ECONOMICS
(REGULAR & HONORS)

OVERVIEW

Economics is a blended class, meaning that much of the course work will be posted to Canvas and students will upload their work there. We will use our class time to enhance the material being covered by having lectures, discussions, activities, projects and testing. Students will need to join my Canvas class in order to facilitate this course. The information will be provided in class.

The intent of this course is to provide students with an overview of a survey course in Economics. Students will learn new economic principles, build upon established knowledge, and apply this material to their own lives in an attempt to establish relevance. Hopefully, the course will be engaging as well as challenging. The content will address various economic concepts, as well as establish a foundation for life-long economic responsibility. Various learning methods will be used throughout the course to ensure that the information will remain interesting and appealing to all students. Canvas will be used in our classroom to assist in the learning process. I will be uploading assignments, quizzes, etc. onto Canvas for students to access and complete at home. All work to be turned into me must be in writing and turned into the crate in the classroom. If specified that it is a CANVAS assignment, then it must be uploaded to Canvas. Login information will be given during the first week of school.

An integral part of the course is the financial literacy component. Students will be participating in the Personal Budget Project which will target teaching the students personal financial responsibility. Students will work on their budget on a weekly basis throughout the semester course.

COURSE EVALUATION

Grading Scale: There is no rounding of grade percentages. The two quarters are numerically averaged for your semester grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
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<tr>
<td>B</td>
<td>89 – 80</td>
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<tr>
<td>C</td>
<td>79 – 70</td>
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<td>D</td>
<td>69 – 60</td>
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<tr>
<td>F</td>
<td>59 – 0</td>
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Teacher’s Authority to Override Final Grade: Teacher reserves the right to override the grade if a student’s overall performance warrants it. Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher. Mastery is defined as 90% or higher. This refers to the final grade of the grading period, or the final grade for the course.

Grades: The following is the grade distribution that is required by the Volusia County schools. Listed are types of assignments that will count under each weighted category.
### Summative Assignments 60%
- Chapter Exams
- Unit Exams
- Research project/paper
- Culminating assignment
- County End of Course Exams
- Unit Mastery Projects (UMPs)

### Formative Assignments 40%
- Interactive Student Binder ("ISN")
- Homework
- DBQ Essays
- Quizzes
- In class assignments
- Projects
- Class discussions

### Diagnostic Assignments 0%
- Pre-tests
- Reviews
- Class Participation
- Progress Reports

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At the end of the course Student will be administered an End of Course exam for a double-weighted summative grade.

### Summative Assessment Retakes:
Each 9-week grading period, students shall have the opportunity to retake summatives during the last week of the quarter. In order to qualify for a retake on a summative the student must make an appointment with the teacher to discuss what the student must complete in order to qualify for the retake. For instance, in order to retake a summative, all formatives must be completed and submitted to me prior to the retake date. Retakes will only be administered during dates offered by teacher towards the end of the nine-week grading period either during lunch or after school. Students will receive the higher of the two grades, as their final summative assignment grade.

### Classroom Rules and Expectations
1. Students are expected to have their book (when requested) and 8 ½ x 11 notebook.
2. **AT NO TIME ARE PHONES TO BE OUT DURING INSTRUCTIONAL TIME.** A warning will be given once, after that, a referral will be given for violation of the “no cell phone” rule.
3. Students are to come to class on time. If late, they must report to the Tardy Room.
4. Students should demonstrate a respect for others.
5. Absolutely **no gum** chewing in class.
6. No food or drinks allowed in class except for water.

### Course Description

**Units to be covered**
1. Thinking Like An Economist – Chapters 1 - 3
2. Understanding Markets – Chapters 4 - 7
3. Business and Labor – Chapters 8 & 9
4. Money and Banking – Chapters 10 & 11
5. Economic Performance – Chapters 12 & 13
6. Government and the Economy - Chapters 14 - 16
7. Global Economy and Personal Financial Literacy - Chapter 17 - 19

**Materials:**
Students will maintain a dedicated 1” binder (“ISN” or “binder”) for this class. Within the binder students will organize all their classroom notes and handouts. Binders will be graded for a classroom assignment at the end of the quarter. Students must have all notes and handouts organized for the current quarter in order to receive credit.
Students must also have a dedicated **3-prong folder with a 5-subject dividers** to be used for the *Personal Budget Project*. This is an ongoing project that we will work on every week throughout the semester on Early Release Wednesdays.

**Homework:**
The purpose of homework is to prepare the student for classroom discussion and various activities completed in the classroom. The majority of the homework assignments that are given are readings that require the student to answer questions. The purpose of the reading and answering of the questions is to prepare the student for an assessment on the material.

**Absent Work:**
All absent work can be obtained from the teacher if not already posted on Canvas and must be turned in on a timely basis. It is the job of the student to obtain all absent work upon their return to the classroom after their absence. All work assigned whether formative or summative must be completed and submitted before the unit test at the end of the current unit and before the start of the next unit. Once the next unit has begun, only the current unit work and retakes of summatives will be accepted. If absent on a day of an exam, student will need to make arrangements to make up the exam that was missed, but not to exceed one week from the date the exam was administered.

Please note that if you have **more than 15 unexcused absences** per year (which is what is allowed by law), then any work submitted late without an attached excuse note will receive **no credit** (it must be accompanied by an excused note, i.e., doctor’s note). You will need to be physically in class in order to be permitted to turn your work in that was due that day. Any questions pertaining to attendance should be directed to the Attendance Office.

**Tardiness:**
Students that are swept are not excused from the class work for the period. Students that are swept on the day of the quiz/test must make the quiz/test up by the end of that same day at lunch or after school unless another date and time was agreed to by Teacher (no exceptions). [This does NOT mean that Teacher must change her plans in order to accommodate students’ schedules.] If not made up on the same day, then an alternate quiz will be given. However, if the quiz was an open note quiz, the student has given up their right to use their notes.

**Student Podcasts** are due at the beginning of class every Friday. Every day students watch CNN Student Podcasts during the first 10 minutes of class and they take notes on the key stories covered during the podcast. Notes on the stories must be written in complete sentences. A bullet list of facts is not acceptable. If student is absent on that day, then student can watch the podcast on their own as the past podcasts are available for the week. Podcasts are NEVER accepted late (except if student was absent on Friday, then it MUST be turned in on student’s first day back in order to receive credit). It is the one assignment that must be turned in on time in order to receive credit or not at all.
Unit Mastery Projects:
At the end of each unit students are required to submit a Unit Mastery Project (“UMP”) demonstrating their proficiency of their content knowledge. The method of demonstration will be determined by the student or students. A handout will be provided to students which details this project.

Social Studies Fair Projects are mandatory, and each student is expected to participate for a grade. Packets of information on the fair projects will be distributed later in the year. This year’s theme is “Breaking Barriers in History.” It will be held on February 22, 2020 at New Smyrna Beach High School.

Extra credit is offered for special projects from time to time. Extra credit is optional but strongly recommended. No other extra credit opportunities will be given outside of class.

Viewing of PG-13 Movie Release
Often appropriate documentaries or PG-13 movies or sections of PG-13 movies can be utilized effectively to enrich classroom instruction and accomplish identified objectives. If you give permission for your child to view such materials, you do not have to do anything. (NOTE: NO “R” rated movies will ever be shown per Volusia County School Board Policy). If you do NOT wish to grant permission for your child to view any PG-13 movies identified by the teacher as effective in teaching the curriculum, please contact me via email at ggdorcy@volusia.k12.fl.us or send in a note with your student.

Academic Honesty: The school policy regarding academic integrity and honesty will be enforced. Please refer to the Academic Integrity policy and your Code of Conduct booklet for details. If evidence of plagiarism was discovered by the teacher, the cheater and cheatee both will receive a zero for that assignment until student has met and discussed the situation with me and the grade will be updated once the student has demonstrated that the learning or skill was achieved.
DeLand High School Student Academic Integrity Policy

In a world of ever-changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is:
“*To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.*”

At DeLand High School plagiarism includes but is not limited to:
- Using another person's words or ideas (written or spoken) without giving credit to the source.
- Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
- Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”
Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means: “*to get something by dishonesty or deception.*”

At DeLand High School cheating includes but is not limited to:
- Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
- Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited I-Pad, calculator, camera, textbook, recorder, computer, phone, etc.
- Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES:
First Offense: Second Offense: Third Offense:
Zero on assignment First offense consequences plus: 1st and 2nd off. Cons. Plus:
Parent notification Parent/student/teacher/ Referral to administration,
Referral to counselor, counselor conference, Suspension from extracurricular activities, elected offices and/or Senior privileges.

Student Name (Print) ___________________________ Alpha Code: ______

Student Signature __________________________________________________________

Parent Signature: __________________________________________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007
Dear Parents and Students:

In an effort to “go green” at DHS, the syllabus, grading policies and procedures, and class rules for this class will be posted on Canvas as well as on the school website for you to access at any time.

If you do not have access to a computer, see me and I will run a copy of the information for your child. Please sign below indicating your receipt of this information. I am looking forward to a successful school year. Feel free to contact me by email me if you have any questions.

Sincerely,

Mrs. Graye Dorcy

SIGNATURE PAGE MUST BE RETURNED TO MRS. DORCY BY NEXT CLASS!

