



IPoly High School
1st Semester Economics and
2nd Semester American Government Syllabus
Mr. Anaya
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These courses will be non-honors, real world application of the study of Economics and Economics theory and American Government. Students will learn about and study Economics and American Government by analyzing primary and secondary sources, by further developing their writing skills by taking on complex economics/government ideas/theories, and learning how economics/government applies to their everyday lives. The biggest skill that a student should learn throughout the study of social studies is that there are always more than one side to a story, or in the case of Economics and Government, more than one theory or idea about how a country's economy or government should be run. Students will learn about the various types of economic systems and the various components that comprise an economy. Students will also learn about the American System of Government, how it has evolved into what it is today, and their role within it. Students will be challenged to come to their own conclusions about various economics and government topics in their assignments.

Pre-requisite Courses

Students should have completed Geography (9th grade), World History (10th grade), and U.S. History (11th grade) before taking this course.

Instructional Philosophy

Students will be tasked with a variety of challenging instructional methods. They will be given various hands on assignments where they will analyze real world economic/government scenarios, they will participate in class discussion, complete open ended problem solving scenarios where students will be challenged to find solutions where there is no definitive answer, complete reading/writing assignments to examine economic/government terms and theories, and complete projects that will challenge the students to dive deeper into their learning. The students will be instructed with a variety of methods such as PowerPoint presentations, videos, TedTalks, primary and secondary sources, class discussion, analyzing complex texts, and completing a variety of assignments/projects. Students will be held to a high expectation level because this class is important for students to take in order to understand how the American economy and government work and how it is different from the economy and government of other countries. This is essential being that they are on their way to becoming adults and will soon have an active part in both.

Projects

There will be a variety of projects and assignments completed throughout both semesters that will help to further your understanding of Economics and American Government. They will vary in size being that some are simpler and others are more complex but all of them will be challenging and will ask you to think outside of your textbook. Although your textbook is great, learning how to apply economics and government to your own lives is my goal for this course and cannot be done entirely with a textbook.

Required Text Book:

Economics by Arthur O'Sullivan, Ph.D. and Steven M. Sheffrin, Ph.D.

ISBN# 978-0-13-330693-4

Magruder's American Government by Daniel M. Shea ISBN#978-0-13-330699-6

The Publishers for both of these textbooks are Pearson. These books will be provided to you. You will be responsible for these books so do not damage or misplace them. You will be charged for any damages or having to replace it should anything happen. If you do not pay these fees your diploma will be withheld at graduation. There will be other texts read in class but they will be provided to you, you will not be required to purchase any additional books.

Online Component: Pearson Realize

You will be responsible for signing up for the online Pearson Realize components of these courses and completing the assignments that are given via this platform.

Class Website: <http://mranayaipoly.weebly.com/>

Remind App

Remind is a great app that allows you to communicate with me just like texting. Instead of emailing me you could use this app to ask questions about homework or a project quickly. I am also able to send out quick reminders through the app as well should I need to. For example, if I decided to give a pop quiz I may or may not send out a reminder through the app (I usually do). This is not a requirement for your grade but it is a tool that you may decide to use if you'd like.

North: Text 81010 this message @k9ddha

South: Text 81010 this message @64gcb7

East: Text 81010 this message @3ehk33

West: Text 81010 this message @f49a8f

Email

Anaya.Christopher@laco.edu

I will do my best to always respond within 24 hours. If for any reason you should need to set up a parent conference with me please email me and we can arrange something.

Office Hours

I will be available during 4th block nearly every day. My location may vary however due to my classroom being in use by others for classes or clubs. Please ask me in the morning or during a passing period where I will be for office hours if needed.

