type: none"> 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.
9. Is democracy really the ideal form of government for societies to strive towards?	<ul style="list-style-type: none"> 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.

Focus Standards Addressed in the Unit

5.3.12.G.	Evaluate the impact of interest groups in developing public policy.
5.3.12.H.	Evaluate the role of mass media in setting public agenda and influencing political life.
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.8.6.11-12.A.	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <input type="checkbox"/> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. <input type="checkbox"/> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. <input type="checkbox"/> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <input type="checkbox"/> Provide a concluding statement or section that follows from or supports the argument presented
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

- Distinguish 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

Vocabulary

- Government
- Politics
- Political participation
- Policymaking System

	United States <ul style="list-style-type: none"> - Defend the importance of the principles of democracy - Critique 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 - Describe 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 	<ul style="list-style-type: none"> • Linkage institutions • Policy Agenda • Political Issue • Policymaking Institutions • Public Policy • Democracy • Majority Rule • Minority Rights • Pluralism • Elitism • Hyperpluralism • PAC • Policy Gridlock • Unalienable Rights • Individualism • Populism • Polarization
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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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

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

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
- 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

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

Interdisciplinary Connections:

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

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

Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 2

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	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 & Politics
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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?

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

2. How do the ideas of English government affect colonial attitudes towards the role of government?	<ul style="list-style-type: none"> English colonial settlers brought with them ideas about 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"> 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
4. Why do the 13 English colonies resist colonial unity?	<ul style="list-style-type: none"> The English colonies were each founded with independent charters that allowed a large degree of self-government.
5. What are the main forces behind the push for colonial unity?	<ul style="list-style-type: none"> Colonial culture differed greatly between individual colonies and geographic regions especially when considering religion and economy
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"> 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.
7. How did the Founding Fathers reconcile and balance the different factions present at the Constitutional convention?	<ul style="list-style-type: none"> A lack of governmental authority under the Articles of Confederation convinced more citizens and politicians that in order to preserve the under central government must have more power than state governments
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"> 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
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"> The ratification process allowed for a deep and lengthy debate over the contents of the U.S. Constitution a left a legacy of speeches and written text concerning how future generations should interpret the Constitution

Focus Standards Addressed in the Unit

5.1.12.D.	<p>Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> United States Constitution <input type="checkbox"/> Bill of Rights <input type="checkbox"/> Pennsylvania Constitution
5.1.12.C.	<p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Liberty / Freedom <input type="checkbox"/> Democracy <input type="checkbox"/> Justice <input type="checkbox"/> Equality
5.2.12.B.	<p>Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p>

5.1.12.B.	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government .
5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .

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.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.H.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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
- Limited Government

Competencies

- Identify the political ideals that the English colonists brought with them to North America
- Compare the political ideals that the English colonists brought with them to North America to ours today
- Arrange the major documents that limited the power of English monarchs in order of importance

Vocabulary

- Magna Carta
- Petition of Right
- English Bill of Rights
- Limited Government
- Representative

<ul style="list-style-type: none"> Confederation vs. Federation 	<ul style="list-style-type: none"> Research how the ideals of limited and representative government were evident in colonial governments Differentiate the two early attempts at unity among the colonies Illustrate the British policies that pushed the colonies to cooperate with one another. Defend some of the political ideals that influenced the writing of the Declaration of Independence Outline the similarities among the newly independent states. Assess the powers of the national government under the Articles of Confederation Summarize how limits on its power weakened the national government under the Articles Write about the states' struggle with unity after independence. Recognize how Shay's Rebellion highlighted the need for a stronger national government Review the major competing plans of government that were considered at the Constitutional Convention Justify some of the compromises reached by the delegates Select the main arguments in the debate over ratification of the Constitution that contain the most value Point out the role of a bill of rights during Constitutional ratification process List the key states that were among the last to ratify the Constitution 	<p>Government</p> <ul style="list-style-type: none"> Rule of Law Mayflower Compact Great Awakening New England Confederation King Philips War Albany Plan of Union Sons of Liberty Stamp Act Committees of Correspondence Ratify
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Interdisciplinary Connections:

English Literature – discussion on English Civil War

Science -- Enlightenment/Scientific Revolution

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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Grade 12
Unit 3

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	3 - U.S. Constitution	3-4 weeks

Grade Level Summary

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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?

Key Understandings

- The basic principles of the U.S. Constitution are popular sovereignty, limited government, separation of powers, checks and balances, and federalism.

3. How does the Constitution ensure citizens retain authority over government?	<ul style="list-style-type: none"> The Preamble to the Constitution and the democratic process through elections built into the Constitution ensures that citizens will have a voice in their government.
4. How does the Constitution maintain a system of balanced government?	<ul style="list-style-type: none"> 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.
5. In what ways does the Constitution protect the rights of states?	<ul style="list-style-type: none"> Through concepts like separation of powers (3 branches of government) and checks and balances (presidential veto/ judicial review) the power of government remains balanced.
6. Why did the Framers establish ways to amend the Constitution?	<ul style="list-style-type: none"> The idea of federalism ensures that states retain their identity by further dividing government power between national, state, and local governments
7. What are the methods for amending the Constitution?	<ul style="list-style-type: none"> 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.
8. What is the purpose of the Bill of Rights?	<ul style="list-style-type: none"> 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
9. Should the Constitution be viewed/interpreted as a "living document"?	<ul style="list-style-type: none"> 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.
10. How has the executive branch upset the balance of government power established in the Constitution?	<ul style="list-style-type: none"> There are two opposing views for interpreting the Constitution strict constructionist/constitutionalist vs. the "living document" perspective Executive agreements and executive orders are 2 examples of how the authority granted to the president recently been abused.

Focus Standards Addressed in the Unit

5.3.C.A.	Examine the process of checks and balances among the three branches of government , 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.
5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .

