

# Course Guide 2006-07

## 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*

August 5, 2006

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, the government and the economic system will affect your life deeply. For that reason you must understand what is going on 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, 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 [gthomson@nUSD.k12.az.us](mailto:gthomson@nUSD.k12.az.us)

### **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. <http://teachweb.org>

### **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) than 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. Most multiple-choice test will be posted at the class web page, the student will take the test on-line. Usually two days are given for the test to be completed out of class. Students without Internet service may take the test at school.
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. that develop the these, take a stand on the issue. One page, may be written in first person.
6. Email journals: Simple questions posted at nicenet.org will be assigned regularly. The student will sign on to nice net (at home or at school) and answer the question in a few sentences. In some cases homework essays will also be posted at nicenet.  
Nicenet class keys:  
**Government: Class Key: 6Z4295ZUZ7**  
**US History: Class Key: 6Z42937UZ6**

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 you 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. NO CELL PHONE USE IS ALLOWED DURING CLASS.**

First offense - confiscation by teacher until after school

Second offense – turned in to office

Third offense – office turned in, referral to administration, required parent-teacher conference.

2. You must have the necessary "equipment" for class, everyday. These are: notebook, pen or pencil, text book, workbook, any assignment due on that day.
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.
11. Do not ask to go to the bathroom everyday, the teacher will refuse. Go to the bathroom before class, or ask only infrequently.

## **US Government and Economics**

### **Course Outcomes**

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

- 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.

<b>Arizona Civics and Government Standards</b>				
<b>Standard</b>	<b>CHAPTER(S)</b>	<b>Time</b>	<b>Course Outline Order/Sequence</b>	<b>Assessment</b> (Position Paper assigned in every SS)
2SSP1	1.1	5 days	I	Group poster on philosophies and docs
2SSP2	1.1, 2.4 and 3.1	1 or 2	Taught with 2SSP1	
2SSP3	Chs. 2,3,4	5 days	II	
2SSP4	Chs. 14, 3, 1, 12, 2, 7, 8	10 days	V	Legislative simulation
2SSP5	Chs 4, 10, 11, 3, 13, 7	10 days	IV.	News and the executive portfolio
2SSP6	Chs. 3 and 18	10 days	VI	Mock trial
2SSP7	Chs 3, 4, 2	5 days	VII	Federalism news portfolio
2SSP8	Ch 19, 20	10 days	III	Bill of Rights issues debate
2SSP9	Ch. 24	5	VII	AZ Const. Portfolio
2SSP10	“We the People” Units 1 and 6	5 days	I	Citizenship Portfolio
2SSP11	Ch. 1, 22	5 days		

### 2SS Performance Objectives

<b>2SSP1 - PO</b>	<b>Text</b>	<b>Time</b>	<b>Assessment</b>	<b>Notes/comments</b>
1	1.1	1	Note quizzes and quick writes for all PO's	
2	2.4	1		
3	2.1	2		
4	2.2	2	Simulation	This PO is often taken out of sequence and taught as its own section or standard.
5	1.1 and We the People Ch 3			



	Lesson 3			
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2SSP2 – PO Covered in 2SSP1	Text	Time	Assessment
1	1.1 and We the People Ch1	1 day	T-Chart
2	2.4 and 3.1	1	
3	Throughout	5 days	

2SSP3 - PO	Text	Time	Assessment
1	2.3	1	
2	2.4	2	Representation simulation
3	3.2 and 4.1	1	
4	2.5 and We the People Unit II	3	Federalist/Anti-Feds current topics debates
5	2.2	1	Web Quest State Constitutions

2SSP4 - PO	Text	Time	Assessment
4	2.3	1 day	
5	2.2 and 2.3	1 day	

Arizona Economics Standards				
Standard	CHAPTE R(S)	Time	Course Outline Order	Assessment
4SSP1	1	5 days	I econ outline	Portfolio
4SSP2	All	Throughout	Throughout	Current events / econ portfolio
4SSP3	All	Integrated in other units	Throughout	Circular flow map of Nogales
4SSP4	2	6 days	II	Create each economy in class – Systems game
4SSP5	4,5,6,7	15 days	III	Portfolio collection of news etc.
4SSP6	9 and 10	10 days	V	
4SSP7	Chs. 13, 14.2, 14.3. Ch. 15, 16.3, 16.4	20 days	IV	
4SSP8	Chs 17 and 18	10 Days	VI	
4SSP9	1.2,4.2, ch. 12 and 14.1	Throughout and (Ch12 VII)		
4SSD1				

## 4SS Performance Objectives

4SSP1 - PO	Econ Text	Time	Assessment
1	1.1&1.3	1	
2	1.1&1.2	1	
3	1.3	2	

4SSP2 - PO	Econ Text	Time	Assessment
1	Throughout	Throughout	
2	1.3	Covered in 4ssP1	
3	Throughout	Throughout	

4SSP3 - PO	Econ Text	Time	Assessment
1	2.3, 17.1	1 days	
2	1.2	1	
3	2.3	2	
4	12.1 and 12.3	5	Stock market game

4SSP4 - PO	Econ Text	Time	Assessment
1	2.1	1 day	Econ system characteristics chart - game
2	2.1	1 day	
3	2.3	1	Written examples of each pillar of market economy
4	2.3	1 day	Games
5	2.2 and 2.3	1 day	

4SSP5 - PO	Econ Text	Time	Assessment/Notes/Comments
1	4.1, 4.2, 5.1	3 days	
2	6.1 and 6.2	2 days	Analyze SD Graph for equilib. Price
3	4.2 and 5.1	2 days	Graph analysis of econ condition affect SD
4	6.3	2 day	Graphs
5	7.1 and 7.2	3 days	

4SSP6 - PO	Econ Text	Time	Assessment/Notes/Comments
1	9.4, 10.4, 15.1, 15.2, 15.3	days	Also included in 4SSP7 PO5 and PO6
2	Chs. 9 and 10	5 days	
3	9.1, 9.2	2 days	
4	10.2 and 10.3	2 days	PO2 and PO4 can be taught together in two days.