Class Components

Target 100 Project **25%**

(15% Integrated from all classes and 10% for Core only related items)

Class Projects/Presentations **30%**

Classwork/Homework **15%**

Tests/Quizzes **30%**

Grading Scale

A+: 100-97.50 %	A: 97.49-92.50 %	A-: 92.49-89.50 %
B+: 89.49-86.50 %	B: 86.49-82.50 %	B-: 82.49-79.50 %
C+: 79.49-76.50 %	C: 76.49-72.50 %	C-: 72.49-69.50 %
D+: 69.49-66.50 %	D: 66.49-62.50 %	D-: 62.49-59.50 %
F: 59.49 % and below		

Grading Policy

All assignments will be graded but depending on the assignment I may grade them differently. Tests, Quizzes, and Projects will be graded thoroughly for accuracy and completeness. Homework and Classwork on the other hand will be graded for completeness. I will skim over some answers I feel are not crucial to the assignment and other questions I deem more important than others will be read thoroughly and checked for accuracy.

Multimedia List

The Inside Job, The Founder, The High Cost of Low Prices, The Men Who Built America, Catch Me If You Can, Frost Nixon, Lincoln, Thirteen Days, CNN 10, Crash Course Segments, Shark Tank, The Daily Show, Last Week Tonight, and Ted Talks will be used in class to enhance learning.

As your son's/daughter's Social Studies teacher it is my goal and passion for students to be able to learn from the past so they can become better citizens in the future. Through movies they are able to see the historical figures come to life, the battles that took place, and the events that have shaped history. The issue I face is that some movies which I want to show or tv clips are rated PG-13 and above due to violence and at times language. I do my best to try and avoid such movies and clips but there comes at time where I must ask for parental consent to be able to show them. Please keep in mind a couple of things if you chose to allow your son/daughter to view such movies/clips. First, movies are used as an instructional tool not a means of entertainment. Second, movies will not show any nudity whatsoever; like it was stated before, it is of a higher rating due to violence and language. In addition, students who do not receive parental consent will not be penalized for not being able to watch the movie or clip. They will have a separate assignment, which will aid them in learning the information being shown through the movie/clip. Thank you for your support in your son's/daughter's education! If you have any questions, please feel free to email me.

Attendance

Students are expected to be in class, on time, **EVERYDAY**. Students will be responsible for the assignments and the information discussed in class everyday, even on days when a student is absent. When a student is absent, it is their responsibility to speak with or email the teacher in order to make up work. If you are late to class please get a tardy pass on your way in.

Behavior: Students are expected to act in a manner that is appropriate for a classroom environment, including but not limited to, appropriate language, respect for the instructor and all students at all times, no food, no candy or drinks (water is okay), and no cell phones should be seen or heard and will be confiscated if so. If a phone is confiscated you may come collect it after school. If it turns into a reoccurring problem, a parent must come to school to obtain the device from the instructor.

Homework: Homework will include reading the provided textbook and answering questions about the text, worksheets, writing assignments, test preparation, working on projects, and other activities. Students will have homework nearly everyday and will be responsible for checking when assignments are due. All due dates will be posted in class and on the class website well in advance of the assignment being due. No late work will be accepted unless given permission from the instructor BEFORE the assignment is due.

Classwork: Classwork will include individual work, group work, writing assignments, note taking, working on projects, and other activities. No late work will be accepted.

Tests and Quizzes

Tests will be given throughout the semester to check for student understanding of the material. The tests will cover the information that students will have learned by completing homework, completing class work, projects, and participating in class discussion. Exam dates will be specified **at least 4 days** (not rotations) before the test. Students will be given a study guide for each test as well. If needed, students may meet with the instructor during 4th Block for a review session if requested. Students that miss a test/quiz day with an **EXCUSED** absence will be responsible for taking a make up exam on the day they return to school. An individual with an unexcused absence may not make up the test/quiz. There will be at least one test per unit. Quizzes may be given at any point in a unit to check for student understanding. There may or may not be a warning when a quiz is coming.