Student’s Printed Name: __________________________  ALPHA Code: _____  Period: _____

I have read and understood the information on this page and on the website and understand the rules, policies and expectations of this course.

Parent or guardian signature: ____________________________________________  Dated: __________

Student’s Signature: ____________________________________________________  Dated: __________

Viewing of PG-13 Movie Release
Helping your student become a lifelong learner is a primary goal in my classroom. I want my students to discover that learning can be a source of enjoyment. As a result, I will use a wide range of non-traditional instructional materials of high academic merit including popular literature, appropriate and instructionally related movies such as documentaries and/or movie clips rated G, PG and PG-13. If you feel that certain material may not be appropriate for your student, please notify me now about your concerns. Your signature below will serve as your consent for your student to use all of the alternative instructional materials as described above.

Parent or guardian signature: ____________________________________________  Dated: __________

Contact Information

Parent Information (please print)
Full name of parent or guardian __________________________________________________________

Address  __________________________________________________________________________

Home phone number ___________________________  Best time to reach you __________

Cell phone number ___________________________  Best time to reach you __________

E-mail address (very important) ___________________________
U.S. GOVERNMENT  
(Regulatory & Honors)

Overview
U.S. Government is a blended class, meaning that much of the course work will be posted to Canvas and students will upload their work to Canvas. We will use our class time to enhance the material being covered by having lectures, discussions, activities, projects and testing. Students will need to join my Canvas classes in order to facilitate this course. Students should already be in the Canvas class but if for some reason, the class tile does not appear on their dashboard, then please let me know and I will add the student manually.

The intent of this course is to give students an overview of United States Government. Students will be asked to utilize prior knowledge, incorporate new information, and challenge preconceived notions as they think critically about past events and reflect thoughtfully on the future. Hopefully, the course will be engaging as well as challenging. The content will address various government concepts, as well as exploring individual perspectives. Various learning methods will be used throughout the course to ensure that the information will remain interesting and appealing to all students. Canvas will be used in our classroom to assist in the learning process. I will be uploading assignments, quizzes, etc. onto Canvas for students to access and complete at home. All work to be turned into me must be in writing and uploaded to Canvas. Login information will be given during the first week of school.

COURSE EVALUATION

Grading Scale There is no rounding of grade percentages. The two quarters are numerically averaged for your semester grade.

A = 100 – 90  
B = 89 – 80  
C = 79 – 70  
D = 69 – 60  
F = 59 – 0

Teacher's Authority to Override Final Grade: Teacher reserves the right to override the grade if a student’s overall performance warrants it. Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher. Mastery is defined as 90% or higher. This refers to the final grade of the grading period, or the final grade for the course.

Grades: The following is the grade distribution that is required by the Volusia County schools. Listed are types of assignments that will count under each weighted category.

Summative Assignments 60%  
- Chapter Exams  
- Unit Exams  
- Research project/paper  
- Culminating assignment  
- Unit Mastery Project  
- County End of Course Exams

Formative Assignments 40%  
- Interactive Student Notebook ("ISN")  
- Homework  
- DBQ Essays  
- Quizzes  
- In class assignments  
- Projects

Diagnostic Assignments 0%  
- Class discussions  
- Practice presentations  
- Pre-tests  
- Reviews  
- Class Participation  
- Progress Reports
There will be an end of course administered at the end of the semester for a double-weighted summative grade.

**Summative Assessment Retakes:**
Each 9-week grading period, students shall have the opportunity to retake summatives during the last week of the quarter. In order to qualify for a retake on a summative the student must make an appointment with the teacher to discuss what the student must complete in order to qualify for the retake. For instance, in order to retake a summative, all formatives must be completed and submitted to me prior to the retake date. Retakes will only be administered during dates offered by teacher towards the end of the nine-week grading period either during lunch or after school. Students will receive the higher of the two grades, as their final summative assignment grade.

**Classroom Rules and Expectations**
1. Students are expected to have their book (when requested) and 8 ½ x 11 notebook.
2. **AT NO TIME ARE PHONES TO BE OUT DURING INSTRUCTIONAL TIME.** A warning will be given once, after that, a referral will be given for violation of the “no cell phone” rule.
3. Students are to come to class on time. If late, they must report to the Tardy Room.
4. Students should demonstrate a respect for others.
5. Absolutely **no gum** chewing in class.
6. No food or drinks allowed in class except for water.

**Course Description**


**Units to be covered**
1. Foundations of American Government – chapters 1-4
2. The Legislative Branch – chapters 5 - 8
3. The Executive Branch – chapters 9 - 12
4. The Judicial Branch – chapters 13 - 16
5. Participating in Government – chapters 17 - 20

Students will sign up for an online account in order to access the electronic version of the textbook and related resources once they are available from the publisher.

**Materials:** Students will maintain a dedicated 1” binder (“ISN” or “binder”) for this class. Within the binder students will organize all their classroom notes and handouts. Binders will be graded for a classroom assignment at the end of the quarter. Students must have all notes and handouts organized for the current quarter in order to receive credit.

**Homework:** The purpose of homework is to prepare the student for classroom discussion and various activities completed in the classroom. The majority of the homework assignments that are given are readings that require the student to answer questions. The purpose of the reading and answering of the questions is to prepare the student for an assessment on the material.
Absent Work:
All absent work can be obtained from the teacher if not already posted on Canvas and must be turned in on a timely basis. It is the job of the student to obtain all absent work upon their return to the classroom after their absence. All work assigned whether formative or summative must be completed and submitted before the unit test at the end of the current unit and before the start of the next unit. Once the next unit has begun, only the current unit work and retakes of summatives will be accepted. If absent on a day of an exam, student will need to make arrangements to make up the exam that was missed, but not to exceed one week from the date the exam was administered.

Please note that if you have more than 15 unexcused absences per year (which is what is allowed by law), then any work submitted late without an attached excuse note will receive no credit (it must be accompanied by an excused note, i.e., doctor’s note). You will need to be physically in class in order to be permitted to turn your work in that was due that day. Any questions pertaining to attendance should be directed to the Attendance Office.

Tardiness:
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Student Podcasts are due at the beginning of class every Friday. Every day students watch CNN Student Podcasts during the first 10 minutes of class and they take notes on the key stories covered during the podcast. Notes on the stories must be written in complete sentences. A bullet list of facts is not acceptable. If student is absent on that day, then student can watch the podcast on their own as the past podcasts are available for the week. Podcasts are NEVER accepted late (except if student was absent on Friday, then it MUST be turned in on student’s first day back in order to receive credit). It is the one assignment that must be turned in on time in order to receive credit or not at all.

Unit Mastery Projects:
At the end of most units’ students will be required to submit a Unit Mastery Project (“UMP”) demonstrating their proficiency of their content knowledge. The method of demonstration will be determined by the student or students. A handout will be provided to students which details this project.

Social Studies Fair Projects are mandatory, and each student is expected to participate for a grade. Packets of information on the fair projects will be distributed later in the year. This year’s theme is “Breaking Barriers in History.” It will be held on February 22, 2020 at New Smyrna Beach High School.

Extra credit is offered for special projects from time to time. Extra credit is optional but strongly recommended. No other extra credit opportunities will be given outside of class.
**Viewing of PG-13 Movie Release**

Often appropriate documentaries or PG-13 movies or sections of PG-13 movies can be utilized effectively to enrich classroom instruction and accomplish identified objectives. If you give permission for your child to view such materials, you do not have to do anything. (NOTE: NO “R” rated movies will ever be shown per Volusia County School Board Policy). If you do NOT wish to grant permission for your child to view any PG-13 movies identified by the teacher as effective in teaching the curriculum, please contact me via email at ggdorcy@volusia.k12.fl.us or send in a note with your student.

**Academic Honesty:** The school policy regarding academic integrity and honesty will be enforced. Please refer to the Academic Integrity policy and your Code of Conduct booklet for details. If evidence of plagiarism was discovered by the teacher, the cheater and cheatee both will receive a zero for that assignment until student has met and discussed the situation with me and the grade will be updated once the student has demonstrated that the learning or skill was achieved.
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In a world of ever-changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is:
“To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.”

At DeLand High School plagiarism includes but is not limited to:
• Using another person’s words or ideas (written or spoken) without giving credit to the source.
• Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
• Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”
Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means: “to get something by dishonesty or deception.”

At DeLand High School cheating includes but is not limited to:
• Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
• Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited I-Pad, calculator, camera, textbook, recorder, computer, phone, etc.
• Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES:
First Offense: Second Offense: Third Offense:
Zero on assignment First offense consequences plus: 1st and 2nd off. Cons. Plus:
Parent notification Parent/student/teacher/ Referral to administration,
Referral to counselor, counselor conference, Suspension from extracurricular activities, elected offices and/or Senior privileges.

Student Name (Print) ___________________________ Alpha Code: ________

Student Signature ____________________________

Parent Signature: ____________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007
Dear Parents and Students:

In an effort to “go green” at DHS, the syllabus, grading policies and procedures, and class rules for this class will be posted on Canvas as well as on the school website for you to access at any time.

If you do not have access to a computer, see me and I will run a copy of the information for your child. Please sign below indicating your receipt of this information. I am looking forward to a successful school year. Feel free to contact me by email if you have any questions.

Sincerely,

Mrs. Graye Dorcy

SIGNATURE PAGE MUST BE RETURNED TO MRS. DORCY BY NEXT CLASS!

