

Participation in Government, 12<sup>th</sup> grade, ½ year course

Sarah Horne

2024-25

Month	Standard/Learning Target/Vocabulary	Program Materials/Resources	Assessment	Writing
9	<p><b>Introduction, expectations, syllabus, review, etc.</b> New Voter registration</p>	<p>Notes, presentations, folders, pen/cils, books, online resources</p>	<p>Formative assessment, written responses</p>	
9-10	<p><b>Citizenship</b> The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.  Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Different views of political spectrum- Republicans, Democrats, liberal, conservative</li> <li>• Elections, voter registration, Board of Elections process, ballots, voting districts map</li> <li>• Legal-Illegal Immigration- governmental policies, states issues, reasons and solutions, human-rights ethics and treatment</li> <li>• U.S. citizenship exam</li> <li>• Gun Control- controversies, causes of violence, solutions at state and federal level, meaning of 2<sup>nd</sup> Amendment wording, other nations' policies and lack of violence</li> <li>• Speeches by Local Political Candidates- all ballot politicians running were invited to address our class, county, state, and local candidates, discussing many political issues (bail reform, education, spending/budget, taxes, economic development/solutions)</li> <li>• Technology and society- manipulation, regulation, profit, policies, dangers of AI/social media, mental health connections, whistle-blowers from tech companies, etc.</li> <li>• 1<sup>st</sup> Amendment rights</li> <li>• Fossil fuels/alternative energy</li> <li>• Decline of the middle</li> </ul>	<p>Formative assessment, written responses, summative assessment</p>	<p>-ELA standards and SS standards met each DAY with varying writing activities, assignments, group work, vocab builders, essay scaffolding and instructional practices.</p>

		<p>class</p> <ul style="list-style-type: none"> <li>• Role of government, theories behind power and balance</li> <li>• Educational decisions and local impact</li> <li>• Interpretation of political thought based on ideology</li> <li>• Documentaries: <i>The Social Dilemma</i>, <i>Bowling For Columbine</i></li> <li>• Debate platform- Intelligence Squared</li> <li>• Books: <i>Illegal Immigration Opposing Viewpoints Series</i>, <i>Gun Control Opposing Viewpoints Series</i></li> </ul>		
11-1	<p>Student-driven, project-based learning: Students will be able to guide the controversial and critical topics we study, based on student input and interest. Topics to discuss may include the following:</p> <ul style="list-style-type: none"> <li>-gun control and 2<sup>nd</sup> Amendment rights</li> <li>-role of technology and AI</li> <li>-fossil fuels/alternative energy</li> <li>-human rights</li> <li>-1<sup>st</sup> Amendment rights</li> <li>-health care, universal health insurance</li> <li>-welfare</li> <li>-genetic engineering/modification of foods/FDA</li> <li>-death penalty</li> <li>-social media</li> <li>-decline of the middle class</li> <li>-role of government, theories behind power and balance</li> <li>-managing terrorism and the issues of rights</li> <li>-educational decisions and local impact</li> <li>-interpretation of political thought based on ideology</li> </ul>	<p>Any, and all discussion will include instruction in how to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills as democratic citizens.</p>	<p>Formative assessment, written responses, summative assessment</p>	<p>-ELA standards and SS standards met each DAY with varying writing activities, assignments, group work, vocab builders, essay scaffolding and instructional practices.</p>