Class Expectations

1. **Come to class/school on time.** Being that there is no school bell, please be to class on time. Buy a watch or use your phone. If you are not my first class of the day, please wait until the previous class is over and the students have left the classroom before entering. Class may or may not go into a little bit of passing period so please just ensure that the previous class is done before you enter. In order to maximize instruction time, all students must be in their seats, be quiet, and ready to work when it is time to start class. (Listen to Class Bell Cues)

2. **Turn in assignments that are due at the beginning of class.** There will be a box in the front of the classroom. Please put the assignment in the box and take your seat.
3. **Begin the warm up activity when class starts.** Class will almost always start with a CNN 10 video. Some class days there will also be a warm up activity with directions on the board after the video. Please do not wait for me to remind you to begin since I need to take roll and attend to other duties for the first few minutes of the block. Do not work on the warm up during CNN 10, please wait until after, as most times the warm up will have to do with CNN 10. Warm ups are part of your classwork grade.
4. **Attend to personal needs before coming to class.** I have been instructed to limit hall passes (you should have your materials anyways so its not my fault if you forget something in another class) for the bathroom and for water, so please do not ask for a pass unless you absolutely need it. You have a limited number of passes per semester that I will keep track of. You may not go to your car during school hours either so do not ask.
5. **Please bring all materials to class everyday.** This includes your paper, notebook, pens, pencils, homework, classwork, and projects. Always assume you need these things unless I tell you otherwise ahead of time. Don't make excuses.
6. **Technology in the Classroom.** You are allowed to bring a laptop to class for the purpose of taking notes or using it to complete an assignment/project. During class time you may not use it for any other activity unless you have been given permission from the instructor. If you decide to use laptop and are caught off task, you will not be allowed to use it anymore in my class. You do not need your cellphone during class. Put it away in your backpack, or in your pocket. There are computers in the classroom so saying you need it to look something up is not valid. If the computers are in use then you may ask for permission to use your phone for the sole purpose of looking something up related to class. Likewise if you are given this privilege and are found off task you will not be allowed to use it again.
7. **Remain in your assigned seat unless you have permission to get up.** Throw scraps away at the end of the block on your way out and be sure to push your chairs in. Getting up during class is a distraction for you, your peers, and me. You will not be able to leave class until the room is in the same condition as it was when you came in. (If you are in 3rd block I may ask to help put the chairs up at the end of the day.)
8. **Do not eat candy, eat food, or drink (water okay) in class unless you have been given special permission.**
9. **Talk only when permitted.** The General rule is that only one person may be talking at a time. When the teacher is talking the class will be silent and listen. The same goes if a student is talking, I will be quiet along with your peers and listen. If a student has a question or a comment they are required to raise their hand and should not speak until called upon being that it may break the flow of class if you cut someone off mid thought. Quiet talking is allowed in some situations and speaking to the entire group without raising your hand may be allowed in others. It depends on the kind of activity being done in class. We will establish these norms so do not worry about trying to figure that out on your own. I will remind you once and expect compliance.

10. **Use polite speech and body language.** Unkind words, teasing, bullying, and impolite behavior is unacceptable and will not be tolerated. No foul language will be tolerated as well.
11. **Do not cheat.** Students caught cheating will receive a zero and a phone call home. Both the student who shares his work for an independent assignment AND the person who copies it will suffer the same consequences. I expect you to do your own work and to be sure no one can copy it, unless I have specified that it is a group assignment or project. I will use my discretion to determine everyone involved in the cheating and I reserve the right to issue zeros to all. Cover your paper and do not allow others the opportunity for them to cheat off of your work.
12. **Please check the class website regularly.** This is very helpful on days you are absent. You can check the website to see what happened in class for the day. I will also publish class notes, worksheets, etc to the website incase you need another copy of something or need to review something from class. The website is <http://mranayaipoly.weebly.com/>
13. **Follow the teacher's directions immediately.** I am working to help you become educated individuals. Keep me happy and I'll do a better job for you! I will do my best to make this fun for you too!