Student’s Printed Name: __________________________ ALPHA Code: _______ Period: _______

I have read and understood the information on this page and on the website and understand the rules, policies and expectations of this course.

Parent or guardian signature: ____________________________________________ Dated: ___________

Student’s Signature: _______________________________________________________
Dated: ___________

Viewing of PG-13 Movie Release
Helping your student become a lifelong learner is a primary goal in my classroom. I want my students to discover that learning can be a source of enjoyment. As a result, I will use a wide range of non-traditional instructional materials of high academic merit including popular literature, appropriate and instructionally related movies such as documentaries and/or movie clips rated G, PG and PG-13. If you feel that certain material may not be appropriate for your student, please notify me now about your concerns. Your signature below will serve as your consent for your student to use all of the alternative instructional materials as described above.

Parent or guardian signature: _____________________________ Dated: ___________

Contact Information

Parent Information (please print)
Full name of parent or guardian __________________________________________________________

Address _____________________________________________________________________________

Home phone number ________________________ Best time to reach you _____________

Cell phone number ________________________ Best time to reach you _____________

E-mail address (very important) _______________________________
I. **United States Government and Politics**

Curricular Requirements

CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 4, 12]

CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 6, 7]

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 7, 9]

CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 11]

CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 14]

CR6 The course integrates public policy within each unit. [See pages 4, 5, 10, 11, 12, 14, 15]

CR7 The course addresses the big ideas by connecting enduring understandings across one or more units. [See pages 2, 7, 8, 10, 14, 15]

CR8 The course provides opportunities to analyze and compare political concepts. [See pages 4, 5, 7, 10, 12, 14, 15]

CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors. [See pages 6, 7, 8, 11, 14, 15] [https://prezi.com/p/gx7wrg0bpdww/the-quantitative-analysis-frq/](https://prezi.com/p/gx7wrg0bpdww/the-quantitative-analysis-frq/)

CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. [See pages 1, 4, 5, 7, 11, 12]

CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors. [See pages 1, 2, 6, 7]

CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios. [See pages 2, 4, 5, 6, 7, 8, 10, 11, 12, 14]
The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework.* [See pages 7, 10, 11, 12, 14, 15]

Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings. [See page 15]

Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases. [See pages 1, 2, 5, 10]

Students and teachers have access to a college-level U.S. government and politics textbook. [See page 1]

**AP United States Government and Politics Syllabus**

**Instructional Schedule**

**IMPORTANT** Students who take an Advanced Placement course are required to sit for the A.P. Exam in May for that course. If for any reason you do not take the A.P. Exam, you will be assessed a charge from DeLand High School and the name of your course will be changed to an “honors” or “regular” designation rather than “A.P.” This will also result in a change of weighting for the course from a 5.0 to either a 4.5 or a 4.0, which could affect your class rank and weighted grade point average.

This AP U.S. Government and Politics class is taught in one semester using a traditional school day schedule. Each class period is 50 minutes long. There are approximately 18 weeks of instruction in each semester.

Unit 1: Foundations of American Democracy (3 weeks)
Unit 2: Interactions Among Branches of Government (4 weeks)
Unit 3: Civil Liberties and Civil Rights (3 weeks)
Unit 4: American Political Ideologies and Beliefs (3 weeks)
Unit 5: Political Participation (4 weeks)

One week is left unaccounted for to allow for flexibility if this course is taught in the Spring semester.

**Primary Textbook**


[CR16] — Students and teachers have access to a college-level U.S. government and politics textbook.
Supplemental Readings
The primary text will be heavily supplemented by outside readings, including the 15 required Supreme Court cases and nine foundational documents which will all be assigned during the course. [CR10: foundational historical documents] [CR15: Supreme Court cases]

In addition to the required cases and documents, recent articles regarding political science concepts and current political issues will be provided to students to supplement the primary text. Links to the supplemental readings will be posted on the course website or provided to students in hard copy.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

Major Class Activities
Current events presentations: Students, individually or as a pair, will prepare a current events presentation that they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the big ideas to each of the five units in the AP U.S. Government and Politics Curriculum Framework. The current events presentation also must include at least one relevant visual source (photo, political cartoon, or infographic) for each story with a caption that explains its connection to the big idea and/or unit that story covers. [CR11]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

Analytical paper assignment: Students will be required to write three analytical papers about important topics in United States government and politics. These papers will be due on varying dates during the semester. Each paper must be no more than four pages in length. In each paper, the students must briefly summarize the assigned readings, connect the readings to the current unit of study (how they do this will vary depending on the resources provided for each paper and the unit of study in which it is due), and make a connection between the readings and a current political issue. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another. [CR7] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Monster vocabulary exam: Using the AP U.S. Government and Politics Curriculum Framework, a list of important political science and government terms has been generated for use in this course, such as political culture, etc. At the start of the semester, each student will be assigned two or more terms. Students will use their assigned terms to create a study presentation, such as a Google
Slides presentation, a Quizlet presentation, or a Kahoot quiz that can be used by the entire class as a study aid. At a later date, students will take an exam over these terms. On this exam, they must score a 90% or better in order to earn credit. They can take the exam up to three times in order to earn credit.

**Debates:** Students, in teams of two or three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Students will analyze the visuals presented by other teams as part of the debate. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions. [CR11]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

**Thinglink assignment for required court cases:** In pairs, students will create a Thinglink interactive presentation for one of the 15 required Supreme Court cases using Thinglink.com. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student's Thinglink should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case. [CR11] [CR12] [CR15: activity]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

**Overview of the AP Exam and Keys to AP Exam Success:**

The AP U.S. Government and Politics Exam will be comprised of the following sections:

**55 Multiple-Choice Questions:**

Structure – The questions on multiple choice will ask you to:
- Analyze and compare political concepts
- Analyze and interpret quantitative, text-based, and visual sources
- Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Timing: One hour and 20 minutes Percentage of Total Exam: 50%

**4 Free-Response Questions:**

Structure – The four questions on the free response will ask students to:
- Apply political concepts in real-world scenarios
- Compare the decisions and implications of different Supreme Court cases
- Analyze quantitative data
- Develop an argument using required foundational documents as evidence

Timing: One hour and 40 minutes

Percentage of Total Exam: 50%

As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of political knowledge. Success in this course and on the AP Exam requires connection-making with the aim of being able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.

The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

Course Content and Big Ideas:
The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include:

- Constitutionalism (CON)
- Liberty and Order (LOR)
- Civic Participation in a Representative Democracy (PRD)
- Competing Policy-Making Interests (PMI)
- Methods of Political Analysis (MPA)

Reasoning Processes:
The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices. The reasoning processes in this course include:

- Definition/Classification: Demonstrating knowledge of course concepts
- Explain - Process: Explaining political processes
- Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
- Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

Disciplinary Practices:
The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives you the tools to analyze political information, regardless of the format, and develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to American government and politics. The disciplinary practices in this course include:

- Practice 1: Apply political concepts and processes to scenarios in context
- Practice 2: Apply Supreme Court decisions
- Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources
- Practice 5: Develop an argument in essay format
Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

**Required Supreme Court Cases:**

This course will incorporate the analysis of the following 15 required Supreme Court cases:

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)
- Wisconsin v. Yoder (1972)
- Roe v. Wade (1973)
- Shaw v. Reno (1993)
- McDonald v. Chicago (2010)

For each of these cases, the facts, issues, holdings, and reasoning underlying the majority and dissenting opinions can be found through the Oyez database online. Oyez also has an app that can be downloaded to smartphones. You will be required to complete multiple assignments analyzing and comparing these cases with other non-required cases.

The list above is not an exhaustive list of the Supreme Court cases that will be analyzed and discussed in this course. Additionally, you will have access to information and majority/dissenting opinion excerpts for cases that complement the required cases, such as:

- **Gonzales v. Raich** (2005) to go along with the analysis of **McCulloch v. Maryland** (1819)
- **Heart of Atlanta Motels v. United States** (1964) to go along with the analysis of **United States v. Lopez** (1995)
- **Zelman v. Simmons-Harris** (2002) to go along with the analysis of **Engel v. Vitale** (1962)
- **Morse v. Frederick** (2007) to go along with the analysis of **Tinker v. Des Moines** (1969)

**Required Foundational Documents:**

This course will incorporate the analysis and discussion of nine required foundational documents to help understand the context and beliefs of the founders and their critics and the debates surrounding the writing and ratification of the U.S. Constitution:

- The Declaration of Independence
- The Articles of Confederation
- **Federalist No. 10**
- **Brutus No. 1**
- **Federalist No. 51**
- The Constitution of the United States
• *Federalist No. 70*
• *Federalist No. 78*
• “Letter from Birmingham Jail”

You will also be responsible for related readings, including:
• Excerpts from Locke’s *Second Treatise of Civil Government* to go along with the analysis of the *Declaration of Independence*
• “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the *Articles of Confederation*
• Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment

**AP U.S. Government and Politics Course Plan**

**Unit 1: Foundations of American Democracy (3 weeks)**

**Essential Questions**
• How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
• How have theory, debate, and compromise influenced the U.S. constitutional system?
• How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

