Bertie Early College High School

Civics and Economics



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**Text**: Prentice Hall *Civics and Economics* by Davis, Fernlund, and Woll. Copyright 2009.

**Course Description**: Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**Materials**: Students should come to class prepared to engage in the lesson and complete their work. The following materials should be brought to class everyday: computer, student folder, loose-leaf paper, notebook, and pen/pencil.

**Make-up Work:** It is VERY IMPORTANT that students attend class! Should you have to miss school, you should turn in a note to your homeroom teacher so that you may be excused. It’s your responsibility to get any notes and assignments that you might have missed in your absence. All missed assignments are due within 3 days after you return to class.

**Heading Papers:** All papers are to be headed in the following manner on the top right corner.

First and Last Name

Block / Course

Date

Assignment Title

**Class Guidelines:**

* Come to class on time and ready to learn.
* Always be respectful of your teacher and classmates.
* Electronic devices should be put up during class unless they are being used for class related work. If items, such as cell phones, head phones, ipods, etc. become a distraction, they will be placed in the distraction box for the remainder of the class period.
* Students should follow the stoplight system for use of lab tops.
	+ Red: Computer screen should be closed all the way down and powered down.
	+ Yellow: Computer screen should be closed most of the way down and computer should not be in use yet.
	+ Green: Computer screen is open and students are using lab tops for classwork.
* Be honest with your work. Don’t plagiarize or cheat.
* Listen up when Mr. Gay or another classmate is speaking to the class.
* Be encouraging and kind.
* Raise your hand and ask questions when you need help.
* Enjoy learning. Feel free to share thoughtful responses and have fun in class.

**Consequences for Behavior Problems:**

1. Verbal Warning
2. Conference with Teacher
3. Contact with Parent
4. Referral to Office

**Grading Scale:**

A = 100 - 93

% for total grade

Classwork = 20%

Homework = 20%

Projects = 20%

Quizzes and Tests = 40%

B = 92 - 85

C = 84 – 77

D = 76 – 70

F = 69 – 0

INC = Incomplete

Civics and Economics Schedule

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| --- | --- | --- |
| Unit | Concepts | NCSCoS Goals |
| 1 | Foundations of Citizenship (Ch. 1-3) | 1.04, 4.06-08, 5.03, 6.06, 9.03,10.01-06 |
| 2 | Creating a Lasting Government (Ch. 4-7)  | 1.01-07, 2.01-06, 3.01-06, 6.01-02, 10.05 |
| 3 | The Federal Government (Ch. 8-10) | 2.02-03, 2.05, 2.07, 2.09, 5.02-04, 6.01-02 |
| 4 | North Carolina State and Local Government (Ch. 11-12) | 2.07, 3.02-09, 5.01-06, 6.02, 6.06, 10.05 |
| 5 | Foundations of Economics (Ch.13-15) | 1.08, 7.01-06, 8.01-08, 9.08, 10.03 |
| 6 | Government and the Economy (Ch. 16-18) | 2.08-09, 8.02-06, 8.08-09, 9.01-02, 9.07-08 |
| 7 | The American Legal System (Ch. 19-21) | 4.05, 4.07, 5.01, 5.03, 6.01-03, 6.07-08, 10.05 |
| 8 | People Make a Difference (Ch. 22-23) | 3.06, 4.01-04, 4.06-08, 5.06, 6.04-06 |
| 9 | The United States and the World (Ch. 24-25) | 1.08, 7.06, 9.04-06, 10.04, 10.05 |

NC Essential Standards for Civics and Economics

CE.C&G.1: Analyze the foundations and development of American government in terms of principles and values.

CE.C&G.2: Analyze government systems within the United States in terms of their structure, function and relationships.

CE.C&G.3: Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.

CE.C&G.4: Understand how democracy depends upon the active participation of citizens.

CE.C&G.5: Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts.

CE.PFL.1: Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.

CE.PFL.2: Understand how risk management strategies empower and protect consumers.

CE.E.1: Understand economies, markets and the role economic factors play in making economic decisions.

CE.E.2: Understand factors of economic interdependence and their impact on nations.

CE.E.3: Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.

IT Essential Standards

HS.SI.1: Evaluate resources needed to solve a given problem.

HS.TT.1: Use technology and other resources for assigned tasks.

HS.RP.1: Design project-based products that address global problems.

HS.SE.1: Analyze issues and practices of responsible behavior when using resources.

Common Core Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.