



Course Title: U.S. Government & Economics

Instructor: Mr. Sturgeon

Instructor Availability: M-F 7:00am - 7:30 am, 3:00pm - 3:30pm, or by appointment

Instructor Contact: rsturgeon@gomperscharter.org (847) - 471 - 1240 or Room 10

Course Description:

(This could be the paragraph we use to describe the course on Course Management Portal)

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Weekly formative assessments<ul style="list-style-type: none">○ Vocab Quiz○ Reading Comprehension Quiz○ Quick Writes• Daily Preludes	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Quarterly Projects<ul style="list-style-type: none">○ School-Wide Election○ Mock Trials○ Stock Market Game○ Economics Game Board	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Varying assignments throughout the week, may include:<ul style="list-style-type: none">○ Current Event○ Vocab Sheets○ Practice Exams○ Out of class reading	10%
Quarter Finals	<ul style="list-style-type: none">• Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: U.S. History & World/European History

Course Materials: Computers (Daily), notebook OR binder to take notes (Daily), access to internet outside of school, pen/pencil, paper, all course reading material will be digital or given in class.



Course Structure: The course will be a combination of lecture, discussions, debates, and interactive simulations.

Course of Study:

Unit 1-2 Founding Fathers & Documents (3 WEEKS - 8 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none">• What rights and responsibilities does a citizen have in a democracy?• How much power should government have over its citizens?• What do the terms liberty and equality mean and how do they relate to each other?• How much power should government have over its citizens?	<p>Pre-Government Assessment</p> <p>Citizenship test</p> <p>Founding Fathers/Documents Quiz</p>

Unit 3-4 Separation of Powers & Checks and Balances (3 WEEKS - 8 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none">• What is the most powerful branch of government?• Why does the Constitution both grant power and take it away?• What are the key elements of representative democracy and how did they develop over time?	<p>Separation of Powers Quiz</p> <p>Checks and Balances Quiz & Simulation</p>

Unit 5 Legislative Branch (2 WEEKS - 6 LESSONS)



Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • What can Congress do? • Why is it so hard to get a law passed? • Who has power in Congress? • How can individual citizens actually participate in the legislative process? 	<p>Legislative Branch Quiz</p> <p>Quarter 1 Final</p>

Unit 6 Executive Branch (2 WEEKS - 6 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • What are the factors that seem to help presidents win election? • How has the role of the presidency expanded? • How does the president interact with the other branches of government and how has that changed over time? 	<p>Executive Branch Quiz</p>

Unit 7 Judicial Branch (2 WEEKS - 6 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • How are Supreme Court justices selected? • What makes a law or an action unconstitutional and does that determination ever change 	<p>Judicial Branch Quiz</p> <p>Mock Trials</p>

Unit 8 State, National, and Global Government (2 WEEKS - 6 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams



<p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • Why are powers divided between different levels of government? • What level of government is the most important to me – local, state, tribal, or federal? • How can I be involved with my local/State government? 	<p>Vocab Quiz</p>
---	--	-------------------

Unit 9 California Propositions and Voting (4 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • How can I get involved in a campaign? • Why should I vote? • How do you get elected? • What rights and responsibilities does a citizen have in a democracy? 	<p>Quarter 2 Final</p> <p>California Proposition Voting Project</p> <p>Voting Simulation</p>

Unit 10 Political Parties (1 WEEK - 4 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> • How do you get elected? • Who gets elected and who doesn't? • What impact do polls, political parties, and PACs have upon elections? 	<p>Mock Presidential Race</p> <p>Red State / Blue State</p>

Unit 11 Media and Its Influence (1 WEEK - 4 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
-------------------	---------------------	-----------------------



<p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> To what extent are the press and the media fulfilling a watchdog role? Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way? How has the Internet revolution impacted journalism and what are its effects on the coverage of public affairs and current issues? 	<p>Current Events</p> <p>News Outlet Dissections</p>
--	---	--

Unit 12 Civil Rights (3 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none"> Do citizens have rights that the state must respect, and if so what are they? What is the role of civil dissent and when is it necessary? 	<p>March on Washington</p> <p>Quarter 3 Final</p>

Unit 13 Personal Economics (3 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.1 Students understand common economic terms and concepts and economic reasoning.</p>	<p>After this unit, students will be able to answer..</p> <ul style="list-style-type: none"> How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets? How are prices determined? And who establishes prices? How do banks and markets function? How does one compete in the labor market? 	<p>Stock Market Game</p> <p>Personal Budget</p> <p>Supply and Demand Simulations</p>



Unit 14 Political Influence on Economics (2 WEEKS - 6 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.3 Students analyze the influence of the federal government on the American Economy.</p> <p>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none">• How is the American government involved in the economy?• How has the American government been involved in the economy in the past?• How does the federal budget affect ordinary people?• What does it mean to pay taxes?	<p>Financial Literacy and Career Packet</p>

Unit 15 U.S. & Global Economics (3 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>12.2 Students analyze the elements of America's market economy in a global Setting.</p> <p>12.3 Students analyze the influence of the federal government on the American Economy.</p> <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.</p>	<p>After this unit, students will be able to answer...</p> <ul style="list-style-type: none">• What are the key components of the American economic system?• What other economic systems are present in the world and how do they interact with the U.S?	<p>Supply and Demand Simulations</p> <p>Quarter 4 Final</p>

Course Specific Student Expectations:

Students are expected to follow and adhere to all GPA codes of conduct and rules. Students also need to show that they can understand and implement our schools REACH values inside and outside the classroom. While inside the classroom students are expected to be open to other people's ideas and viewpoints, as well as respecting others and their beliefs. Along with respect students will be asked to participate in varying ways throughout the year and show effort in all work they do. The overall expectation is that the student will leave this classroom as an informed citizen and educated in the subject of government, politics, and economics.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.



GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz



- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, ***lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.***

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Mr. Sturgeon
 - Course name, period: Government 1, Period 3
 - Date: 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd



GOMPERS PREPARATORY ACADEMY *A UCSD Partnership*

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342 www.gompersprep.org

- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