**Key Terms**

<table>
<thead>
<tr>
<th>Natural rights</th>
<th>Three-Fifths Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular sovereignty</td>
<td>Importation (slavery)</td>
</tr>
<tr>
<td>Republicanism</td>
<td>compromise</td>
</tr>
<tr>
<td>Social contract</td>
<td>Separation of powers</td>
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<tr>
<td>Declaration of Independence</td>
<td>Checks and balances</td>
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<tr>
<td>Philadelphia Convention</td>
<td>Federalism</td>
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<tr>
<td>Participatory democracy</td>
<td>Exclusive powers</td>
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<tr>
<td>Pluralist democracy</td>
<td>Implied powers</td>
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<tr>
<td>Elite democracy</td>
<td>Concurrent powers</td>
</tr>
<tr>
<td>Shays’s Rebellion</td>
<td>Categorical grants</td>
</tr>
<tr>
<td>Great (Connecticut) Compromise</td>
<td>Block grants</td>
</tr>
<tr>
<td>Electoral College</td>
<td>Mandates (unfunded)</td>
</tr>
<tr>
<td>Commerce clause</td>
<td></td>
</tr>
</tbody>
</table>

**Readings**
• Chapters 1-3 in O’Connor, et al. *American Government: Roots and Reform*
• John Locke’s *Second Treatise, of Civil Government* (Woll, p. 4)
• *Magna Carta*
• *English Bill of Rights*
• *Rights of Man*
• Rousseau’s *Social Contract*
• Hobbe’s *Leviathan*
• Montesqueiu’s *Spirit of Laws*
• The Declaration of Independence
• *Federalist No. 10*
• *Federalist No. 51*
• *Brutus No. 1*
• The Articles of Confederation
• The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
• McCulloch v. Maryland (1819)
  McCulloch v. Maryland | Homework Help from the Bill of Rights Institute - [https://www.youtube.com/watch?time_continue=2&v=V0ST9eVIWFY](https://www.youtube.com/watch?time_continue=2&v=V0ST9eVIWFY)
• Lopez v. United States (1995)

**Primary Lecture Topics [CR1]**

• The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety. (EU LOR-1)
• How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. (EU LOR-1)
• The compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate. (EU CON-1)
• The evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution. (EU CON-1)

  [CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

  **Federalism reading**: [https://www.docsoffreedom.org/student/readings/federalism](https://www.docsoffreedom.org/student/readings/federalism)

  **Crash Course on Federalism** - [https://www.youtube.com/watch?v=l0gosGXSpjI](https://www.youtube.com/watch?v=l0gosGXSpjI)


  Common Interpretation: Article I, Sec. 8: Federalism and the Overall Scope of Federal Power - [https://constitutioncenter.org/interactive-constitution/articles/article-i/art-i-sec-8-general-barnett-gerken/section/8](https://constitutioncenter.org/interactive-constitution/articles/article-i/art-i-sec-8-general-barnett-gerken/section/8)

**Instructional Activities for Unit 1**

Socratic Seminar. Students will have a socratic seminar discussing the historical foundation documents and how it relates to our current government. They will discuss similarities and
differences between the historical documents, and especially if they can identify any principles that we have incorporated into either the Declaration of Independence or the U.S. Constitution.

(EU CON-1) [CR1:activity] [CR8] [CR10]

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.


This will allow students to connect the current state of politics to important Unit 1 concepts such as popular sovereignty, republicanism, and social contract theory of government. This is a high interest article that will help “hook” students at the start of the semester. [CR10: activity] [CR12]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Students brainstorm a list of things they believe government should do by asking the question, “What should government do?” Make a list of student responses on the board. Use this list to facilitate a discussion about order, liberty, and equality. Then share the Preamble to the Constitution and have students link their list to the language in the Preamble. (EU LOR-1)

ThingLink Court cases assignment. See description in the major class activities section above.

Monster vocabulary terms. See description in the major class activities section above.

Debate. Two teams of two to three students each debate the resolution, “States have exceeded their authority in legalizing recreational marijuana use, and the federal government should reassert its national supremacy over drug policy.” (EU CON-2) [CR6] [CR12]

https://constitutioncenter.org/blog/filter/article-vi

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Analytical paper “Our Broken Constitution” due. The purpose of this analytical paper is to allow the students to examine criticisms of how the U.S. Constitution operates in modern America. Student papers must connect the issues the author explores to arguments made by the Anti-Federalists, in particular, Brutus No. 1. (EU CON-1, CON-3, CON-4) [CR10: activity]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. Students engage in a Deliberative Discussion using Federalist No. 51 and Brutus No. 1. (EU CON-1) [CR10: activity]
Checks and balances graphic organizer. During class lectures and their reading of the Constitution, students create a graphic organizer detailing the system of checks and balances. In addition to the basic checks and balances system, students annotate their organizer with a list of Supreme Court cases and public policies that gave one or more branches the opportunity to check another. (EU PMI-1)

Free-Response Question (FRQ). Students respond to a textual, qualitative-based FRQ comparing the *McCulloch* and the *Lopez* decisions. The FRQ will include an excerpt from the *McCulloch* and/or the *Lopez* decision. The FRQ will require the students to understand and make connections to the concepts of enumerated, implied powers, and federalism. (EU CON-2) [CR8] [CR15: activity]

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

**Unit 2: Interactions Among Branches of Government (4 weeks)**

**Essential Questions**

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

**Key Terms**

<table>
<thead>
<tr>
<th>Enumerated powers</th>
<th>Gridlock</th>
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<tbody>
<tr>
<td>Implied powers</td>
<td>Gerrymandering</td>
</tr>
<tr>
<td>Necessary and proper clause</td>
<td>Divided government</td>
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<tr>
<td>Checks and balances</td>
<td>Trustee</td>
</tr>
<tr>
<td>Bicameralism</td>
<td>Delegate</td>
</tr>
<tr>
<td>Speaker of the House</td>
<td>Politico</td>
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<tr>
<td>President of the Senate</td>
<td>Veto (including pocket veto)</td>
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<td>Senate Majority Leader</td>
<td>Commander in Chief</td>
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<td>Filibuster</td>
<td>Executive order</td>
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<tr>
<td>Cloture</td>
<td>Signing statements</td>
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<tr>
<td>Holds</td>
<td>Nomination and confirmation</td>
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<tr>
<td>Rules Committee</td>
<td>Treaty negotiation and ratification</td>
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<tr>
<td>Committee of the Whole</td>
<td>22nd Amendment</td>
</tr>
<tr>
<td>Discharge petitions</td>
<td></td>
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<tr>
<td>Discretionary spending</td>
<td>Bully pulpit</td>
</tr>
<tr>
<td>Mandatory spending</td>
<td>Judicial review</td>
</tr>
<tr>
<td>Precedent/stare decisis</td>
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</tbody>
</table>
Pork barrel legislation  
Logrolling  
Partisanship  
Civil service  
Iron triangles/issue networks

Judicial activism  
Judicial restraint  
Patronage  
Congressional oversight

Readings
• Chapters 7-10 in O’Connor, et al. *American Government: Roots and Reform*
• The Constitution of the United States (Articles I-III)
• Baker v. Carr (1962)
• Shaw v. Reno (1993)
• Federalist No. 70
• Federalist No. 78
• Marbury v. Madison

Primary Lecture Topics [CR2]
• Structure of Congress, including significant differences between the chambers regarding organization, leadership, incumbency, and powers. (EU CON-3)
• Congressional representation and gerrymandering. (EU CON-3)
• The president’s formal and informal powers. (EU CON-4)
• Judicial independence, *Federalist No. 78*, *Marbury v. Madison*, and judicial decision-making. (EU CON-5)
• How the bureaucracy operates and its place in the checks and balances system. (EU PMI-1, PMI-2)
• The future of entitlement spending in the United States. (EU CON-3)

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 2
Budget simulation and class discussion. Using the Committee for a Responsible Federal Budget’s *The Debt Fixer* website and the quantitative data therein, students try to reduce the debt as a percentage of GDP. After completing the online simulation, students discuss the difficulties they encountered in reducing the size of the national debt. During this discussion students should link the budget process to important concepts such as entitlement spending and the political nature of the budget. (EU CON-3) [CR9] [CR11] [CR12]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
Debate. Two teams of three students each debate the resolution, “Congress has abandoned its role in the checks and balances system.” (EU PMI-1, CON-3, CON-4)

Debate: After discussing the Judicial Branch, students will be assigned roles to play in this activity, i.e., USSC justice or attorney. They will have Oral Arguments before the U.S. Supreme Court arguing a contemporary issue chosen by the students that has yet to be heard by the court. Students will formulate the issue, conduct research and argue the issue before the court. The USSC will then rule on the issue and publish their ruling and opinion(s). (EU PMI-1, CON-3, CON-4)

[CR2] [CR3] [CR7] [CR9] [CR10] [CR12] [CR13]
[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

Analytical paper for “Unilateral Action and Presidential Power: A Theory” and *Federalist No. 70* due. The purpose of this paper is for the students to examine the growth of presidential power and how the other two branches may attempt to check presidential power. See description of critical article reviews found above under major class activities. (EU CON-4) [CR7] [CR8] [CR10: activity] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Checks and balances role play. Using a lesson from the National Constitution Center’s Separation of Powers Lesson Plan as a model, students engage in a simulation in which they develop a plan of action to ensure the creation/implementation of a policy based on the powers given to their assigned branch of government (legislative, executive, judicial). In addition to developing this plan of action for their own goal, students must develop a plan to either support or oppose another branch’s goal. (EU PMI-1) [CR7] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
Watch “The Stackhouse Filibuster” (Season 2, Episode 17) from The West Wing. Political concepts examined in this episode include the filibuster, the White House Staff, the presidential relationship with the press, and how legislation is developed by both the presidency and Congress. The West Wing is available on both Netflix and iTunes. (EU CON-3, CON-4)