4SSP7 - PO	Econ Text	Time	Assessment/Notes/Comments
1	13.2, 13.2, 13.3	3 days	
2	14.3	1 day	
3	14.2	1 day	
4	16.3, 16.4	2 day	
5 and 6	15.1, 15.2, 15.3	5 days	Cover PO5 and 6 together, all of Ch.15
7	13.4	1	

4SSP8 - PO	Econ Text	Time	Assessment/Notes/Comments
1 and 2	17.1	1 day	
3	17.2	1 day	
4 and 5	17.3	2 days	
6	All of Chs. 17 and 18	10 days	
5 and 6	15.1, 15.2, 15.3	5 days	Cover PO5 and 6 together, all

			of Ch.15

4SSP9 - PO	Econ Text	Time	Assessment/Notes/Comments
1	1.2	1 day	Most of 4SSP9 can be integrated in other chapters and 4SS lessons
2	4.2	1 day	
3, 5 and 6	Ch. 12	4 days	
4	14.1	1	Get free stuff from the fed. Banks guest speaker

## Schuetze and Thomson U.S. / AZ Government Course Outline 2006-07

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  
First Semester

- I. Class organization (10 days – 8/8 to 8/18/06) Course Guide/Outline, and Policies**
  - a. The Habits of Mind
  - b. Seven Habits of Highly Effective People
  - c. Senior Project Introduction
  - d. US Election '06
  - e. Mexican Election '06
  - f. Personal essay on Mexican election 06
  
- II. AZ Governmental Process in a Flash (5 days - 8/21 to 8/25)**

- a. Based on the AZ 06 election issues

**III. Economics Basics (5 days - 8/28 to 9/1)**

- a. Economic Way of Thinking
- b. Laws of Supply, Demand and Prices

**IV. Elections '06 (10 days - 9/5 to 9/15)**

- a. Mexican
- b. US
- c. Issues/Ballot Measures/Candidates
- d. Work for candidate, debate issues, position paper or voter registration
- e. Position paper on AZ minimum wage issue

**V. Political Ideology (10 days - 9/18 to 9/29)**

- a. Debates political ideology POV

**VI. The Constitution (10 days - 10/2 to 10/13)**

- a. Principles
- b. AZ and U.S. Constitution outline and organization
- c. Branches focus

**VII. Liberty (15 days - 10/16 to 11/3)**

- a. Supreme Court hearings
- b. Bill of Rights group videos
- c. Privacy position paper

**VIII. Election 06 Review (5 days – 11/6 to 11/10)**

Essay and Socratic Seminar on Election 06

**IX. Legislative (20 days – 11/13 to 12/8/06)**

AZ and U.S.

Simulation of legislative process

Second Semester

**X. Senior Project Organization (5 days)**

**XI. Micro Economics (15 days)**

**XII. Judicial (20 days)**

**XIII. Senior Project Portfolio Construction (5 days)**

**IVX. Macro Economics (15 days)**

**XV. Global Economics (15 days)**

**XVI. Personal Finance (15 days)**

**NHS American / AZ History**  
**AZ Strand 1**  
**Syllabus - 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

Concept	PO	Topic	Theme	Text	Time/Days
1		Arizona History	Natives, Spanish, industry, progressivism /AZ Constitution	Teacher created	Semester 1 10 days
4	1,2,3,4	American Revolution	Colonial development and revolution	American Vision Chs. 3&4	10 days
4	4	Constitution	Articles, Bill of Rights, Early Federalism	5	15 days
5&7	1,3,4,5	Westward expansion	Louisiana Purchase, Alaska, Indian Wars American-Mexican War	6, 7, 8, 9	15 days
6	1, 2	Civil War	Causes, Conflict, Reconstruction	10, 11, 12	15 days
7	3b, 3d	Rise of U.S. as a world power	Age of Imperialism	17	10 days
7	1, 2	Age of Reform	Populists and Progressives	15, 16 18	Semester 2 10 days
7	3f, 3g	WWI	Cause and conflict	24	10
7	2f	Roaring 20s	Jazz Age	20	10
8	1a,b,c,d,e	Great Depression	Crash and New Deal	22, 23	10
8	2	WWII	Cause and Conflict	24	10
9	1	Cold War	Marshall Plan to Vietnam	24, 25, 28, 30	15
9	2	Civil Rights	Brown to Voting Rights Act 1965	29	10
9	3	1950s and 60s	Protest	27, 31	10
					160 days

## **From the AZ Standards for Social Studies**

### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

#### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

#### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

#### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

#### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

#### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

#### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

#### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

#### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

#### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.