

Course Guide 2005 - 06

United States and Arizona Government  
Economics  
and  
United States History



*Santa Cruz County Courthouse, 1910*

George Thomson

***Teachweb.org***

## **A letter to my students**

### **My teaching philosophy**

*The storyteller makes no choice -  
Soon you will not hear his voice-  
His job is to shed light and not to answer.*  
Jerry Garcia

June 7, 2005

As your teacher I feel that my job is to shed light, not to give answers. I hope that I Challenge you, and that you find this course valuable. Every topic studied in class can be applied out of class in a variety of situations. No matter what you choose to do with your life, history, government and the economic system will affect your life deeply. For that reason you must understand what happened in the past and is happening now in the government and economy so you can make it work for you rather than you working for it.

The government and economics curriculum is designed to give students a fundamental knowledge of the basic principles and institutions of United States and Arizona government and economy. I will focus also on our local government in an attempt to demonstrate the power of one citizen on her government and how one person can make the economy work for them. You will learn how the laws of supply and demand affect everything.

Preparation for the Senior Project will be an important component of this class. The skills a student exhibits in the Senior Exhibition process are central to success in the world. I am proud of the students who have completed their Senior Exhibitions at Nogales High School. I seek to give the future citizen the skills and knowledge to be functioning members of the polity and economy.

In this class you will work in groups, write position papers, complete simulations, take traditional notes and quizzes, be expected to demonstrate and exhibit learning through portfolios, use technology and go beyond the class for learning. Through these activities,

I will do my best to get you ready for the world outside this school.

One of the major assumptions of the class is that it will be student, not teacher, centered. This means that you will be active participants in the learning process. The course will be project oriented with students serving as worker and the teacher acting as the coach. I am not the deliverer of information you are the discoverer of new ideas. Only through individual initiative can knowledge is gained.

Above all you will learn to use your minds well. You will hear me talk endlessly about the "habits of mind." Habits of mind are ways of learning to use your mind well. I want to teach you **how** to think not **what** to think. Everything you write or speak will apply the habits of mind.

We will also study and apply Steven Covey's "Seven Habits of Highly Effective People." We'll learn to apply Habit Two, "Begin with the end in mind," or Habit Three, "Put first things first." The habits of mind and the Seven Habits of Effective People are such valuable life skills that we must connect these ideas to life and to citizenship. These habits are also essential for success in the Senior Project.

The theme for the government classes is:

**"How is individual liberty best preserved?"**

The attainment, the protection, the drive for, freedom, liberty, and rights is what it means to be human. "Live free or die."

For American History the course theme is:

**"How can knowledge of the past be used as a tool for success in the present?"**

The knowledge of what happened, the conflicts people have faced, the success attained can be directly applied to any one's life because human nature hasn't changed much; learn for the past because many people will miss it; you don't have to.

We have one rule in the class, it is "Trust until abused" I trust you until you show me that I shouldn't. You are an adult.

I look forward to teaching you. Please review all the information in this packet closely.

We will refer back to it often in the class.

Your life is a treasure.

Sincerely,  
George Thomson  
Instructor

## **Grading, expectations and procedures**

### **My Office Hours**

You can find me in room A3 nearly every lunch hour. I am also available Mondays, Tuesdays and Thursdays from 2:15 to 2:45. Feel free to call me at home, before 9PM, or email me with questions at [teachweb@mac.com](mailto:teachweb@mac.com).

### **Class Web Page**

Teachweb.org is a valuable resource for you; it is our own class web page, for my classes only. The page has articles, assignments, practice tests, class info and lots of other interesting things. Check the page regularly. The address is:

From home

[www.teachweb.org](http://www.teachweb.org)

From School:

[www2.nusd.k12.az.us/nhs/gthomson.class](http://www2.nusd.k12.az.us/nhs/gthomson.class)

### **Attendance**

All school policies regarding tardies and absence will be enforced. In class:

On the fourth tardy you will receive an in-class punishment. On the 5th you will be referred to the office. The school policy for absences applies. On the fifth absent you will be dropped from the class. Call the teacher any time you know you will be absent. I will work with you to be sure you have the assignments missed.