Students complete at least two of the scenarios in The Redistricting Game found online. This is an online simulation that allows the students to draw and gerrymander imaginary congressional districts. The simulation has four different scenarios, each with a different take on the process of redistricting and gerrymandering. As students complete each of the scenarios, they respond to a set of questions about the process and the difficulties they encountered. All students must do scenario 1, a straight redistricting scenario. The second scenario is up to them. In addition to completing two of the scenarios, students read about proposed changes to the redistricting process and respond to these proposals. (EU CON-3) [CR12]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Students respond to a quantitative data FRQ regarding presidential vetoes and the interaction between the president and Congress. (EU CON-4) [CR9]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students respond to a scenario-based FRQ examining how the bureaucracy operates and its interactions with the presidency, Congress, and the courts. (EU PMI-1, CON-4, CON-5, PMI-2) [CR12]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Unit 3: Civil Liberties and Civil Rights (3 weeks)

Essential Questions

• To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
• How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Key Terms

Civil liberties
Civil rights
Bill of Rights
Judicial review
Selective incorporation
Establishment clause
Free exercise clause
Symbolic speech
“Clear and present danger”
Due process clause
Miranda Rights
Patriot Act
Exclusionary rule
Equal protection clause
National Organization for Women
Civil Rights Act 1964
Voting Rights Act 1965
Title IX of the Education Amendments Act of 1972 “Separate but equal”

Readings

• Chapters 5-6, 17-19 in O’Connor, et al. American Government: Roots and Reform
• The Bill of Rights
• The 14th Amendment’s due process and equal protection clauses
• Engel v. Vitale (1962)
• Wisconsin v. Yoder (1972)
• Tinker v. Des Moines Independent Community School District (1969)
• Schenck v. United States (1919)
• New York Times Co. v. United States (1971)
• McDonald v. Chicago (2010)
• Gideon v. Wainwright (1963)
• Roe v. Wade (1973)
• Brown v. Board of Education, Topeka Kansas (1954)
• “Letter from Birmingham Jail” (Martin Luther King, Jr.)
  Restrictive Voter Access Policies.” Perspectives on Politics 11, no. 4 (December 2013): 1088-
  1116.

Primary Lecture Topics [CR3]

• The role of the courts, and the due process and equal protection clauses in the expansion of
  civil liberties and civil rights, including the idea of selective incorporation. (EU LOR-2, CON-5)
• The expansion of the liberties protected by the 1st and 2nd Amendments. (EU LOR-2, CON-5)
• The development of the right to privacy and its implications for reproductive rights and 4th
  Amendment protections. (EU LOR-3)
• A history of civil rights issues and how historically disadvantaged groups in American
  society have achieved greater equality and equitable treatment in society. (EU PRD-1, PMI-3)

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs)
and enduring understandings (EUs).

Instructional Activities for Unit 3

Bill of Rights scenarios. Students write five hypothetical scenarios regarding civil liberties. Each
scenario should be clearly tied to one of the amendments found in the Bill of Rights. Students must
also create a “key” for their scenarios. In their key, students must identify the amendment the
scenario involves, the required Supreme Court case that incorporated or clarified the application
of the amendment in question, and finally the students must link the required case to a different
case that deals with the same constitutional issue. (EU LOR-2) [CR12] [CR15: activity]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-
world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in
the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark
cases.

Debate. Two teams of two to three students each debate the resolution, “History has proven that
affirmative action programs are necessary to safeguard equal opportunity in both education and
[CR6] — The course integrates public policy within each unit.
[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

Analytical paper "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies" due. The purpose of this analytical paper is to allow students to explore the recent actions by many states that may have a negative impact on the right to vote in those states. In this analytical paper, students write a thesis and defend it with information from the article, the course, and recent political and social events. (EU PRD-1, PMI-3) [CR6] [CR8] [CR12] [CR13]
[CR6] — The course integrates public policy within each unit.
[CR8] — The course provides opportunities to analyze and compare political concepts.
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Students respond to a textual FRQ that uses one of the required Supreme Court cases and a non-required case. The FRQ will require students to examine the Court’s decision in both cases and apply the Court’s reasoning to a related course concept. (EU PRD-1, PMI-3) [CR12] [CR15: activity]
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

Unit 4: American Political Ideologies and Beliefs (3 weeks)

Essential Questions
• How are American political beliefs formed and how do they evolve over time?
• How do political ideology and core values influence government policy making?

Key Terms
Political ideology
Demographics
Political culture
Political socialization
Scientific polling
Party platform
Liberal ideology
Conservative ideology

Readings
• Chapters 1, 4 & 11 in O’Connor, et al. American Government: Roots and Reform
• The Monkey Cage series on political polarization in America found at The Washington Post.
• "Political Polarization in the American Public." Pew Research Center, June 12, 2014.
• Selections from Rick Shenkman’s, “How Stupid Are We?: Facing the Truth about the American Voter.”

Primary Lecture Topics [CR4]

• Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics. (EU MPA-2, PRD-3)
• The basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization). (EU MPA-1)

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 4

Using Gallup.com, Polling Report.com, and the Pew Research Center, students study different polls regarding a variety of policy issues in the United States. Students are provided several examples of polls with questionable reliability. Students must write a comparison of what makes one poll reliable and another unreliable and explain how public policy is affected by the accuracy and reliability of polls. (EU MPA-2) [CR6] [CR9]

[CR6] — The course integrates public policy within each unit.
[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students take the Pew Research Center’s Political Typology quiz. This quiz places the students into one of nine political typologies – it divides the traditional left/right spectrum into several subgroups (four on each side of the center and one for non-engaged quiz takers). After the students have completed the quiz, they write their names on the class political spectrum, as does the teacher. Then as a class they discuss how the class does or does not reflect the larger community and what might account for the class’s overall political ideology. (EU MPA-1)

Analytical paper "Polarized or Sorted? Just What’s Wrong with Our Politics, Anyway?" and "America’s Missing Moderates: Hiding in Plain Sight" due. The purpose of this analytical paper is to allow students to compare the competing views on partisan polarization in American political culture. In this paper, students must evaluate which argument regarding polarization best reflects the reality in American political culture today. (EU PMI-4) [CR10: activity] [CR12] [CR13]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

28
Socratic Seminar. Students will discuss selections from the book and specifically address the author’s contention that even though American democracy is more direct than ever, the voters are misusing their political power and neglecting their responsibilities. Americans are paying less attention to politics at a time when they need to pay much more. Today’s voters are far less equipped than their grandparents were to grapple with the challenges facing the nation and thus far more susceptible to soothing myths, bumper sticker slogans, and raw emotional appeals. (EU CON-1) [CR1] [CR8:socratic seminar] [CR10]

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

 Debate. Two teams of three students each debate the resolution, “Demographic changes represent a threat to the long-term electoral success of the Republican Party.” (EU MPA-1, PMI-4, MPA-3) [CR6]

[CR6] — The course integrates public policy within each unit.

Class poster presentations of party platforms. Divide the class in half – one half examines the Democratic Party platform and the other half examines the Republican Party platform. Within each platform, students pair to explore a particular topic, such as education, defense, entitlement spending, etc. and create a post that explains the party’s policy proposals for that particular topic. Students then present their findings to the class. As a follow-up homework assignment, students then research public opinion polls on their issue and write a summary of how the American public feels about their issue and evaluate whether or not their assigned party reflects the American public. Finally, students must identify a policy from their assigned platform and determine if it has been implemented and how. (EU PMI-4, MPA-2) [CR6]

[CR6] — The course integrates public policy within each unit.

Students respond to a quantitative data FRQ regarding changing demographics in the United States. Students have to interpret data from the U.S. Census Bureau regarding racial and age composition of the United States and how they are changing. Students also link these demographic changes to representation in Congress. The final section of the FRQ will require students to assess the potential impacts of these changes on the two political parties and the policies each party promotes. (EU PMI-4, MPA-3) [CR6]

[CR6] — The course integrates public policy within each unit.

