

Power to the People

Instructor(s):

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Course Description

What's more important – freedom or financial security? Explore these (and other) concepts that spread through the political and economic systems of the United States and the world. Compare and contrast systems around the globe, analyzing the influences of government on economics and vice versa. Explore the evolving role of a global citizen and begin to develop the responsibilities of an individual consumer in a global economy. Apply your knowledge of economic concepts and different governing bodies as you investigate problems and propose solutions in your own community.

2 Semesters/1 Credit

Graduation Standards: (the number of the standard is referenced in the performance indicators listed in each unit.)

Civics & Government : Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Personal Finance & Economics :Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.

| Unit 1 | Decision Making - Economic Principles and Money Management |
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| Summary | Investigation into the benefits of trade, our growing economic interdependence and the costs of increased globalization. Exploring the ways that individuals and governments manage financial resources, the influence of financial institutions and the role of government in the Economy. |
| Performance Indicators Assessed in Unit | <p><i>Personal Finance & Economics 2: Economics</i></p> <ul style="list-style-type: none"> • Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future. <p><i>Personal Finance & Economics 1: Personal Finance</i></p> <ul style="list-style-type: none"> • Students understand the principles and process of personal finance. |

| Understandings: | | Students will know... | Students will be able to... |
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| <ul style="list-style-type: none"> 7 Principles of Economic Decision Making Different financial institutions - banks, credit unions, stock market The pros and cons of credit Strategies for avoiding bankruptcy Strategies for saving for the future | | <ul style="list-style-type: none"> Trade Cost-Benefit Marginal Thinking Incentives Markets Scarcity Future Consequences Bank Credit Union APY vs. APR Interest Revolving Credit | <ul style="list-style-type: none"> Apply the 7 Principles of Economics to daily life Construct and maintain a budget Recognize the advantages and risks of credit. Recognize ways to avoid bankruptcy Develop a savings/investment plan Read and understand a paycheck stub Explain the difference between gross and net income |
| Unit 2 | Comparative Systems - World Political and Economic Systems | | |
| Summary | Comparison between different economic and political systems in the world, how they manage scarce resources while providing for the needs of people, and the relationship with government. | | |
| Performance Indicators Assessed in Unit | <p><i>Civics & Government 1: Ideals, Structures & Processes</i></p> <ul style="list-style-type: none"> Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. | | |
| Understandings: | | Students will know... | Students will be able to... |
| <ul style="list-style-type: none"> Students will understand various ways governing power/authority can be distributed. Students will understand the strengths and weaknesses of different governing systems response to contemporary social circumstances. | | <ul style="list-style-type: none"> Theocracy Parliamentary Democracy Dictatorship Republican (form of government) Constitution Confederation Monarchy Presidential Democracy Socialism Communism Totalitarianism | <ul style="list-style-type: none"> Compare and contrast governing systems. Explain the strengths & weaknesses/ pros & cons of different governing systems. Organize/classify world governments into types. Evaluate the effectiveness of nations given contemporary issues. |
| Unit 3 | Elections, Political Participation and Influencing Government | | |
| Summary | Investigation into how people's values impact their party affiliation, how people impact government through elections and special interest groups. | | |
| Performance Indicators Assessed | <p><i>Civics & Government 1: Ideals, Structures & Processes</i></p> <ul style="list-style-type: none"> Students understand the ideals, purposes, principles, structures, and processes of | | |