Call the teacher any time you know you will be absent. I will work with you to be sure you have the assignments missed.

### **Late Work:**

Late work is not acceptable. Assignments are due when they are due. Ten percent of the grade will be taken off for each day after the due date as assignment is turned in to the teacher. Major assignments which have had long assignment periods are due on the due date, whether the student is in school or not. Students who miss a test or quiz due to nonattendance will have to make up that assignment after tutoring time and can expect a different test or quiz (on the same subject) that the one given in

### **Resubmission of assignments:**

I encourage to do your work over, and receive a higher. To do something over the following conditions must be met:

1. The original assignment must be turned in on time.
2. You must staple the original and the redo. I will return it to you un-graded without the original.
3. You have two days to redo the assignment from the day I pass it back to you. No redos accepted after two days.

## **Grading**

Grading will be accomplished with a cumulative points system. Each assignment will be worth a specific number of points as determined by the teacher depending on the difficulty of the task. All assignments must be kept in the class notebook. The points earned in each nine weeks period of the semester will be used to determine your grade. The points of the first nine weeks will carry over to the second. The points in the third nine weeks carry over to the fourth. Listed below are the most common means of earning points:

1. Daily assignments, class participation, reading comprehension and listening skills. (daily assignments will include, but are not limited to: daily journal, vocab lists, bell work etc.)
2. Tests and quizzes- These will require you to express opinions, to discuss class content in more detail, and to explore topics contained in reading, but not covered directly in class. Test will include reading comprehension, spelling and vocabulary. Test will be given on a regular basis, at least three per month. Some tests will be major assignments, some will be quizzes worth fewer points.
3. Position Papers - These will require you to identify a clear thesis, express opinions, analyze problems, and provide evidence. All assignments must follow the YES TEST included. These are a major part of your grade.
4. Portfolios- There are two kinds of portfolios: Unit Portfolios and the big one, the "Senior Exhibition Portfolio." These are major grades and will be based on the unit Essential Question. You will take material from class and out of class work to make the portfolio. See the page in this document that describes portfolio. The teacher will assign each, one per unit. The Senior Exhibition portfolio is required for graduation and its components (as well as other assignments related to the Senior Exhibition) will be major grades in this class.
5. Article reviews: You will do a short writing that will review various articles. This is a minor assignment. Follow directions. Include the article stapled. State the thesis, or main point, give facts, quotes etc., which develop the these, take a stand on the issue. One page, may be written in first person.

Please see the official NHS Grading Scale that is posted in this classroom and in your student handbook. Semester grade Your semester grade will be determined from a total points basis of the semester (1st and 2nd or 3rd and 4th nine weeks added together). The semester final exam is worth 10% for your semester grade.

### **GRADING POLICY:**

The grading scale described in the NHS student body handbook is referenced as part of this contract and is the grading policy of this class. No more than 5% of a grade may be earned in extra credit. The teacher will assign extra credit at his discretion. Extra credit may not be used to raise a grade from a F to a D. A cumulative total of both quarters

points will added to determine the semester grade, the final exam is worth 20% of the semester grade. I understand that my current grade will be based on the cumulative total of all points in the semester.

The grade of an "A" represents outstanding work which demonstrates leadership, original and critical thinking, proof of the ability to apply learning beyond the classroom, individual initiative, as well as participation beyond that assigned in the regular curriculum. A grade of an "A" will require hard work by the student and will include academic or civic challenges issued by the teacher

### **CLASS REQUIREMENTS:**

1. Equipment. All students are required to bring their notebooks, pen/pencil, and assignments everyday. Students will not be allowed to go to their lockers to retrieve required class materials.

2. Behavior and participation. Student participation in classroom activities is necessary for the student who wishes to accomplish the most in any class. Being tardy to class is both rude and disruptive. The teacher will give equal treatment to all students. The class policy on tardies, as stated in this course's student handbook and course guide will be enforced.

3. Expectations -- One of the major assumptions of the class is that it will be student, not teacher, centered. This means that you will be active participants in the learning process. The course will be Exhibition oriented with students serving as worker and the teacher acts as the coach.