Consequences

If you choose to break our classroom expectations, fail to follow classroom procedures, misbehave, or cause a disruption, the following consequences may be implemented:

1st Violation: Verbal warning

2nd Violation: After school detention (10 minutes), possible seat change, and phone call home

3rd Violation: After school detention (up to one hour) and phone call home

4th Violation: Conference with parent, teacher, and student

5th Violation: Parent will sit in class with student

6th Violation: Referral to the Counseling Office, parent/teacher conference, after school detention for the remainder of the semester with the permission from parent until the violation is corrected.

The teacher will decide the type and location of detention. The teacher reserves the right to change the rules and consequences. If you miss a 10-minute detention you will be required to serve a one-hour detention automatically. If you miss an hour detention you will then be required to serve 5 one-hour detentions automatically as well.

Implementation of consequences may be based on the following: events leading up to an incident, the student's intentions, the personality and temperament of the student, what actually happened, and the damage or hurt caused by the misbehavior or rule violation. Therefore, consequences will be designed to fit the problems of individual students, and they may be different for each student even when problems appear to be the same.

Class dynamics are different because the students that make up a class are all very different which may lead me to instruct or enforce things a certain way with one class that I may or may not do with another class. This does not mean that I enjoy that class any more or any

less or that you are receiving a different education, that just means the needs of a class are different. You are seniors about to graduate and go to college so my main focus is going to be preparing you for college, not policing you like a kindergarten teacher. With that however, I need you to do your part and follow directions and rules so that way I do not have to do anything besides educate you. Distractions waste time and time is essential in getting to all of the material we need to.

Overview of Courses

1st Semester Economics

Unit 1 The Fundamentals of Economics (Week 1)

Topics Discussed

- a) 1.1 Scarcity
- b) 1.2 Opportunity Costs and Trade Offs
- c) 1.3 Production Possibility Curves.

Projects

Food Court Activity, The Factors of Production Activity

Unit 2: Free Enterprise and Other Economic Systems (Weeks 2-3)

Topics Discussed

- a) 2.1 The Three Economic Questions
 - 1. What goods should be produced?
 - 2. How should these goods and services be produced?
 - 3. Who consumes these good and services?
- b) 2.2 Free Markets
- c) 2.3 Centrally Planned Economics
- d) 2.4 Mixed Economics
- e) 2.5 Benefits of Free Enterprise
- f) 2.6 Supporting Economic Growth
- g) 2.7 Public Goods and Externalities

Projects

Economic Systems Group Presentations and Debate

Unit 3: Demand, Supply, and Prices (Weeks 4-5)

Topics Discussed

- a) 3.1 Fundamentals of Demand
- b) 3.2 Shifts in Demand
- c) 3.3 Elasticity of Demand
- d) 3.4 Fundamentals of Supply
- e) 3.5 Costs of Production
- f) 3.6 Changes in Supply
- g) 3.7 Equilibrium and Price Controls
- h) 3.8 Changes in Market Equilibrium
- i) 3.9 Prices at Work.

Projects

Determining Supply and Demand to Satisfy the Market Activity

Unit 4: Competition and Market Structures (Weeks 6-7)

Topics Discussed

- a) 4.1 Pure Competition
- b) 4.2 Monopolies
- c) 4.3 Monopolistic Competition and Oligopoly
- d) 4.4 Government Regulations and Competition.

Projects:

Group Marketing Project

Unit 5: Business and Labor (Week 8-9)

Topics Discussed

- a) 5.1 Sole Proprietorship
- b) 5.2 Partnerships and Franchises
- c) 5.3 Corporations
- d) 5.4 Nonprofit Organization
- e) 5.5 The Labor Force
- f) 5.6 Labor and Wages
- g) 5.7 Labor Unions.

Projects

Types of Businesses Group Presentations

Unit 6: Money, Banking, and Financial Markets (Week 10-11)

Topics Discussed

- a) 6.1 The Role of Money
- b) 6.2 Changes in American Banking
- c) 6.3 The Federal Reserve System
- d) 6.4 The Functions of Modern Banking
- e) 6.5 Investing, Bonds and Other Financial Assets
- f) 6.6 Stocks.