5.1.12.D.	Evaluate state and federal powers based on significant documents and other critical sources. <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> United States Constitution <input type="checkbox"/> Bill of Rights
5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good

Important Standards Addressed in the Unit

CC.8.6.11-12.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .
CC.8.5.11-12.E.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Misconceptions	Proper Conceptions
1. The Bill of Rights are part of the original Constitution	1. The Bill of Rights were drafted and approved as one of the 1 st acts of Congress immediately following the ratification of the Constitution
2. Impeachment means to remove an elected official from office.	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
3. The power of the Supreme court and judicial review is not specifically mentioned in the Constitution	3. The Supreme Court's main power of judicial review comes from a ruling on a case called <i>Marbury v. Madison</i> .
4. The words "life, liberty, and pursuit of happiness" are found in the Preamble of the U.S. Constitution	4. The phrase "life, liberty, and pursuit of happiness" are in the Declaration of Independence
5. Marriage is clearly defined in the U.S. Constitution	5. The U.S. Constitution does not mention marriage anywhere in the Constitution or the amendments
6. The Constitution calls for a public education system to be created by each state.	6. The Constitution does not specifically mention how states should run education
7. The Constitution called for creation of political parties to battle over control of government	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.
8. The Constitution ensures that all citizens have the right to vote	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.

9. The Constitution confirm that there must be a “separation of church and state”	9. “Separation of church and state” does not appear in the Constitution. It only guarantees freedom of religion.
10. The Constitution makes the United States a democracy	10. The word democracy does not exist in the Constitution. The word republic is used instead of democracy.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Constitutional/ Unconstitutional Checks and Balances Separation of Powers Federalism Congressional Oversight 	<ul style="list-style-type: none"> Defend the five basic principles on which the U.S. Constitution is based Discuss and give examples of how the U.S. Constitution ensures the people’s authority over government Formulate arguments how the U.S. Constitution provides a system of balanced government Argue the extent of how the U.S. Constitution protects and has protected the rights of states. Point out the main reasons framers of the Constitution established ways to amend the document Diagram the two methods for proposing amendments and the two methods from amending the Constitution Interpret the purpose of and reason for the Bill of Rights Model how the Constitution gives each of the three branches of government flexible powers Appraise the value of political parties and the way they effect the operation of government Point out how the Constitution prevents factions from controlling all aspects of government Discover ways the Constitution ensures that government makes laws that promote the public good Judge critics’ claims that the Constitution sometimes makes government less effective. 	<ul style="list-style-type: none"> Popular sovereignty Separation of powers Checks and Balances Veto Judicial Review Federalism Amendment Repeal Bill of Rights Executive agreements Executive orders treaty clause impeachment

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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

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

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
- 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

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

Interdisciplinary Connections:

Writing responses to reflection questions – English

Illustrating the principals of the Constitution – Graphic Communication

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

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Primary Source documents

Current event, and academically focused articles

Created By:

Kurt Gladfelter and Kaitlin Bonner



Honors Government & Economics

Grade 12
Unit 4

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	4- Federalism	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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism**
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - Personal Finance

Unit Title

Federalism

Unit Overview

Students will be able to explain the various systems for organizing power within a government including both the positives & negatives of each system. Students will be able to elucidate why federalism was the most practical way of organizing our new government in the 1700s. Students will be able to evaluate formative events in the history of our country which solidify the concept of national supremacy. Students will be able to evaluate the type of federalism that the United States has evolved into & determine if this is beneficial for the overall democracy of our nation. Students will be able to examine the impact of money on the federal system. Finally, students will scrutinize the scope of the government today in order to study how it aligns with the intentions of the federal system established by the founding fathers.

Unit Essential Questions

1. What are the systems for organizing power within a government? What are the positives & negatives of each type of system?
2. Why was federalism the most practical choice of governmental organization in the late 1700s?

Key Understandings

- Unitary systems, federal systems & confederal systems are used to organize power within a government. Each system has benefits & drawbacks.
- Federalism was the most practical choice in the late 1700s because of the attitudes of the time, the

<p>3. What events over the course of our history have solidified the concept of the national supremacy of the government?</p> <p>4. What type of federalism has the United States evolved into & what has caused that evolution?</p> <p>5. How does federalism affect the way money is distributed within our society?</p> <p>6. Is federalism more beneficial or detrimental to a democracy? Why?</p> <p>7. What is the balance of power between the 3 levels of government today?</p>	<p>diversity of the United States population both culturally & economically, & the sheer size of the United States.</p> <ul style="list-style-type: none"> Over the course of our history the elaboration of the implied powers, the definition of the commerce clause, the Civil War & the struggle for racial equality have solidified the concept of national supremacy. The United States has evolved into a cooperative federalism, because of the cost of programs, the expectations of citizens & the number of people involved. Money is collected & disbursed from all 3 levels of government; however, some of the money comes with regulations attached, which impacts the distribution of money & programs within our society. A system of how to disburse funds has also been created & has led to the myriad of grants available & rules that accompany the grant process. Federalism has both benefits & drawbacks for a democratic society which should be considered. The national level government power & involvement has increased over the course of United States history. The balance of power is impacted by finances, expectations of the people & actions the government takes.
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Focus Standards Addressed in the Unit

5.1.12.D.	<p>Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> United States Constitution <input type="checkbox"/> Bill of Rights <input type="checkbox"/> Pennsylvania Constitution
5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.3.12.F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments .
5.3.12.B.	Compare and contrast policymaking in various contemporary world governments .
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .

Important Standards Addressed in the Unit

5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
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.8.6.11-12.C.	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
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Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. There is only one way to distribute power within a government 2. Federalism is the most popular way of distributing power in the world today. 3. The United States of America was not diverse at its founding. 4. Once an interpretation of a law or policy occurs in will continue to consistently be interpreted as such. 5. The government hands out money irresponsibly & indiscriminately. 	<ol style="list-style-type: none"> 1. There are 3 systems of power distribution that governments can use: unitary, federalism & confederalism. 2. Most governments today are unitary systems. 3. The United States of America had a diversity of ideas, attitudes, geography & economy even at its founding. 4. Over the course of our history the interpretation many clauses, policies or laws including that of the Commerce Clause, has adapted. 5. There are complex rules & processes that need to be followed in order to get money from the government, which includes grants, applying for them &

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • Systems of government • Supremacy Clause • Types of Federalism 	<ul style="list-style-type: none"> • Differentiate between the 3 systems of government & evaluate the effectiveness of each system • Trace the history of the Supremacy Clause & explain the impact the historical events have had on the interpretations & expectations of the American people. • Compare & contrast types of federalism • Evaluate the impact of fiscal federalism & the grant system on society. 	<ul style="list-style-type: none"> • Federalism (Federal System) • Unitary System • Confederalism (Confederal System) • Supremacy Clause • 10th Amendment • Commerce Power • Full Faith & Credit • Privileges & Immunities • Fiscal Federalism • Dual Federalism • Cooperative Federalism • Devolution • Categorical Grant • Project Grant • Formula Grant • Universalism • Mandates

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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

Suggested Strategies to Support Design of Coherent Instruction

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3a Communicating with Students

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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

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
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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. 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.
 5. Various points of view are considered for specific topics relating to government/economics
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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 the differences in types of federalism – Graphic Communication

Analyzing charts & graphs on fiscal federalism & grants – Statistics

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

Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 5

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	5- 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress**
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - 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.

<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 & how do they impact the running of our country?</p> <p>7. How does a bill become a law?</p>	<ul style="list-style-type: none"> • The framers' intended the 2 chambers of Congress to be united in some responsibilities, yet different in their representation of the people & election process. • The Constitution includes specific requirements regarding age, citizenship & residency in order to run for Congress. • The Constitution also establishes specific details regarding the drawing of congressional districts, the size of each chamber, the length of a Congressional term, & prevention of gerrymandering. • Incumbents have the advantage in elections because of advertising, credit claiming, position taking & weak opponents • Congress persons are inadequate in representing their constituents based upon descriptive representation; however, they are adequate at representing based constituents based upon substantive representation. • Most Congressional work is done in committee, which includes: Standing Committees, Joint Committees, Conference Committees & Select Committees. These committees are responsible for the primary job of Congress which is passing legislation & oversight. • 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 & eventually approving the exact same version of the bill, & finally a signature by the President.
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Focus Standards Addressed in the Unit

5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.C.	Evaluate political leadership and public service in a republican form of government .
5.3.12.A.	Analyze the changes in power and authority among the three branches of government over time.
5.3.12.D.	Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.
CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Important Standards Addressed in the Unit

5.1.12.C.	<p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <p><input type="checkbox"/> Liberty / Freedom</p> <p><input type="checkbox"/> Democracy</p>
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	<input type="checkbox"/> Justice <input type="checkbox"/> Equality
5.3.12.C.	Evaluate how government 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> <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. <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. <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. <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. <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).

Misconceptions	Proper Conceptions
1. Congress has always been the same size.	1. As per the Constitution there have always been 2 Senators per state & the House of Representatives' size was determined by Congress, starting with 65 members.
2. The framers wanted to the people to directly elect all of their Congressional representatives.	2. The framers did not call for the direct election of Senators & it was not until the 17 th Amendment that people directly voted for their Senators.
3. Members of the House of Representatives must live in the district they represent.	3. The Constitution does not require residency within the district they represent, only the state in which the district resides.
4. All Senators are up for re-election at the same time.	4. One third of the Senate is up for re-election every 2 years.
5. You have to have a college degree to be a member of Congress.	5. There are no Constitutional requirements regarding education & currently there are members of Congress with only a high school diploma.
6. The president has a huge influence on what legislation is considered & passed.	6. The president has the ability & Constitutional expectation to suggest legislation. The president has the ability to veto legislation as part of the checks & balances. Ultimately, the laws that are passed in the United States are created by Congress & considered by Congress, so the president is not as influential as many believe.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Constitutional Requirements Drawing of Congressional Districts Representation Incumbency Committees Bill 	<ul style="list-style-type: none"> List & explain the Constitutional requirements & expectations of each chamber of Congress. List & explain the Constitutional qualifications to run for each chamber of Congress. Explain how congressional districts are drawn & what rules have been put in place to prevent the abuse of the power of drawing Congressional districts. Analyze the demographics of Congress & the ability of 	<ul style="list-style-type: none"> Constituent Congressional district Census Gerrymandering Incumbent Descriptive Representation Substantive

	<p>Congress persons to represent their constituents.</p> <ul style="list-style-type: none"> • Evaluate the impact of the advantages of incumbency upon the political system. • Explain how the responsibilities of Congress are divided amongst committees & what each type of committee does on a regular basis. • Trace the process of a bill becoming a law. • Evaluate the effectiveness of Congress, considering the expectations of the legislature that were created by the founding fathers & the current state of our Congress. 	<p>Representation</p> <ul style="list-style-type: none"> • Casework • Pork Barrel • Earmarking • Bicameral Legislature • House Rules Committee • Seniority • Filibuster • Cloture • Speaker of the House • President Pro Tempore • Standing Committees • Joint Committees • Conference Committees • Select Committees • Legislative Oversight • Bill
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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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

Suggested Strategies to Support Design of Coherent 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
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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
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- 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.
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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

Interdisciplinary Connections:

Writing responses to reflection questions – English

Analyzing political cartoons - Art

Analyzing demographics of Congress members – Statistics

Playing the Gerrymandering Game – Technology

Additional Resources:

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

Magruder's American Government textbook

Teacher constructed power points

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Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 6

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	6- 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress

6 – The Election Process

- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - 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

3. What influences an individual's decision to vote?	<p>electoral process including primaries, nominating conventions, speeches & media coverage.</p> <ul style="list-style-type: none"> Perceived differences in political parties, political efficacy, civic duty, ease of registering & ease of getting to the polls tend to influence the decision to vote. Political parties are the lens through which voters differentiate who is "on their side" & helps them to make decisions even if they do not know anything about the issues. An individual's perception of a candidate's integrity, reliability & competence often influences who is supported.
4. How do party affiliations, views of candidates & where candidates stand on policy issues impact an individual's vote?	<ul style="list-style-type: none"> When voters have a clear sense of their own policy position, know where the candidate stands on the issue & 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.
5. How effective is the Electoral College?	<ul style="list-style-type: none"> 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.