| in Unit | constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. | |
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| Understandings: | Students will know... | Students will be able to... |
| <ol style="list-style-type: none"> 1. Explain democratic ideals including: limited government, separation of powers, checks & balances, representation, equality and freedom. 2. Relates Constitution to citizen responsibilities and protections 3. Explain how democratic ideals and institutions have changed over time. 4. Discuss the role of individuals, groups and institutions in governance and social change. | <ul style="list-style-type: none"> ● politicians/ electoral process ● political parties ● special interest groups (SIG) ● democratic ideals <ul style="list-style-type: none"> ○ opportunity ○ liberty ○ equality ○ rights ○ democracy/participation ○ pluralism | <ul style="list-style-type: none"> ● research ● identify key issues ● consider multiple sides ● make connections between viewpoints and possible outcomes ● apply democratic ideals to current issue/changes over time ● interpret evolution of democratic ideals through current and past events |
| Unit 4 Democratic Ideals and Constitutional Principles | | |
| Summary | Analyzing contemporary issues as they related to constitutional principles and Supreme Court Cases. | |
| Performance Indicators Assessed in Unit | <p style="text-align: center;"><i>Civics & Government 2: Rights, Duties & Responsibilities</i></p> <ul style="list-style-type: none"> ● Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world. | |
| Understandings: | Students will know... | Students will be able to... |
| <ul style="list-style-type: none"> ● Identifies the role of citizens and government in laws and/or cases. ● Relates laws and or cases to constitutional principles. | <ul style="list-style-type: none"> ● Landmark Supreme Court Cases: <ul style="list-style-type: none"> ○ <i>Texas v. Johnson</i> (Speech) ○ <i>Tinker v. Des Moines</i> (Speech) ○ <i>Hazelwood vs. Kuhlmeier</i> (Speech) ○ <i>Gideon v. Wainwright</i> (Due Pro) ○ <i>Miranda v. Arizona</i> (Due Pro) ○ <i>New Jersey v. TLO</i> (Due Pro) ○ <i>Mapp v. Ohio</i> (Due Pro) ○ <i>Dred Scott v. Sandford</i> (Equality) | <ul style="list-style-type: none"> ● Identify Challenges in living up to constitutional principles. ● Explain the impact of Landmark Supreme Court Cases. ● Analyze the roles of citizens in challenging law. ● Analyze the role of the Courts in interpreting/overturning law ● Apply landmark court decisions to modern issues and cases. ● |

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| Unit 5 | Trade & Globalization |
| Summary | Exploring the decision making process of individuals and nations as it relates to consumption, production, trade and globalization. |
| Performance Indicators Assessed in Unit | <i>Personal Finance & Economics 3: Global Connections</i> Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. |

| Understandings: | Students will know... | Students will be able to... |
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| <ul style="list-style-type: none"> • How prices are affected by supply and demand. • Advantages/Disadvantages of domestic and global trade. • Apply concepts of specialization and comparative advantage to modern economic issues. | <ul style="list-style-type: none"> • Scarcity • Cost/Benefit • Law of Supply • Law of Demand • Opportunity Cost • Price • Market • Trade • Thinking at the Margin • Future Consequence • Absolute Advantage • Specialization | <ul style="list-style-type: none"> • Cost/Benefit Analysis • Determine Price and Quantity using Supply & Demand • Determine Absolute & Comparative Advantage • Identify the benefits of trade. • Compare pros/cons of the impact of globalization. |

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| Unit 6 | Project Citizen |
| Summary | Service Learning project as students look to their community to identify problems, research the validity of their problems, and possible solutions. Students evaluate the possible solutions and pick one to propose and defend before a panel of community experts. |
| Performance Indicators Assessed in Unit | <i>Civics & Government 3: Cultural Diversity</i> <ul style="list-style-type: none"> • Students understand political and civic aspects of cultural diversity. |

| Understandings: | Students will know... | Students will be able to... |
|---|---|---|
| <ul style="list-style-type: none"> • Identifies the role of citizens in local and state governments • How to find an issue and plan how to solve it • Sort through possible actions and decisions and come to a conclusion | <ul style="list-style-type: none"> • How local, state and federal government deal with issues • How to problem solve • How to implement a plan they have created | <ul style="list-style-type: none"> • Ask the “why” of an issue or problem • Seek out and find issues in their own communities and state • Present before a panel their solution for a local or state issue |

Summative Assessments/Retake

- Summative assessments will count as 70% of the grade.
- Students have the opportunity to retake summative assessments.

- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.