Unit 5: Political Participation (4 weeks)

**Essential Questions**

• How have changes in technology influenced political communication and behavior?
• Why do levels of participation and influence in politics vary?
• How effective are the various methods of political participation in shaping public policies?
**Key Terms**

- Rational choice theory
- Retrospective voting
- Prospective voting
- Party-line voting
- Political efficacy
- Midterm election
- Demographics
- Linkage institution
- Political party
- Critical election
- Political realignment
- Proportional electoral system
- Winner-take-all electoral system
- Iron triangles
- Free rider problem
- Single issue groups
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Primaries (open v. closed)
- Caucuses
- Party convention
- General election
- Electoral College
- Incumbency advantage
- Federal Election Commission
- Federal Elections Campaign
- Act McCain-Feingold
- Citizens United v. FEC (2010)
- PACs
- SuperPACs
- Independent expenditures
- Media
- Social media
- Watchdog
- Gatekeeper
- Horse race journalism
- "Fake news"

**Readings**

- Chapters 12-16 O’Connor, et al. *American Government: Roots and Reform*
- Woll: Berry, "Madison’s Dilemma" (p 220)
- Woll: Sabato, “The Misplaced Obsession with PACs” (p 245)
- *Federalist No. 10*
- Citizens United v. FEC (2010)

**Primary Lecture Topics [CR5]**

- The evolution of voting rights and the current state of voter turnout. (EU MPA-3, PMI-3, PMI-5)
- Factors that influence voter choice in elections. (EU MPA-3, MPA-1)
- The functions of political parties in the United States and third parties in United States government and politics. (EU PMI-5)
- The development of candidate-centered campaigns. (EU PMI-5, PRD-3)
• The theory of critical elections. (EU PMI-5)
• Interest groups in United States government and politics. (EU PMI-5)
• Nominations, campaigns, and elections in United States government and politics. (EU PRD-2)
• The media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources. (EU PRD-3)

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 5
To better understand how state election laws impact voter turnout, students find voter turnout data from a state that has passed a strict voter ID law in the 21st century, such as Wisconsin, Indiana, or Texas. Prior to their research, students formulate a hypothesis about the impact voter ID laws have on voter turnout. Students then research voter turnout stats from the presidential election prior to the passage of that state’s voter ID law, and the presidential election immediately after the passage of voter ID laws. Students break the data down by major demographic groups, such race, age, and education. Students write a summary of their findings, including an evaluation of their thesis and reasons why their thesis was correct/incorrect. (EU MPA-3) [CR6] [CR8] [CR9] [CR13]

[CR6] — The course integrates public policy within each unit.
[CR8] — The course provides opportunities to analyze and compare political concepts.
[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Debate. Two teams of three students each debate the resolution, “Interest groups have too much influence in the policy process and are detrimental to democracy.” (EU PMI-5) [CR6] [CR7] [CR8]

[CR6] — The course integrates public policy within each unit.
[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.
[CR8] — The course provides opportunities to analyze and compare political concepts.

Analytical paper "The Electoral College: How It Works in Contemporary Presidential Elections" due. The purpose of this analytical paper is to have students examine the original design and purpose of the Electoral College, and then assess how it works in modern U.S. politics, with special attention paid to the 2016 election. In this paper, students must examine the various proposals to reform the Electoral College and assess the advantages and disadvantages to each, explaining why the current system should either be maintained, revised, or completely eliminated and replaced with election by national popular vote. (EU PRD-2) [CR6] [CR12] [CR13]

[CR6] — The course integrates public policy within each unit.
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.
After the lecture regarding the theory of critical elections, students use presidential election data from the 20th and 21st centuries to classify each election as either a critical election or a deviating election. (EU PMI-5) [CR9]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students write an essay, with an analytical thesis, that incorporates information from a select list of foundational documents that examines the influence of interest groups on the policy-making process in the United States. (EU PMI-5, PRD-2) [CR13]

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

After the lecture on the media as a linkage institution, especially the part about partisan media and social media, students complete a media analysis assignment. Students are assigned to read two articles about a specific policy issue in the United States. One article is from a conservative source and one from a liberal source. They then analyze the two sources — making note of the facts provided, the viewpoints expressed in each, and other differences between the two sources. This will also allow students to make a connection to gridlock in the national government. (EU PRD-3, CON-4) [CR6] [CR7] [CR8]

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Political Science Research Project. After reading “How to Spot Fake News” at FactCheck.org as homework, students work in groups to identify the fake news stories in their assigned packet (the packet contains both legitimate and fake news stories). Students first develop a list of indicators which they can use to determine if each story is fake news or not and then they conduct a content analysis of each report. Finally, they share the results with the class and assess the extent to which political science research provided in the course can provide guidance for discerning the difference between valid and invalid news stories. (EU PRD-3) [CR14]

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.

AP Government and Politics Exam Preparation

Approximately 1-week Prep / Practice Tests

Cram for the Exam videos & Other Review Resources:
https://www.learnerator.com/ap-us-government-politics

AP Government and Politics Exam is Monday, May 4, 2020 at 8 am
DeLand High School Student Academic Integrity Policy

In a world of ever-changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is:
“To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.”

At DeLand High School plagiarism includes but is not limited to:
• Using another person’s words or ideas (written or spoken) without giving credit to the source.
• Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
• Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”
Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means: “to get something by dishonesty or deception.”

At DeLand High School cheating includes but is not limited to:
• Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
• Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited I-Pad, calculator, camera, textbook, recorder, computer, phone, etc.
• Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES:
First Offense: Second Offense: Third Offense:
Zero on assignment First offense consequences plus: 1st and 2nd off. Cons. Plus:
Parent notification Parent/student/teacher/ Referral to administration,
Referral to counselor, counselor conference, Suspension from extracurricular activities, elected offices and/or Senior privileges.

Student Name (Print) ___________________________ Alpha Code: _______

Student Signature _________________________________________________________

Parent Signature: _________________________________________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007
Dear Parents and Students:

In an effort to “go green” at DHS, the syllabus, grading policies and procedures, and class rules for this class will be posted on Canvas as well as on the school website for you to access at any time.

If you do not have access to a computer, see me and I will run a copy of the information for your child. Please sign below indicating your receipt of this information. I am looking forward to a successful school year. Feel free to contact me by email me if you have any questions.

Sincerely,

Mrs. Graye Dorcy

SIGNATURE PAGE MUST BE RETURNED TO MRS. DORCY BY NEXT CLASS!

Student’s Printed Name: ___________________________ ALPHA Code: _____ Period: _____

I have read and understood the information on this page and on the website and understand the rules, policies and expectations of this course.

Parent or guardian signature: ___________________________ Dated: _______

Student’s Signature: ___________________________ Dated: _______

Viewing of PG-13 Movie Release
Helping your student become a lifelong learner is a primary goal in my classroom. I want my students to discover that learning can be a source of enjoyment. As a result, I will use a wide range of non-traditional instructional materials of high academic merit including popular literature, appropriate and instructionally related movies such as documentaries and/or movie clips rated G, PG and PG-13. If you feel that certain material may not be appropriate for your student, please notify me now about your concerns. Your signature below will serve as your consent for your student to use all of the alternative instructional materials as described above.

Parent or guardian signature: ___________________________ Dated: _______

Contact Information

Parent Information (please print)
Full name of parent or guardian ___________________________ 

Address ___________________________

Home phone number ___________________________ Best time to reach you _________

Cell phone number ___________________________ Best time to reach you _________

E-mail address (very important) ___________________________
Course Essentials

AP Macro Economics is a flipped classroom, meaning that much of the course work will be posted to Canvas and students will upload their work to Canvas. We will use class time for lectures, discussions, practice, projects and testing. Students will need to join my Canvas class in order to facilitate this course.

Course Materials: The required and provided text is Krugman’s Economics for AP. The text deals with micro and macroeconomics. There is additional recommended reading and students are expected to tackle them. All assignments will be posted on Canvas as well as discussed in class. The instructions on Canvas will be clear as to whether the assignment should be submitted in class or uploaded to Canvas.

Assessment: Much of the grade for the class will come from frequent assessments that follow only one or two lessons. Each unit cumulates with a unit test. In the last quarter much of the grade will be determined on a series of three mock AP finals and participation in the review.

Formative Assignments 40% - Assigned reading quizzes, class-work, participation
Summative Assignments 60% - Section/Module Tests, Unit Mastery Projects

GRADES AND ASSESSMENTS:
The following is the grade distribution that is required by the Volusia County schools. Listed are types of assignments that will count under each weighted category.

IMPORTANT
Students who take an Advanced Placement course are required to sit for the A.P. Exam in May for that course. If for any reason you do not take the A.P. Exam, you will be assessed a charge from DeLand High School and the name of your course will be changed to an “honors” or “regular” designation rather than “A.P.” This will also result in a change of weighting for the course from a 5.0 to either a 4.5 or a 4.0, which could affect your class rank and weighted grade point average.
**Summative Assignments 60%**
- Chapter Exams
- Unit Exams
- Research project/paper
- Culminating assignment
- Unit Mastery Project

**Formative Assignments 40%**
- Homework
- Quizzes
- In class assignments
- Projects/Papers
- Presentations
- Socratic Seminars

**Diagnostic Assignments 0%**
- Class Participation;
  Preparedness; Attendance
- Reviews
- Progress Reports

**Unit Mastery Projects:**
After each Unit students are required to submit a Unit Mastery Project demonstrating their content knowledge. The method of demonstration will be determined by the student or students. This is a summative grade.

**Academic Honesty:**
Cheating of any kind will not be tolerated. Students cheating on exams, quizzes or essays will receive a zero. Students caught aiding a student cheating will also receive a zero on the assignment. Cheating includes but is not limited to plagiarism or direct replication of another student’s work. For further information concerning academic honesty and integrity, refer to the DeLand High School Academic Integrity policy.