Focus Standards Addressed in the Unit

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

Important Standards Addressed in the Unit

5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .
5.1.12.C.	<p>Evaluate the application of the principles and ideals in contemporary civic life.</p> <p><input type="checkbox"/> Liberty / Freedom</p> <p><input type="checkbox"/> Democracy</p> <p><input type="checkbox"/> Justice</p> <p><input type="checkbox"/> Equality</p>
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.
CC.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among 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 <ol style="list-style-type: none"> 1. All elections follow the same format. 2. Primaries elections have been around since our nation's founding. 3. People have always had the opportunity to vote for the president. 4. The Electoral College is a bad system. 	Proper Conceptions <ol style="list-style-type: none"> 1. There are both primary & general elections. The format for each depends upon the state you are located in & the type of election. 2. Primary elections did not begin to take place until political parties were formed. 3. The popular vote for the presidency did not begin until the 1828 election. 4. Like many systems the Electoral College is not perfect; however, many of the alternatives, like the popular vote, are just as bad. 	
Concepts <ul style="list-style-type: none"> • Types of Elections • Current election practices • Impacts on Voting • Electoral College 	Competencies <ul style="list-style-type: none"> • Differentiate between the different types of elections including purpose & process. • Explain the evolution of the electoral process in the United States of America • Evaluate the factors that influence the decision of an individual to exercise their right to vote. • Assess the impact of party affiliations, views of candidates & where candidates stand on policy issues on an individual's vote. • Evaluate the effectiveness of the Electoral College 	Vocabulary <ul style="list-style-type: none"> • Referendum • Initiative petition • Primary • Front end loading • General Election • Suffrage • Political efficacy • Civic Duty • Voter registration • Mandate theory of Elections • Policy voting • Electoral College • Battle ground states • Retrospective Voting
Assessments <p>Homework – Consistent homework assignments will be given to introduce & reinforce classroom concepts. Homework will be graded for completeness & occasionally for accuracy.</p> <p>Reflective Questions – Throughout the unit, reflective questions will be used for formative assessment & as checks for understanding either as lesson activators or summarizing strategies.</p> <p>Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.</p> <p>Unit Tests – Each unit will include a summative written test that will include a combination of multiple choice, matching & short answer essay questions.</p> <p>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.</p> <p>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</p> <p>Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.</p>		

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

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- 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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 - 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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- 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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 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

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
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Honors Government & Economics

Grade 12
Unit 7

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch**
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
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- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
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- 16 - 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"> A detailed and thorough line of Presidential succession has been cemented through the Constitution, the 25th Amendment, as well as acts of Congress such as the Presidential Act of 1947.
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"> 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 12th 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.
4. Does the current presidential nomination process produce the best candidates for office?	<ul style="list-style-type: none"> 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.
5. Is the Electoral College an outdated process to elect the President of the United States?	<ul style="list-style-type: none"> 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.
6. How much power should the President have?	<ul style="list-style-type: none"> 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.

Focus Standards Addressed in the Unit

5.3.C.A.	Examine the process of checks and balances among the three branches of government , including the creation of law.
5.3.12.E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college .
5.4.C.A.	Explain how United States foreign policy is developed.
5.4.12.E.	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy .
5.3.12.G.	Evaluate the impact of interest groups in developing public policy.

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.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .
CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	Competencies	Vocabulary
<ul style="list-style-type: none"> • Presidential Roles • Electoral College • Nomination process • Increasing Presidential Power • Checks on Presidential Power 	<ol style="list-style-type: none"> 1. Enumerate the roles and the powers of the U.S. President 2. Debate the role and the powers of the U.S. President 3. List the qualifications and terms of the president 4. Identify the order of presidential succession 5. List the president's executive and foreign-policy powers. 6. Rank the powers of the president in order of importance 7. Support or criticize the historical growth in presidential power. 8. Illustrate how the electoral college system elects a president 9. Imagine and comment on how our government would operate without a president 10. Describe the process of choosing nominees for a presidential election 11. Formulate a new process in which nominees are chosen for a president 12. Explain the connection between the office of the president and the federal bureaucracy 13. Identify how the cabinet helps to carry out the goals of the executive branch. 14. Develop a plan that would eliminate existing federal bureaucracy or incorporate new ones. 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Pocket veto • Line-item veto • Pardon • Signing Statements • Commutation • Amnesty • State of the Union
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Assessments

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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

Additional Resources:

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Created By:

Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 8

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	8- 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch

8- Judicial System

- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
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- 16 - 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"> 1. What is the best way to organize a proper functioning court system for an entire nation? 2. Should states be allowed to run their own court system? 3. Is it a good idea to organize courts based off the crime committed or issue at hand? 4. Should the U.S. have national Supreme Court? 5. Does our current court system establish equal justice under the law for all American citizens? 6. Has the judiciary effectively protected the rights of privacy, security, and personal freedom of Americans? 7. Which Supreme Court cases are the most relevant and impactful in today's society? 8. Should Supreme Court judges practice judicial restraint or activism? 	<ul style="list-style-type: none"> • The U.S. Constitution established only one court; the Supreme Court and directed Congress to establish inferior courts as needed. The 10th Amendment to the Constitution also permits each state to form its own court system. • 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. • 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 • The 5th 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. • 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.