The student will visit the class web page at: [www.teachweb.org](http://www.teachweb.org) regularly.

4. All assignments are due on the due date. If a student is absent the school policy applies, but they may receive a different assignment. All major assignments (which have had long range working time) must be turned in on the due date, no exceptions. The work must be brought in if the student is absent. A student may redo an assignment if the assignment is turned in on time. Assignments turned in after the due date will have 10% of the total possible points deducted. A student may resubmit his/her assignment for a re-grade if the assignment was turned in on time. The student will have two days to redo the assignment for a higher grade.

**RULES OF BEHAVIOR:**

1. You must have the necessary "equipment" for class, everyday. These are:  
- notebook, pen or pencil, text book, workbook, any assignment due on that day.
2. No one will be allowed to go his or her locker during class time. Remember to bring all your materials everyday.
3. Keep hands feet and objects to yourself.
4. No put-downs or teasing.
5. No profanity.
6. All attendance, tardy and make-up work policies as stated in the student handbook will be followed.
7. Follow directions the first time they are given.
8. No food or drinks allowed in the classroom.
9. All other class policies stated by the instructors in writing are referenced as part of this contract.
10. Students not in their assigned seat at roll call are considered absent.



# US Government and Economics

## Course Outcomes

**At the conclusion of the course the students should be able to...**

- meet the Arizona Standards for Social Studies.
- apply and recognize those fundamental principles of government and economics that protect individual liberty, share power and provide safety for the individual.
- understand the relationship between rights and responsibility.
- become an active member of a community.
- understand how supply and demand affect all areas of price and production.
- apply governmental and economic principles to current events.
- develop habits of mind to use your mind well.
- improve skills of formal writing, speaking, communications, reading comprehension, goal setting and planning.
- understand that all knowledge is connected.
- develop a positive attitude toward intellectual activity and a desire for life-long learning.

# **US Government and Economics**

## **Course Syllabus**

### **G. Thomson — 2005-06**

Course theme: The role of governmental and economic principles in lives of individuals.  
Course Essential Question: "How is individual liberty best preserved?"

Dates are subject to change  
AZ State Standards for Civics and Government listed

#### **Unit I -- Class organization, goal setting, Senior Exhibition Introduction.**

Essential Question: How is the class organized and what are the requirements?

#### **Unit II – Fundamental Principles and History of American Government**

Essential Questions: How do the foundation, history and principles of American government reflect a protection of individual liberty?

Time- Weeks 3 to 6 of first quarter

READ: We the People Unit One - "What Are The Philosophical and Historical Foundations of the American Political System?" Magruder's - "Origins of American Government."

**2SS-P1.** Explain the philosophical foundations of the American political system in terms of the inalienable rights of man and the purpose of government...

**2SS-P2.** Analyze the historical sources and ideals of the structure of the United States government...

#### **Unit III -- Fundamentals of Economics**

Essential Question- How is a peoples' choices affected by scarcity?

Goal: To apply the basic economic problem.

Time- Weeks two and three of first quarter.

READ: Applied Economics Junior Achievement Chapters 1, 2 and 3.

4SS-P1. Analyze the implications of the economic problem of scarcity

4SS-P2. Use economic concepts, theories, principles, and quantitative methods to analyze current events

4SS-P4. Analyze the similarities and differences among economic systems

4SS-P5. Describe the basic principles of microeconomics

4SS-P6. Evaluate the economic role of government in the mixed-market economy of the United States

## **Unit IV - The Constitution**

Essential Question - What experiences of the founders and Framers led to the development of the constitution?

Goal: The student will identify and describe the basic principles of American Government.

Time- Weeks 7, 8, 9 of first quarter

READ: We The People Unit Two - "How Did the Framers Create the Constitution?" Magruder's - "The Constitution"

2SS-P3. Analyze why and how the United States Constitution was created by the framers...

2SS-P4. Analyze the structure, powers, and roles of the legislative branch of the United States government...

## **Unit V The Executive Branch President, AZ Governor, city mayor**

Essential Question-How is the president elected and what are her responsibilities in constitutional structure?