Projects

The Stock Market Game (will be ongoing the rest of the semester)

Unit 7: Economic Performance and Challenges (Week 12-13)

Topics Discussed

- a) 7.1 Gross Domestic Product
- b) 7.2 Business Cycles
- c) 7.3 Economic Growth
- d) 7.4 Unemployment
- e) 7.5 Inflation and Deflation
- f) 7.6 Poverty and Income Distribution.

Projects

The Economy and how it affects individual's assignment

Unit 8: Taxes and Spending (Week 14-15)

Topics Discussed

- a) 8.1 Understanding Taxes
- b) 8.2 Federal Taxes
- c) 8.3 Federal Spending
- d) 8.4 State and Local Taxes and Spending.

Project

American Taxes Assignment (W-2, State Taxes, Federal Tax, Property Tax, etc)

Unit 9: Fiscal and Monetary Policy (Week 16-17)

Topics Discussed

- a) 9.1 The Federal Budget and Fiscal Policy
- b) 9.2 Fiscal Policy Options
- c) 9.3 the National Debt and Deficits
- d) 9.4 Monetary Policy Options
- e) 9.5 The Effects of Monetary Policy.

Projects

Budget Assignment

Unit 10: Trade, Development, and Globalization (Week 18-19)

Topics Discussed

- a) 10.1 Why Nations Trade
- b) 10.2 Trade Barriers and Agreements
- c) 10.3 Exchange Rates and Trade
- d) 10.4 Development
- e) 10.5 Growth Resources and Development
- f) 10.6 Changing Economies
- g) 10.7 Globalization.

Projects

Economies abroad case studies, Becoming an Entrepreneur Project

Unit 11: How to Apply Economics (Week 20)

Topics Discussed

- a) Student Loans
- b) Budgeting
- c) Investing
- d) Insurance (Health, Vehicle)
- e) Loans (Business, Vehicle, Home)
- f) Vehicle Care

There are 20 Weeks Total for 1st Semester

2nd Semester American Government

Unit 1: Foundations of Government (Weeks 1-2)

Topics Discussed

- a) 1.1 Principles of Government
- b) 1.2 Types of Government
- c) 1.3 Origins of the Modern Democratic State
- d) 1.4 The Basics of Democracy

Projects

Group Government Presentations, Attend a City Council Meeting Individual Project

Unit 2: The Beginnings of American Government (Weeks 3-4)

Topics Discussed

- a) 1.2 Origins of American Political Ideals
- b) 2.2 Independence
- c) 2.3 First Steps

d) 2.4 Creating and Ratifying the Constitution

Projects

The Need For Independence Activity, Creating an Agreement Group Assignment

Unit 3: The Constitution (Week 5-6)

Topics Discussed

- a) 3.1 An Overview of the Constitution
- b) 3.2 Amending the Constitution
- c) 3.3 Federalism – Powers Divided
- d) 3.4 The National Government and the States

Projects

Examining the Amendments Project, State vs. Federal Rights Activity

Unit 4: The Legislative Branch (Week 7)

Topics Discussed

- a) 4.1 National Legislature Overview
- b) 4.2 The Two Houses
- c) 4.3 The Expressed Powers
- d) 4.4 The Implied and Nonlegislative Powers
- e) 4.5 Congress at Work – Organization and Committees
- f) 4.6 Congress at Work – Making Law

Projects

Senate vs House of Representatives Activity

Unit 5: The Executive Branch – The Presidency and Vice Presidency (Weeks 8 -9)

Topics Discussed

- a) 5.1 The Presidency – An Overview
- b) 5.2 The Vice President and the First Lady
- c) 5.3 The President’s Domestic Powers
- d) 5.4 The President’s Foreign Affairs Powers

Projects

How Does a President become President Group Project, President Case Studies (individual)

