

## 12<sup>th</sup> Grade Government and Economics – each is a one-semester course (.5 credit)

\*US Government is also offered dual-credit through ACC

Academic US Government	AP US Government & Politics	Academic Economics	AP Economics
<p><b>Course Content</b> Academic Government is designed to give students an introduction to the basic workings of the American system of Government. Students will study the three branches of government, political parties and elections. Current events will be used throughout the course as a way to learn curriculum.</p>	<p><b>Course Content</b> This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Students will study nine US foundational documents, 15 Supreme Court decisions, and other texts and visuals. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete assignments outside of the class that emphasize civic engagement and participation.</p>	<p><b>Course Content</b> This course will provide students with an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the US and how basic economic questions are answered. During the course of study, students will also be introduced to economic systems used worldwide. Emphasis will be placed on the individual's role as producer, consumer, saver and taxpayer in relation to the system.</p>	<p><b>Course Content</b> AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economics system as a whole. The course places particular emphasis on the study of national income and price level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Students learn to use graphs, charts and data to analyze, describe, and explain economic concepts.</p>
<p><b>Goals &amp; Objectives</b> The goal of Academic Government is to give students the information they need to become voting citizens. Students will be able to watch the news with an increased understanding of current events.</p>	<p><b>Goals &amp; Objectives</b> Students will build on writing and analytical skills developed in previous AP courses, with the ultimate goal of earning college credit by passing the AP exam. In addition, students will be aware of and participate in political activities at multiple levels of government.</p>	<p><b>Goals &amp; Objectives</b> The primary goal of Economics is for all students to have a solid understanding of the basic functions of the US economy and the decisions that must be made each day on a personal and national level. An introduction to personal finance is included in the last unit of study, with the expectation that all students will understand the importance of budgeting and savings.</p>	<p><b>Goals &amp; Objectives</b> AP Economics will focus on developing students' problem solving and critical thinking skills. The course is designed to give students the information they need to attain college credit through the AP Macroeconomics Exam.</p>
<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> Most assignments will be completed in class. Attendance is critical for success. Homework assignments should be minimal for students who work during class.  <u>Assessments:</u> Tests are multiple choice.</p>	<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> AP students are required to complete a unit study guide that includes reading and analyzing up to three textbook chapters, as well as writing practice of AP-style Free-Response Questions. <i>This takes an average of 3 hours to complete.</i> In addition, students have unit vocabulary terms they are expected to know.</p>	<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> Students will be required to prepare for vocabulary quizzes with each chapter, and complete a series of group and individual activities in preparation for a unit/chapter tests. Most assignments can be completed within a 90 minute block of class time.</p>	<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> As part of each unit of study, AP students will be expected to complete reading guides as they complete reading assignments in a college level text. Each unit also contains a list of vocabulary words that students will be expected to know. Video watch guides and</p>

Assessments: All unit assessments are timed, and include a vocabulary quiz, a separate writing portion that includes the four types of AP writing questions, and a multiple-choice test modeled on the AP exam. Students are expected to analyze primary sources and data, and apply this information to their content knowledge.

In addition, students are expected to complete activities of their choice (from options provided by the teacher) *outside of class* each six weeks. This activity usually requires at least 2 hours to complete, and also includes a writing component.

Assessments: Each chapter/unit will involve a quiz over vocabulary, and an exam to check for understanding. Three to four group projects will be completed throughout the semester that will count as an exam grade.

problem solving are a part of each unit's assignments. Assignments are made available at the beginning of each unit and are due on test day. The amount of time it takes to complete these assignments will vary.

Assessments: Unit assessments are designed to match the AP Exam. Tests will include multiple choice questions from sample and released AP exams. Each test will also include several free response questions that are similar to the ones students will see on the AP Exam. Tests focus on problems solving, graphing and critical thinking. Writing is typically not emphasized in Economics but students should expect to do basic mathematic computations without the assistance of a calculator.

**Sample Assignment**  
Many classroom assignments involve creative displays and cooperative learning. See an example below:

**How A Bill Becomes a Law**

Create a flow chart that shows how a bill becomes a law. Your flow chart must:



- Have at least 10 steps
- Maximize pictures
- Minimize words
- Be neat
- Show effort

<http://www.schooltube.com/vdeo/89a52a866501f5ea8777c0a1ce-8ll>

**Sample Assignment**  
Study Guides  
Study guides are guided questions based on chapters covered in each unit, usually 2-3 chapters. Also included is a practice Free-Response Question. Below is an excerpt of a unit study guide:

**Ch. 3: Federalism**

1. Explain six causes for the growth of federal power over the states. (Note landmark Supreme Court cases involved!!)
2. What was the ruling in U.S. v. Lopez (1994)? How is it similar to U.S. v. Morrison? What is the significance of these cases?
3. What are the general "rules" of cooperative federalism?

**FREE-RESPONSE QUESTION PRACTICE**

*"In a large republic, the public good is sacrificed to a thousand vices... In a small one, the interest of the public is easier perceived, better understood, and more within the reach of every citizen; abuses are of less extent, and of course are less protected." -- Brutus I, quoting the baron de Montesquieu*

- (A) Describe two features of the original Constitution that have led to a growth in the power of the national government.
- (B) Explain how each of the following additions to the Constitution increased the power of state governments relative to the federal government: the First Amendment AND the Tenth Amendment
- (C) Compare the positions of Federalists and Anti-Federalists regarding the power of the national government.

**Sample Assignment**  
1. List and describe the 3 functions of money.  
2. List and describe the 6 characteristics of money.  
3. What is the main function of banks?  
4. How do banks execute that function?  
5. Rank the three types of deposits that savers make at banks from "most liquid" to "least liquid." Also rank them from the "highest return" to "lowest return."

Type	Liquidity	Rate of Return

**Sample Assignment**  
Reading Guides  
Reading Guides average 2-3 pages and guide students using questions, problems and graphic organizers as they read a college level text.

Video Watch Guide  
Watch Comparative Advantage Practice at <https://www.youtube.com/watch?v=HneRNVtahYw>  
Follow Mr. Clifford's examples and answer his first set of questions. Which country has an ABSOLUTE ADVANTAGE in producing each product?

The US can produce 20 planes or 2 cruise ships AND France can produce 12 planes or 2 cruise ships

	Planes	Cruise Ships
US		
France		

Use the chart above to help you answer the following questions:

- What is the opportunity cost of producing one of each product?
- Who has the comparative advantage in planes?
- Who has the comparative advantage in cruise ships?
- What is a terms of trade that benefits both countries?