*Please note that these policies and guidelines are subject to change as needed. I will describe any changes to policy in writing to all students and parents.*

**Grading Policies:**
The DeLand High School prescribed grading scale will be in effect.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% A</td>
<td>I have a philosophy that all student work will be of high quality. If you turn in sub-par work, it will be returned to you ungraded (I will record a temporary grade for the assignment). You will have one week to improve the assignment.</td>
</tr>
<tr>
<td>80-90% B</td>
<td>to an acceptable (usually A/B) level of quality. If the second attempt is still subpar, the grades will be averaged and recorded. I reserve the right to allow further attempts if I deem your efforts to be at a high level. Under no circumstances will a third attempt be allowed with a student who shows little or no effort.</td>
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<tr>
<td>70-80% C</td>
<td></td>
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<tr>
<td>60-69% D</td>
<td></td>
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<tr>
<td>Under 60 F</td>
<td></td>
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</tbody>
</table>

**Teacher’s Authority to Override Final Grade:** Teacher reserves the right to override the grade if a student’s overall performance warrants it. This refers to the final grade of the grading period, or the final grade for the course.

Failure to turn in an assignment on the due date (this includes any assignment less than half completed) will result in a zero. Student has one week from the time the assignment was due to turn in for credit. After that time, there will be no further opportunities at a makeup. At the end of every marking period, I will have a drop dead deadline ("DDD") after which no late work or makeup tests will be accepted. Make note of those crucial dates.

Plagiarism, including on homework, will result in an automatic zero and a referral to the office. No second attempts will be given in any case of plagiarism or cheating.
There will be no additional attempts allowed on Course papers/Oral Presentations or Book Projects/Presentations for your DeLand High grade.

There may be extra credit assignments offered. While they may be optional, they are strongly recommended. Please do not count on it for grade improvement.

Assignments and Assessments:
- Traditional quizzes and tests for each unit, including multiple choice and in-class Free Response essays for exam preparation
- Research projects/papers/debates/Socratic Seminars
- Class discussions on text material and current issues
- Required readings in text, outside assigned articles, book groups, and current events

EXPECTATIONS: The key to success in this course is careful, consistent, and active preparation and participation. Nightly reading assignments and class discussions are important, as are the major tests and papers/projects. You will find that what you put into the class determines how much you get out of it.

In order to make the most of your experience in this class, please respect the following guidelines:
- **Uphold the DHS Student Conduct Code at all times.**
- Seek help when you have questions or issues. I am always eager to help you with assignments or to listen to concerns. Make an appointment or drop by when I am free. I have 2nd lunch.
- Treat your fellow classmates and me with respect and kindness, especially when there is disagreement.
- Come to class with an open mind and a willingness to learn and try new things.

**Viewing of PG-13 Movie Release**
Often appropriate PG-13 movies or sections of PG-13 movies can be utilized effectively to enrich classroom instruction and accomplish identified objectives. If you give permission for your child to view such materials, you do not have to do anything. (NOTE: NO "R" rated movies will ever be shown per Volusia County School Board Policy). If you do NOT wish to grant permission for your child to view any PG-13 movies identified by the teacher as effective in teaching the curriculum, please contact me via email at ggddorcy@volusia.k12.fl.us or send in a note with your student.

**Course Learning Objectives**
- Gain a rigorous introductory background in macroeconomics that will leave them well prepared for future, more in-depth course material in higher education or professional training.
- Understand contemporary macroeconomic issues and be able to discuss the outcomes and causes of them.
- Demonstrate knowledge of sequence and causality in historical economic issues and be able to compare and contrast them to contemporary economic events.
- Learn how major global economic institutions function and understand how they impact domestic economic and political policy.
- Understand and be able to develop informed opinion on fiscal and monetary policy.
• Gain necessary skills to allow them to navigate different financial products and instruments and be able to make more informed decisions when making investments or taking on credit.

Transferable skills as a result of taking Economics....

• Understanding that choosing means refusing – students will begin to develop more sophisticated decision-making skills.
• Gain a working knowledge of business, finance and taxation
• Have improved political efficacy as a result of better understanding the impact of economic issues on government policy and political parties
• Be able to translate economic issues such as incentives, spill-over costs, and opportunity costs to personal decisions and activities.

Additional reading:

Fun and recommended as an essential background

• Harford, Tim, The Undercover Economist
• Wheelan, Charles, The Naked Economist: Undressing the Dismal Science
• Buchholz and Feldstein, New Ideas from Dead Economists: An Introduction to Modern Economic Thought
• Pratchett, Terry, Making Money (fiction)

Historical

• Appleyby, Joyce, The Relentless Revolution A History of Capitalism
• Ferguson, Niall, The Accent of Money

Issues

• Sachs, Jeffrey: The End of Poverty: How we can make it happen in our lifetime
• Judt, Tony, Ill Fares the Land

External Resources

There are also many youtube videos available for review purposes as well as for preparing for the AP exam. ACDC Leadership also has many excellent review videos on youtube on all of the macro topics covered in this course and is highly recommended that student watch the video before and after beginning a particular unit.

Two outstanding high school teachers, Steve Reff and Dick Brunelle, have constructed a website that includes digital lessons, interactive graphs, and practice exams that are extremely valuable to both teachers and students. We will be using this website quite often in the course. You should familiarize yourself with the site as soon as possible. The Reffonomics website can be found here: http://reffonomics.com/reff/index.html.

There is also a fine companion website with additional resources for both students and instructors at: www.bfwpub.com/highschool/Krugman_AP_Macro
Another excellent review book is *AP Macro Economics Crash Course* by Jason Welker, M.Ed. It is a complete AP Macro Economics course in a concise, time-saving format. It’s a targeted review course that covers only material that will actually be tested and strategies for answering every type of question. Cost is approximately $9 on Amazon.

**Economics by Example, by David A. Anderson**

- The instructor will assign the *Economics by Example* readings after each section of the course, after the material has already been presented to keep the students engaged.
- Discussion questions from *Economics by Example* could also be used as part of take-home homework assignments, short papers, or in-class group presentations.

The table that follows shows how the sections of the textbook are paired with the chapters from Anderson’s *Economics by Example*.

<table>
<thead>
<tr>
<th>Macroeconomics Textbook Section</th>
<th>Section Title</th>
<th>Economics By Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Economic Concepts</td>
<td>Ch 1: What’s to Love About Economics?</td>
</tr>
<tr>
<td>2</td>
<td>Supply and Demand</td>
<td>Ch 3: The Coffee Market’s Hot; Why Are Bean Prices Not?</td>
</tr>
<tr>
<td>3</td>
<td>Measurement of Economic Performance</td>
<td>Ch 21: Why Do We Neglect Leisure and Cheer for Divorce</td>
</tr>
<tr>
<td>4</td>
<td>National Income and Price Determination</td>
<td>Ch. 25: How Much Debt is Too Much?</td>
</tr>
<tr>
<td>5</td>
<td>The Financial Sector</td>
<td>Ch. 22: Does the Money Supply Matter?</td>
</tr>
<tr>
<td>6</td>
<td>Inflation, Unemployment, and Stabilization Policies</td>
<td>Ch. 19: Will Technology Put Us All Out of Work?</td>
</tr>
<tr>
<td>7</td>
<td>Economic Growth and Productivity</td>
<td>Ch. 28: Why Are Some Nations Rich and Others Poor?</td>
</tr>
<tr>
<td>8</td>
<td>The Open Economy: International Trade and Finance</td>
<td>Ch. 27: Is Globalization a Bad Word?</td>
</tr>
</tbody>
</table>
**Strive for a 5 (Study Guide and Prep for AP* Exam)** Macro: 1-4292-6359-8

**Margaret Ray**, *Mary Washington College, VA* College Board Endorsed Faculty Consultant, Reader and Table Leader since 2001.

**David Mayer**, *Winston Churchill High School, San Antonio, TX* AP Economics Table Leader for ETS/College Board; AP Economics Endorsed Consultant for the College Board’s Southwest Region. This unique guide reinforces the topics and key concepts to help students complete the course and prepare for the AP exam. The study guide component of *Strive for a 5* provides an overview of each section and systematic module-by-module coverage, with these features:

• Before You Read the Module
• While You Read the Module
• After You Read the Module
• Answer Key

The AP preparation section begins with a diagnostic pre-test that helps students focus their test preparation time where it is most needed. Students also get preparation and study advice, including suggestions for setting a test preparation schedule, as well as sample practice tests.

**AP Macro Economics Summer Assigned Reading:**

‘Money for Nothing: Inside the Federal Reserve’

**Where to watch:** Stream on Netflix or Hulu; buy or rent on Amazon Prime Video, Apple iTunes or Google Play.

The 2013 independent documentary, “Money for Nothing: Inside the Federal Reserve,” is a nonpartisan film examining America’s central bank and its impact on both society and the economy. Not only does it feature interviews with federal officials and several renowned financial and economic experts, including Paul Volcker and Janet Yellen, but it also offers a look inside the 2008 financial crisis.