Focus Standards Addressed in the Unit	
5.3.12.F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments .
5.3.C.A.	Examine the process of checks and balances among the three branches of government , including the creation of law.
5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.A.	Evaluate an individual's civil rights , responsibilities and obligations in various contemporary governments .
5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .

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.8.5.11-12.E.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CC.8.5.11-12.H.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .
CC.8.6.11-12.B.*	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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>.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • Judicial Review • Due Process of the law • Judicial restraint vs. Judicial Activism 	<ol style="list-style-type: none"> 1. Compare and contrast the role of the lower federal courts and state court systems 2. Paraphrase the authority of the lower courts and state courts 3. Illustrate how the lower courts are organized 4. Breakdown the process by which lower-court judges are selected 5. Research how the role of the Supreme Court has changed 6. State how Supreme Court justices are appointed and their term of office 7. Deconstruct the operation of the Supreme Court 8. Predict some of the mainstream criticisms of the judiciary 9. Illustrate how the courts' power can be checked by the other branches of government 10. Assess the differences between civil and criminal law 11. Examine the process an accused person goes through after an arrest 12. Formulate a stance concerning the controversy over capital punishment. 	<ul style="list-style-type: none"> • Inferior courts • Jurisdiction • Concurrent jurisdiction • Plaintiff • Defendant • Original jurisdiction • Appellate jurisdiction • Judicial restraint • Judicial activism • Criminal case • Civil case • Plea-Bargain • Docket • Writ of certiorari • Majority opinion • Concurring opinion • Dissenting opinion • Court-martial • Due process • Search warrant • Probable cause • Exclusionary rule • Writ of Habeas Corpus • Bill of Attainder • Ex Post Facto Law • Grand Jury • Indictment • Subpoena • Double Jeopardy

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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

Suggested Strategies to Support Design of Coherent 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
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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
 - 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
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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
 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
-

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

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

Created By:

Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 9

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	9 - 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Free Market Economic Principles**
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - Personal Finance

Unit Title

Basic Economic Principles

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.

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

<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 do so producers must consider what to produce, how to produce, and for whom their product should be produced.</p> <ul style="list-style-type: none"> 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. 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. 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.
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Focus Standards Addressed in the Unit

6.1.12.A.	Predict the long-term consequences of decisions made because of scarcity .
6.1.12.B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services .
6.1.12.C.	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
6.2.C.A.	Analyze the flow of goods and services 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.8.6.11-12.F.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .
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.
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Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> Advances in technology does not significant alter a nations economy. A majority of people in the United States one day become business owners themselves. Economics is only concerned with money. 	<ol style="list-style-type: none"> 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 illustrate this point such as the automobile or Internet. Studies show that entrepreneurship in the United States is becoming more difficult. Typically, more businesses fail than go on to succeed. 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

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Micro vs. Macro Economics Factors of Production Productivity Opportunity Costs Production Possibilities Curve Austrian vs. Keynesian Economics Broken Window Fallacy Luddite Fallacy 	<ol style="list-style-type: none"> Rewrite a definition for economy and economics Rank the factors of production in order of importance Point out the value or consequences of strong/weak entrepreneurship in an economy Investigate why the problem of scarcity exists. Contemplate the issues that producers must address to distribute resources. Compile ideas concerning why producers study productivity Speculate why sacrifice is an important element of economic choice. Identify the assumptions involved in creating a production possibilities curve. Determine why future possibilities might differ from current production possibilities Compare and contrast the differences between Austrian and Keynesian economics Investigate popular economic fallacies. Outline the affect that technological progress can have on economies 	<ul style="list-style-type: none"> Economics Microeconomics Macroeconomics Consumer Producer Good Service Resource Factor of Production Natural resource Capital resource/good Consumer good Technology Entrepreneur Scarcity Allocate Productivity Efficiency Division of Labor Specialization Trade-off Opportunity Cost Production Possibilities Curve Exchange Value Utility Interdependence

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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

Suggested Strategies to Support Design of Coherent Instruction

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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

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- 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
 - 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 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.
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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:

Entrepreneurship Project - Business Education

Writing responses to reflection questions – English

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

Created By:

Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 10

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	10 – Investing & the Stock Market	2 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market**
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - 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?

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

<p>3. How are stocks markets are the world similar? How are stock markets around the world different?</p> <p>4. How are stocks traded on the NYSE?</p> <p>5. How do you obtain information about the value of stock & how do you analyze that information?</p>	<p>market has had historically.</p> <ul style="list-style-type: none"> • Stock markets around the world operate consistently 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. • 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. • Information about stocks can be found online or in newspapers including but not limited to: price, high & low, dividend, yield, PE ratio, volume traded & if the stock is up or down for the day.
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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 interdependence around the world in the 21 st century.
6.4.12.C.	Evaluate the impact of multinational corporations 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.
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

6.5.12.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 private economic institutions on the individual, the national and the international economy.
6.2.12.C.	Predict and evaluate how media affects markets .

Misconceptions

1. There is only one type of stock.
2. Only rich people invest in the stock market.
3. Companies make money every time their stock is traded.

Proper Conceptions

1. There are different types of stock including common, preferred & various classes.
2. Anyone can invest in the stock market & a large percentage of Americans have money directly or indirectly tied to the stock market.
3. 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.

4. All stocks have dividends.	4. Most stocks do not pay dividends; it is up to the individual company.
5. There is only one stock market in the world.	5. There are multiple stock markets within the United States & around the world.
6. You can only make money when the price of a stock increases.	6. It is possible to make money when the market is doing poorly or stock is going down in price by short selling.