Time-weeks 4, 5, and 6 of SECOND quarter

READ: We The People Unit Three - "How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?" Magruder's - "The Presidency," and "The Presidency in Action."

AP Gov. read: Wilson Chapters 7, 8, 12 and 13

## **Unit VI U.S. and AZ Legislature**

Essential Question - How do the U.S. Congress and the Arizona legislature implement the legislative powers and responsibilities?

Time- weeks 6,7,8 of second quarter

READ - Magruder's - "Congress," "Powers of Congress," and "Congress in Action."

AP Gov. read: Wilson Chapters 11 and 25

## **Unit VII Civil Liberties**

Essential Question- What conflicts arise in the application of constitutional civil liberties?

Time- Throughout the school year. These standards and its POs will be applied in every unit.

READ - We The People Unit Three - "How Have the Protections of the Bill of Rights Been Developed and Expanded?" Magruder's - "Civil Liberties: First

Amendment Freedoms," "Civil Liberties: Protecting Individual Freedoms," and "Civil Rights: Equal Justice Under The Law."

2SS-P8. Analyze the rights, protections, limits, and freedoms included in the United States Constitution and the Bill of Rights

### **Unit VIII - U.S. and AZ Judicial**

Essential Question - What role does the judicial branch play in the application of constitutional principles and the protection of individual rights?

READ: Magruder's - "The Judicial Branch," and "State And Local Government In Action."

Time- Weeks 2,3,4 of THIRD quarter

2SS-P6. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions

### **Unit IX Federalism**

Essential Question- How is power shared between the national and state governments and how does federalism affect individual liberties?

Time- week 5 of third quarter. The concept of federalism will be applied throughout the year in all simulations

READ - Magruder's - "Federalism," "Powers of Congress," and "State And Local Government In Action."

2SS-P9. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution

### **Unit X Senior Exhibition Project and Portfolio**

Essential Question- How does the NHS Senior Exhibition prepare a person for the responsibilities of citizenship?

Time- Interspersed throughout third and fourth quarter. Weeks 6 and 7 of third quarter

Materials.- Senior Exhibition Manual, student's project portfolio

2SS-P10. Demonstrate skills related to the duties and obligations of citizenship needed to participate in America's government

### **Unit XI - Macro Economics**

Essential Question- How does the US Government affect economic rights and the distribution of scarce resources?

Time- Weeks 1 and 2 of the fourth quarter.

READ - Applied Economics Junior Achievement Chapter Twelve - "Government And It's Budget." Magruder's - "Comparative Economic Systems."

4SS-P3. Describe how households and firms are interdependent and how their relationship is affected by trade, exchange, money, and banking

4SS-P7. Describe the basic principles of macroeconomics

### **Unit XII I-International Trade**

Essential Question- How do people in Nogales, Arizona and Nogales, Sonora make money through international trade??

Time- Weeks 5 and 6 of the fourth quarter.

READ - Applied Economics Junior Achievement Chapter Fifteen & Sixteen - "A World of Trade." Magruder's - "Comparative Economic Systems."

4SS-P8. Describe the affects of international trade on the United States and other nations

### **Unit XIII -Personal Economics**

Essential Question- What is the economic way of thinking?

Time- week seven of fourth quarter

Materials - Applied Economics — Junior Achievement Chapter Six - "Consumers & Savers."

4SS-P9. Apply an understanding of economics to personal financial choice

**American History**  
**Course Outline**  
**G. Thomson**

AZ Standards covered throughout the year...

- **1SS-P1.** Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.
- **1SS-P2.** Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.
- **1SS-P3.** Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.
- **1SS-P18.** Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the United States

**Course Outline**

- I. Course Organization
- II. U.S. and Arizona's History and place in time
- III. Independence and Revolution
- IV. The Constitution
- V. The Civil War
- VI. Expansion and Clash
- VII. Isolation vs. Involvement/Wars of the 20th Century
- VIII. Government in relation to Individual and Economy
- IX. Industrial Revolution
- X. The Great Society
- XI. Technology