Think of this documentary as your crash course on the basics of investing and economics and learn how the decisions of the Federal Reserve can affect the lives and livelihoods of all Americans. Plus, viewers will find out about printing money and the ins and outs of a healthy economy versus an unhealthy one.
# Macroeconomics Concepts

Unit 1: Basic Economic Concepts  
Unit 2: Economic Indicators and the Business Cycle  
Unit 3: National Income and Price Determination  
Unit 4: Financial Sector  
Unit 5: Long-Run Consequences of Stabilization Policies  
Unit 6: Open Economy/International Trade and Finance  

## Course Outline

<table>
<thead>
<tr>
<th>% of AP Test</th>
<th>Topic</th>
<th>Morton / (Anderson)</th>
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<tbody>
<tr>
<td>8-12% of AP</td>
<td>Basic Economic Concepts</td>
<td>(Ch. 1)</td>
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<td>Section 1</td>
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<td></td>
<td>Module 1: The Study of Economics</td>
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<td></td>
<td>Module 2: Introduction to Macroeconomics</td>
<td>17</td>
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<td></td>
<td>Module 3: The Production Possibilities Curve Model</td>
<td>1 &amp; 2 Part A</td>
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<td></td>
<td>Module 4: Comparative Advantage and Trade</td>
<td>2 Part B, 49, 50</td>
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<td></td>
<td>o Read text pages for each module and answer questions at the end of module(s) (diagnostic)</td>
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<td></td>
<td>o Strive for a 5: pages 2-16 (formative)</td>
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<td></td>
<td>o Key Terms (45) on page 32 (formative)</td>
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<td></td>
<td>o Section 1 Problems 1-14 on pages 32 &amp; 33 (formative)</td>
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<td>o Review for Test: Strive for a 5 pages 16-34</td>
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<td>o Section 1 Assessment (summative)</td>
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**GRAPHING (very important!)**  
Read Section 1 Appendix: Graphs in Economics (pages 34-45)

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<thead>
<tr>
<th></th>
<th>Section 2</th>
<th>(Ch. 3)</th>
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<tbody>
<tr>
<td></td>
<td>Module 5: Introduction to Demand</td>
<td>3 and 4</td>
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<td>Module 6: Supply and Equilibrium</td>
<td>5 and 6</td>
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<td>Module 7: Changes in Equilibrium</td>
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<td>*Module 8: Price Controls (If we have Time)</td>
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<td></td>
<td>*Module 9: Supply and Demand: Quantity Controls</td>
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<td>o Read text pages for each module and answer questions at the end of module(s) (diagnostic)</td>
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<tr>
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<td>o * These modules are MICRO – you only need to read for understanding but you do not need to complete the work associated with these modules.</td>
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</table>
Unit 2
12-16% of AP
Measurement of Economic Performance

Section 3

Module 10: The Circular Flow and GDP
Module 11: Interpreting RGDP
Module 12: The Meaning and Calculation of Unemployment
Module 13: The Causes and Categories of Unemployment
Module 14: Inflation: An Overview
Module 15: The Measurement and Calculation of Inflation

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 79-99 (formative)
Economics by Example: “Why Do We Neglect Leisure and Cheer For Divorce?” Pages 149-155.
Rainbow book – complete problems on pages 59-64, 86-94 (group work - formative)
Key Terms (59) on page 150 (formative)
Section 3 Problems 1-20 on pages 150-155 (formative)
Review for Test: Strive for a 5 pages 100-120
Section 3 Assessment (summative)
Problem Set #2 (summative)

Unit 3
10-15% of AP
National Income and Price Determination

Section 4

Module 16: Income and Expenditures
Module 17: AD: Introduction and Determinants
Module 18: AS: Introduction and Determinants
Module 19: Equilibrium in the AD/AS Model
Module 20: Economic Policy and the AD/AS Model
Module 21: Fiscal Policy and the Multiplier

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 121-141 (formative)
Rainbow book – complete problems on pages 111-134 (group work - formative)
Key Terms (42) on page 216 (formative)
Section 4 Problems 1-25 on pages 216-219 (formative)
Review for Test: Strive for a 5 pages 141-161
Section 4 Assessment (summative)
Unit 4
Financial Sector
Section 5
(Ch. 22)
Module 22: Saving, Investment and the Financial System
Module 23: The Definition and Measurement of Money 34 and 35
Module 24: The Time Value of Money
Module 25: Banking and Money Creation 37
Module 26: The Fed. History and Structure 38
Module 27: The Fed. Monetary Policy 40
Module 28: The Money Market 39
Module 29: The Market for Loanable Funds 41 and 44

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 163-189 (formative)
Rainbow book – complete problems on pages 181-204 (group work - formative)
Key Terms (72) on page 290 (formative)
Section 5 Problems 1-25 on pages 290-293 (formative)
Review for Test: Strive for a 5 pages 189-211
Section 5 Assessment (summative)
Problem Set #4 (summative)

Unit 5
Inflation, Unemployment and Stabilization Policies
Section 6
(Ch. 26)
Module 30: Long Run Implications of Fiscal Policy: Deficits and the Public Debt
Module 31: Monetary Policy and the interest Rate 43
Module 32: Money, Output and Prices in the Long Run 42
Module 33: Types of Inflation, Disinflation and Deflation
Module 34: Inflation and Unemployment: The Phillips Curve 46
Module 35: History and Alternative Views of Macroeconomics 48
Module 36: The Modern Macroeconomic Consensus

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 214-235 (formative)
Key Terms (33) on page 362 (formative)
Section 6 Problems 1-17 on pages 362-365 (formative)
Review for Test: Strive for a 5 pages 235-257
Section 6 Assessment (summative)
Unit 6
5-10% of AP
Economic Growth and Productivity

Section 7
(Ch. 28)
Module 37: Long Run Economic Growth
Module 38: Productivity and Growth
Module 39: Growth Policy: Why Economic Growth Rates Differ
Module 40: Economic Growth in Macroeconomic Models

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 259-270 (formative)
Rainbow book – complete problems on pages 67-76 (group work - formative)
Key Terms (14) on page 405 (formative)
Section 7 Problems 1-13 on pages 406-408 (formative)
Review for Test: Strive for a 5 pages 271-282
Section 7 Assessment (summative)

Unit 7
10-15% of AP
Open Economy: International Trade and Finance

Section 8
(Ch. 27)
Module 41: Capital Flows and the Balance of Payments
Module 42: The Foreign Exchange Market
Module 43: Exchange Rate Policy
Module 44: Exchange Rates and Macroeconomic Policy
Module 45: Putting it All Together

Read text pages for each module and answer questions at the end of module(s) (diagnostic)
Strive for a 5: pages 283-296 (formative)
Rainbow book – complete problems on pages 283-292, 305-319 (group work - formative)
Key Terms (20) on page 453 (formative)
Section 8 Problems 1-13 on pages 453-455 (formative)
Review for Test: Strive for a 5 pages 296-317
Section 8 Assessment (summative)
Problem Set #5 (summative)

Preparing for the AP Macroeconomics Exam

• Strive for a 5: pages 319-389
  ❖ Diagnostic Test with Answer Key (323-339)
  ❖ Formulas of Macro (340-341)
  ❖ Graphs (342-349)
  ❖ Practice Test #1 with Answer Key (355-371)
  ❖ Practice Test #2 with Answer Key (372-389)

AP Macroeconomics Exam is Thursday, May 14, 2020 at 12 noon.
DeLand High School Student Academic Integrity Policy

In a world of ever-changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is: “To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.”

At DeLand High School plagiarism includes but is not limited to:
- Using another person’s words or ideas (written or spoken) without giving credit to the source.
- Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
- Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”
Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means: “to get something by dishonesty or deception.”

At DeLand High School cheating includes but is not limited to:
- Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
- Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited IPod, calculator, camera, textbook, recorder, computer, phone, etc.
- Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES:
First Offense: Second Offense: Third Offense:
Zero on assignment First offense consequences plus: 1st and 2nd off. Cons. Plus:
Parent notification Parent/student/teacher/ Referral to administration,
Referral to counselor, counselor conference, Suspension from extracurricular activities, elected offices and/or Senior privileges.

Student Name (Print) ___________________________ Alpha Code: ______

Student Signature: _____________________________

Parent Signature: _____________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007
Dear Parents and Students:

In an effort to “go green” at DHS, the syllabus, grading policies and procedures, and class rules for this class will be posted on Canvas as well as on the school website for you to access at any time.

If you do not have access to a computer, see me and I will run a copy of the information for your child. Please sign below indicating your receipt of this information. I am looking forward to a successful school year. Feel free to contact me by email if you have any questions.

Sincerely,

Mrs. G. Dorcy

SIGNATURE PAGE MUST BE RETURNED TO MRS. DORCY BY NEXT CLASS!

Student’s Printed Name: ___________________________ ALPHA Code: _____ Period: _____

I have read and understood the information on this page and on the website and understand the rules, policies and expectations of this course.

Parent or guardian signature: ___________________________ Dated: __________

Student’s Signature: ___________________________ Dated: __________

Viewing of PG-13 Movie Release
Helping your student become a lifelong learner is a primary goal in my classroom. I want my students to discover that learning can be a source of enjoyment. As a result, I will use a wide range of non-traditional instructional materials of high academic merit including popular literature, appropriate and instructionally related movies such as documentaries and/or movie clips rated G, PG and PG-13. If you feel that certain material may not be appropriate for your student, please notify me now about your concerns. Your signature below will serve as your consent for your student to use all of the alternative instructional materials as described above.

Parent or guardian signature: ___________________________ Dated: __________

Contact Information

Parent Information (please print)
Full name of parent or guardian ____________________________________________________________

Address ________________________________________________________________________________

Home phone number ___________________________ Best time to reach you ___________________________

Cell phone number ___________________________ Best time to reach you ___________________________

E-mail address (very important) ______________________________________________________________