Concepts <ul style="list-style-type: none"> • Stock • Reasons for investing in stocks • Stock Market • NYSE 	Competencies <ul style="list-style-type: none"> • Differentiate the types of stock • Justify stock market investment & evaluate expectations of stock market investors • Compare & contrast various stock markets around the world • Explain the process by which stocks are traded on the NYSE • Read a stock quote & explain what each column of data means 	Vocabulary <ul style="list-style-type: none"> • Stock • Shareholder • Debt Financing • Equity Financing • IPO • Primary Market • Secondary Market • Common Stock • Preferred Stock • Dividends • Specialist • Dow Jones Industrial Average • Bull Market • Bear Market • Short selling • Brokers • Commission • Lots • Odd Lots • Ticker Symbol • Ticker Tape • OTC • NASDAQ
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Assessments

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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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

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Differentiation:

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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
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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

Interdisciplinary Connections:

Writing responses to reflection questions – English
Stock Market Skit – Drama

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

Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 11

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	11 - Economic Systems and Free Enterprise	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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 11 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise**
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - 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

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

inequality in society?	the unbalanced distribution of wealth. Supporters of market systems argue that market economies provide fairness because it rewards those who provide society with the best goods and services.
3. Could the free enterprise system still function if one of the five main features of free enterprise was missing?	<ul style="list-style-type: none"> 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.
4. What is the best way for governments to regulate the decisions made by consumers and producers in a free enterprise system?	<ul style="list-style-type: none"> 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.
5. What kind of economic goals should government policymakers set for society to achieve?	<ul style="list-style-type: none"> 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?
6. Is it a good idea for governments to set economic goals for society to achieve?	<ul style="list-style-type: none"> 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.

Focus Standards Addressed in the Unit

6.2.12.B.	Analyze the effect of changes in the level of competition in different markets .
6.2.12.G.	Evaluate various economic systems .
6.3.12.A.	Evaluate the costs and benefits of government decisions to provide public goods and services .
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 trade .

Important Standards Addressed in the Unit

CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.6.11-12.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.8.6.11-12.H.	Draw evidence from informational texts to support analysis, reflection, and research.

Misconceptions <ol style="list-style-type: none"> 1. The United States has a free market/market economy. 2. There is no self regulation built into free markets 	Proper Conceptions <ol style="list-style-type: none"> 1. Although the United States was founded based on free market principles it would be incorrect to 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.
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Concepts <ul style="list-style-type: none"> • Role of Government in Free Enterprise • Adam Smith’s Invisible Hand • Capitalism vs. Socialism • Formation of Monopolies • Mercantilism • Regulation of the Free market 	Competencies <ul style="list-style-type: none"> • Model how the three basic economic questions are answered in traditional, command, and market economies • Question the roles of self-interest and incentives in a market economy • Enumerate the main features and types of mixed economies • Rank the main components of the free enterprise system in the United States in order of importance • Evaluate each of the main components of a free enterprise • Name the two markets of the circular flow model • Explain how the circular flow model reflects exchange • Describe how nations decide how to use scarce resources • List and define the major goals of the U.S. economy • Construct an argument that either supports or criticizes economic goal setting by nations. • Explain why there are many conflicting economic goals within society 	Vocabulary <ul style="list-style-type: none"> • Market • Traditional economy • Command economy • Market economy • Self-interest • Incentive • Mixed economy • Capitalism • Democratic/authoritarian socialism • Invisible Hand • Free-enterprise • Private property • Contract • Economic competition • Monopoly • Product/resource market • Circular Flow of Goods and Services • Standard of Living • Full employment • Price stability • Inflation/Deflation • Eminent Domain • Voluntary Exchange • Self-Regulation • Crony/Corporate Capitalism • Mercantilism • Protectionism
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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.

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

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
-

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
-

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.
-

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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
-

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

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

Created By:

Kurt Gladfelter and Kaitlin Bonner



Honors Government & Economics

Grade 12
Unit 12

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12	12 - Demand, Supply, & Market Equilibrium	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 & Politics

2- Revolution to Ratification

3 – Constitution

4- Federalism

5- Congress

6 – The Election Process

7- The Executive Branch

8- Judicial System

9 – Basic Economic Principles

10 – Investing & the Stock Market

11 – Economic Systems

12- Demand, Supply & Market Equilibrium

13 – Elasticity of Demand & Supply

14 – Market Failure & the Role of Government

15 – Money, Banking & the Federal Reserve

16 - 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 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

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

measuring how much supply or demand there will be for a product?	determining supply and demand. However, there 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"> 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.
4. How can a business decide what level of production is the most efficient for their company?	<ul style="list-style-type: none"> 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.

Focus Standards Addressed in the Unit

6.2.12.D.	Predict how changes in supply and demand affect equilibrium price and quantity sold.
6.1.12.D.	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.3.12.C.	Evaluate the social, political, and economic costs/benefits 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 private economic institutions on the individual, the national and the international economy.

Important Standards Addressed in the Unit

6.5.12.F.	Assess the impact of entrepreneurs on the economy.
CC.8.6.11-12.A.	Write arguments focused on <i>discipline-specific content</i> .
CC.8.5.11-12.H.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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	Competencies	Vocabulary
<ul style="list-style-type: none"> • Law of Demand vs. Supply • Determinants of Demand and Supply • Demand/Supply Schedules • Demand/Supply Curves • Diminishing marginal utility and law of diminishing returns • Costs of Production • Total product vs. marginal product • Subsidy vs. Tax breaks • Profit motive 	<ul style="list-style-type: none"> • Rationalize what the law of supply/demand means for prices • Illustrate the meaning of demand/supply curves and schedules • Articulate the meaning behind a shift in a products demand/supply • Identify the factors that can shift supply/demand for a product • Arrange the factors that shift supply/demand in order of importance • Contrast the differences between substitute and complementary goods • Define supply/demand elasticity • Contrast the differences between elastic and inelastic supply/demand • Conclude reasons why producers/consumers would prefer products that are elastic/inelastic • Chart how demand/supply elasticity is measured • Discuss the differences between a tax and subsidy • Rationalize reasons why economists view taxes and subsidies as potentially harmful to economies • Evaluate the reasons why productivity is so important for producers in a free market. • Explain how changes in production costs affect producers' supply decisions • Validate the existence of supply and demand as economic laws 	<ul style="list-style-type: none"> • Quantity demanded/supplied • Law of demand/supply • Income effect • Substitution Effect • Diminishing marginal utility • Determinants of demand/supply • Substitute good • Complementary good • Profit • Revenue • Cost of production • Demand/Supply Curve • Tax • Subsidy • Regulation • Total/Marginal product • Total/Marginal cost • Law of Diminishing Returns • Economies of scale • Fixed cost • Variable cost • Depreciation • Overhead