Field Trip

Reagan Or Nixon Library pending Admin Approval

Unit 6: The Executive Branch at Work (Week 10)

Topics Discussed

- a) 6.1 The Federal Bureaucracy
- b) 6.2 The EOP and the Executive Departments
- c) 6.3 The Independent Agencies
- d) 6.4 Foreign Policy Overview
- e) 6.5 Diplomacy
- f) 6.6 National Security

Projects

Diplomacy Case Study Group Project, Case Study of National Security by Era Group Project, Various Agencies of the U.S. Case Study Individual Project

Unit 7: The Judicial Branch (Week 11)

Topics Discussed

- a) 7.1 The National Judiciary

- b) 7.2 The Supreme Court
- c) 7.3 The Inferior Courts and the Special Courts

Projects

Supreme Court Case Study Individual Project

Unit 8: Protecting Civil Liberties (Week 12-13)

Topics Discussed

- a) 8.1 The Unalienable Rights
- b) 8.2 Freedom of Religion
- c) 8.3 Freedom of Speech and Press
- d) 8.4 Freedom of Assembly and Petition
- e) 8.5 Due Process of Law
- f) 8.6 Freedom and Security of the Person
- g) 8.7 Rights of the Accused

Projects

Civil Liberty Case Study Group Project

Unit 9: Citizenship and Civil Rights (Week 14-15)

Topics Discussed

- a) 9.1 American Citizenship
- b) 9.2 Diversity and Discrimination
- c) 9.3 Equality Before the Law
- d) 9.4 Federal Civil Rights Laws

Projects

Ways to get American Citizenship Case Study by Era, Civil Rights Case Study

Unit 10: Government by the People (Week 16)

Topics Discussed

- a) 10.1 The History of Voting Rights
- b) 10.2 Your Right to Vote
- c) 10.3 Voting Trends
- d) 10.4 The Voting Process
- e) 10.5 Public Opinions and Polling
- f) 10.6 Influencing Public Opinion: The Mass Media
- g) 10.7 Understanding Internet Groups

Projects

Voting Rights Case Study by Era Group Activity

Unit 11: Elections (Week 17)

Topics Discussed

- a) 11.1 Political Parties and What They Do
- b) 11.2 Nominations
- c) 11.3 Electing the President
- d) 11.4 Money and Elections

Projects

Funding an Election Case Study, The Process of Campaigning Case Study

Unit 12: Government and the Economy (Week 18)

Topics Discussed

- a) 12.1 Types of Economic Systems
- b) 12.2 Fiscal and Monetary Policy

- c) 12.3 Financing Government
- d) 12.4 Spending and Borrowing
- e) The U.S. in a Global Economy

Projects

The Government and its Budget Activity

Unit 13: State and Local Government (Week 19)

Topics Discussed

- a) 13.1 State Constitutions
- b) 13.2 State Legislatures
- c) 13.3 The Governor and State Administration
- d) 13.4 The State Courts
- e) 13.5 Local Government – Structure and Function
- f) 13.6 State and Local Spending and Revenue

Projects: State vs. Local Government Case Study

Unit 14: Comparative Political Systems (Week 20)

Topics Discussed

- a) 14.1 Democracy and the Changing World
- b) 14.2 The United Kingdom
- c) 14.3 The Russian Federation
- d) 14.4 China

Projects

TBA

There are 20 Weeks total for 2nd Semester

*This syllabus is subject to change at the discretion of the instructor.

Return this page to Class

I have read and understand this syllabus and the classroom expectations and agree to abide by them.

Student Name _____ Signature _____

Parent/Guardian Name _____

Signature _____

Phone Number

Email Address

Preferred Method of Contact (Please Circle)

Phone

Email

By signing this line I give permission for my son/daughter to be able to watch movies and clips of a PG-13 or higher rating. (See multimedia portion of syllabus for explanation)

Signature _____

If you do not give your son/daughter permission do not sign above line.