Economics, 12<sup>th</sup> grade, ½ year course  
 Sarah Horne

Month	Standard/Learning Target/Vocabulary	Program Materials/Resources	Assessment	Writing
1	<p>Introduction, expectations, review, etc.</p> <p>Intro to Economics, micro and macroeconomics, overview of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p>	<p>Notes, presentations, folders, pen/cils, books, online resources</p>	<p>Formative assessment, written responses</p>	<p>-ELA standards and SS standards met each DAY with varying writing activities, assignments, group work, vocab builders, essay scaffolding and instructional practices.</p>
2-4	<p>For approximately the first half of Economics, students will engage in a project-based, interactive and real-world situational learning around the Stock Market.            Topics include:</p> <ul style="list-style-type: none"> <li>-investing, risks and rewards</li> <li>-business decisions</li> <li>-how the market works</li> <li>-NYSE and other indexes</li> <li>-inflation, cost, supply/demand</li> <li>-Short and long sales</li> <li>-IPO</li> <li>-SEC</li> <li>-stock charts and interpretations</li> <li>-how to purchase and limit stock shares</li> <li>-dividends, investors, brokers, etc.</li> <li>-global and rumor impact on stock values</li> <li>-retirement investing</li> </ul>	<p>Notes, presentations, folders, pen/cils, books, online resources</p> <ul style="list-style-type: none"> <li>• Students engage in a project-based, interactive and real-world situational learning around the Stock Market- SEC, holding, IPO, SPO, Short Sale, Crypto, account platforms, RobinHood</li> <li>• Online Trading Simulation- Buying, selling and short selling shares</li> <li>• Silicon Valley entrepreneurs Elon Musk, Sergei Brin and Larry Page, Amazon, big business</li> </ul>	<p>Formative assessment, written responses, summative assessment</p>	<p>-ELA standards and SS standards met each DAY with varying writing activities, assignments, group work, vocab builders, essay scaffolding and instructional practices.</p>

		dangers/benefits		
4-6	<p>For approximately the second half of Economics, students will engage in a project-based, interactive and real-world situational learning around budgeting.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>-necessity of a budget</li> <li>-first year finances</li> <li>-living financially independent and NOT having bad debt</li> <li>-good debt</li> <li>-credit cards (interest rates, running balance, paying off, etc)</li> <li>-cost of living (groceries, rent, insurance, vehicle, etc.)</li> <li>-how to calculate taxes and file them</li> <li>-percentage of financial margin</li> <li>-how to balance a budget</li> <li>-school and company budgets vs. personal budgets</li> <li>-savings and retirement</li> <li>-how to determine if a car or major purchase can be afforded</li> <li>-car loans vs. paying cash</li> <li>-student loans, repayment, how to</li> <li>-incidental costs and emergency funds</li> <li>-minimum wage (theories and practices)</li> <li>-benefits packages with employers</li> </ul> <p>Any, and all discussion will include instruction in how develop and apply the skills needed to make informed and well-reasoned economic decisions in daily and how this is attempted at the national level.</p>	<ul style="list-style-type: none"> <li>• School budget process, presentation, and approval</li> <li>• Students engage in a project-based, interactive and real-world situational learning around budgeting, adult financial decisions, and independent living</li> <li>• Necessity of a budget, particularly in first year finances</li> <li>• Good debt, good credit score</li> <li>• Credit cards (interest rates, running balance, paying off, etc)</li> <li>• Cost of living (groceries, rent, insurance, vehicle, etc.)</li> <li>• How to calculate taxes and file them</li> <li>• Percentage of financial margin (housing 20%, taxes 24%, savings 20%, retirement 15%, etc)</li> <li>• How to balance a budget and keep track of actual spending in each category each month</li> </ul>	<p>Any, and all discussion include instruction in how to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills as democratic citizens.</p>	<p>-ELA standards and SS standards met each DAY with varying writing activities, assignments, group work, vocab builders, essay scaffolding and instructional practices.</p>

		<ul style="list-style-type: none"><li>• Savings and retirement- what does someone need, realistically, in their future</li><li>• Car loans vs. paying cash, how to determine if a car or major purchase can be afforded</li><li>• Student loans, repayment, how to calculate and prioritize</li><li>• Incidental costs and emergency funds</li><li>• Minimum wage (theories and practices)</li><li>• Benefits packages with employers</li><li>• Job Research- simulation of financial life after studies, housing/rent, apartment choices</li></ul>		
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