Assessments

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

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

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3b Using Questioning and Discussion

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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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5. Various points of view are considered for specific topics relating to government/economics
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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

Interdisciplinary Connections:

Analyzing trends for Consumer Tastes & Preferences – Marketing

Writing responses to reflection questions – English

Graphing & interpreting Demand, Supply & Market Equilibrium – Math

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

Created By:

Kurt Gladfelter and Kaitlin Bonner



Honors Government & Economics

Grade 12
Unit 13

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	13 – Elasticity of Demand & Supply	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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply**
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve
- 16 - Personal Finance

Unit Title

Elasticity of Demand & Supply

Unit Overview

Students will be able to explain the price elasticity of demand formula & use it to calculate the price elasticity of demand coefficient. Students will be able to explain the mathematical reasoning behind the method to calculate price elasticity of demand. Students will be able to use the data from their calculations to analyze what the coefficient means for businesses & why businesses want to know that information. Students will be able to calculate the total revenue for a product & explain how businesses use this data when determining prices for their products. Students will apply the determinants of price elasticity of demand to specific situations & determine what type of price elasticity of demand a product has. Students will compare & contrast price elasticity of demand with price elasticity of supply. Students will be able to compare & contrast the income elasticity of an inferior good with a normal good.

Unit Essential Questions

1. What is price elasticity of demand & how is it calculated?
2. Why is price elasticity of demand calculated with the

Key Understandings

- Price elasticity of demand is a measure of how responsive consumers are to a change in price & there is a specific formula to calculate the coefficient.

specific formula?	<ul style="list-style-type: none"> Price elasticity of demand is calculated using the midpoints approach because the same elastic coefficient will be reached regardless of direction on the curve. Price elasticity of demand is calculated using absolute value because the demand curve slopes downward the price-elasticity coefficient of demand will always be a negative number
3. How do businesses apply price elasticity of demand coefficients & the total revenue test to their products?	<ul style="list-style-type: none"> By determining price elasticity of demand & performing a total revenue test businesses can determine the effect of price changes on total revenue, which leads to price changes on profits, determines if businesses should increase prices.
4. What are the determinants of elasticity of demand?	<ul style="list-style-type: none"> Substitutability, proportion of income, luxury versus necessity & time are determinants of elasticity of demand.
5. How does income elasticity of demand differ?	<ul style="list-style-type: none"> According to what good it is being calculated for: inferior goods are negative, whereas normal goods are positive.

Focus Standards Addressed in the Unit

6.2.12.D.	Predict how changes in supply and demand affect equilibrium price and quantity sold.
6.5.12.D.	Analyze the role of profits and losses in the allocation of resources in a market economy.
6.1.1.12.B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services .

Important Standards Addressed in the Unit

6.1.12.A.	Predict the long-term consequences of decisions made because of scarcity .
6.2.12.B.	Analyze the effect of changes in the level of competition in different markets .
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"> <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. <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. <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. <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. <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).
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).

Misconceptions	Proper Conceptions
<ol style="list-style-type: none"> 1. Math is not a part of social studies. 2. "Real world math" does not involve complex formulas. 3. Because of the law of demand, when price changes demand always changes. 	<ol style="list-style-type: none"> 1. Economics is a social science & as such requires many calculations & formulas in order to have data to analyze, like the price elasticity of demand coefficient formula. 2. The total revenue test & price elasticity of demand coefficient formulas are used on a regular basis by businesses. 3. There are unique situations called perfectly elastic & perfectly inelastic demand in which demand does not change as price changes.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • Price Elasticity of Demand • Total Revenue • Price Elasticity of Supply • Income Elasticity of Demand 	<ul style="list-style-type: none"> • Calculate the price elasticity of demand coefficient to determine what type of elasticity of demand a product has • Calculate the total revenue of a product to determine what type of elasticity of demand a product has • Explain why businesses want to determine the type of elasticity a product has • Analyze the determinants of elasticity of supply & give detailed examples of each situation • Explain the reasoning behind the midpoints approach & absolute value being included in the price elasticity of demand coefficient formula • Compare & contrast the price elasticity of demand & price elasticity of supply formulas • Contrast the income elasticity coefficient for an inferior good versus a normal good 	<ol style="list-style-type: none"> 1. Price elasticity of demand 2. Elastic demand 3. Inelastic demand 4. Unit Elastic demand 5. Perfectly inelastic demand 6. Perfectly elastic demand 7. Total Revenue 8. Total Revenue Test 9. Price elasticity of supply 10. Elastic supply 11. Inelastic supply 12. Unit elastic supply 13. Market period 14. Short Run 15. Long Run 16. Income elasticity of demand

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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 - 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
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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

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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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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- Students will receive feedback to in a timely manner, with specific details for improvement & clarification of the 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
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 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

Calculating the price elasticity coefficient – Math

Analyzing the total revenue test data – Business

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

Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 14

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	14 – 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government**
- 15 – Money, Banking & the Federal Reserve
- 16 - Personal Finance

Unit Title

Market Failure & the Role of Government

Unit Overview

Students will be able to differentiate between public and 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 and analyze their impact on society. Students will be able to discern the situations in which individuals can address externalities and when government involvement is needed. Students will evaluate methods the government uses to deal with externalities and 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"> Externalities are additional costs or benefits from a transaction that accrue to a third party, not involved in the transaction & impact society by distorting the resource allocation. Individuals, in specific situations, can deal with externalities through lawsuits & bargaining. The government can deal with positive externalities by subsidies to producers or consumers & provisions, while the government can establish direct controls or specific taxes to deal with negative externalities. The tax burden can be apportioned by ability to pay or benefits received. Methods of taxation include progressive, proportional & regressive.
4. How can individuals deal with externalities?	
5. What are the government methods for dealing with externalities & which method is most effective?	
6. What are ways to apportion the tax burden?	
7. What are methods of taxation?	

Focus Standards Addressed in the Unit

6.1.1.12.B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services .
6.1.12.D.	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.3.12.A.	Evaluate the costs and benefits of government decisions to provide public goods and services .
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 economic costs/benefits 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.8.6.11-12.A.	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p><input type="checkbox"/> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><input type="checkbox"/> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><input type="checkbox"/> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><input type="checkbox"/> Provide a concluding statement or section that follows from or supports the argument presented.</p>
CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Misconceptions

1. A free market economy is perfect.

Proper Conceptions

1. At times, a free market does not allocate the right

	amount of resources to production, which is called market failure.
2. All products can be bought or sold.	2. Because of non-rivalry & non-excludability, public goods are not always paid for by the consumer.
3. As long as you pay for the production or consumption of a product, it does not impact anyone else.	3. Externalities are costs or benefits that occur to individuals not involved in a market transaction.
4. The government interferes all the time.	4. There are some externalities that do not require the government interference & can be solved by individuals.
5. Government interference isn't needed.	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 from 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.

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

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns

government or economics.

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

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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- 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

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Differentiation:

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 7. Basic content provided by chapters in textbook, however multiple ways for students to interact with content is
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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
Analyzing taxation data & numbers – Statistics
Analyzing political cartoons – Art

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

Created By:

Kaitlin Bonner & Kurt Gladfelter



Honors Government & Economics

Grade 12
Unit 15

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	15 - 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 11 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems & Free Enterprise
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
- 14 – Market Failure & the Role of Government
- 15 – Money, Banking & the Federal Reserve**
- 16 - 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 they 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 1st and 2nd 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?

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.

2. How did societies eventually transition from a barter based economy to a monetary based economy?	<ul style="list-style-type: none"> The transition from barter to the use of money and currency happened at different times for many different societies throughout the world. It happened naturally as economies of advanced civilizations evolved through job specialization.
3. What are the pros and cons to having the world's reserve currency?	<ul style="list-style-type: none"> 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.
4. How will the value of the U.S. dollar be affected if it is removed as the reserve currency?	<ul style="list-style-type: none"> 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.
5. How do artisans during the Renaissance develop the modern banking system?	<ul style="list-style-type: none"> 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.
6. Should the U.S. and the world continue operating under the fractional reserve banking system?	<ul style="list-style-type: none"> 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.
7. What is the history of the central banking system in the United States?	<ul style="list-style-type: none"> 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.
8. Under what conditions was the current Federal Reserve System founded?	<ul style="list-style-type: none"> 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.
9. Which of the Federal Reserve's powers has the greatest ability to affect inflation/deflation?	<ul style="list-style-type: none"> 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.
10. How does an increase/decrease in the money supply affect prices and the value of the dollar?	<ul style="list-style-type: none"> 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.

6.5.12.H.	Evaluate benefits and costs of changes in interest rates for individuals and society.
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 trade .
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 private economic institutions 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.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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

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-

Vocabulary

- Barter
- Interdependence
- Self-sufficiency

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

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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
-

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

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

Created By:

Kurt Gladfelter and Kaitlin Bonner



Honors Government & Economics

Grade 12
Unit 16

Subject	Grade	Unit	Suggested Timeline
Honors Government & Economics	12 th	17 - 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 & Politics
- 2- Revolution to Ratification
- 3 – Constitution
- 4- Federalism
- 5- Congress
- 6 – The Election Process
- 7- The Executive Branch
- 8- Judicial System
- 9 – Basic Economic Principles
- 10 – Investing & the Stock Market
- 11 – Economic Systems
- 12- Demand, Supply & Market Equilibrium
- 13 – Elasticity of Demand & Supply
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- 15 – Money, Banking & the Federal Reserve
- 16 - 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 & 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?

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.

3. How does an individual take out a loan? In what circumstances is it the best choice?	<ul style="list-style-type: none"> Loans are taken out for major purchases like cars, 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"> Credit cards are essential for establishing credit, paying & paying for items without having to constantly carry money on your person. Responsible credit card use includes an awareness of all terms & conditions, paying off your monthly balance on a consistent basis & keeping track of your personal information to prevent identity theft.
5. How do you plan a monthly budget?	<ul style="list-style-type: none"> Planning a monthly budget involves itemizing expenses & examining how money to put into each category based upon the amount of money that is coming in to your household.

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 goods and services in an international economy.
CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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

6.1.12.C.	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
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

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

Proper Conceptions

- Saving for retirement as soon as possible is best for long term financial planning
- Saving money is essential for a variety of reason, not just limited to long term planning.
- Saving money is possible through a variety of accounts & time deposit.
- 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.
- Depending upon the type of loan including length &

	terms & conditions it depends upon how long you will be paying, collateral required & the total amount you will pay.
6. All people attempting to use credit are treated the same.	6. Credit bureaus assign people credit ratings & based upon that rating individuals receive specific interest rates & terms & conditions.
7. There is only one credit score.	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.

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

Socratic Circles – students will be expected to substantively participate two times per Socratic Circle. This participation involves providing opinions, asking clarifying questions according to the provided rubrics and prompts graphic organizer.

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

Journal – Students will be required to write a 200 word journal entry once a week based on a current event topic that concerns government or economics.

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

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- 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
- 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

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 loan trends – Statistics

Creating a monthly budget –Accounting

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

Created By:

Kaitlin Bonner & Kurt Gladfelter
