

CIVICS AND ECONOMICS 2014-2015

Name _____

Teacher _____ Block _____

CIVICS AND ECONOMICS

Mrs. McMichael

Email- Dora.McMichael@lcps.org

2014-2015

CLASS MATERIALS

- **3-ringed binder** (at least 2 inches)
- **You will eventually need dividers for each of the following units**
 - 1) Introduction
 - 2) Citizenship
 - 3) Political Parties
 - 4) Founding Documents
 - 5) Constitution
 - 6) Legislative Branch
 - 7) Executive Branch
 - 8) Judicial Branch
 - 9) State and Local Government
 - 10) Economics
- **One-subject notebook** with holes to leave in your binder. This is your Warm-up Journal.
- **Other materials you may need in class** glue sticks, colored pencils, markers, scissors, highlighters, post-it notes, tissues, tape, glue, pencils, pens

Textbooks

There is a class set of the textbook that is used as a reference only. A textbook may be assigned to the student for the year upon request.

GRADING

GRADES ARE DETERMINED BY DIVIDING THE POINTS EARNED PER ASSIGNMENT BY THE POINTS AVAILABLE.

(APPROXIMATE RANGES FOR ASSIGNMENTS)

75-100+	Tests
100+	Projects
15-40	Quizzes
15-40	Summative Classwork
5-10+	Summative Homework

Successfully completing all formative assignments will help your understanding of the material and increase the chances of higher grades on the summative assignments.

Class Policies

Homework

Homework is graded or assessed for completion the day it is due. No late homework is accepted!

Locker Visits

Locker visits are limited. You need to come to class prepared.

Absent

It is the student's responsibility to make-up all assignments, activities and notes. A "Buddy Sheet" will be prepared for the student detailing the daily agenda and any papers handed out will be attached.

Any notes missed may be copied from Mrs. McMichael's class notebook or from a classmate.

Students have one extra class period per class missed to turn in assignments. Tests or quizzes will be sent immediately to Resource for completion.



Snacks

Eighth grade lunch starts at 1:12. This is very late!. Students are welcomed to bring snacks to class.

Electronic Devices

The LCPS policy states that all electronic devices (cell phones, Ipods, etc.) are not to be used or on in the classroom unless it is pre-approved for instructional use. Please turn all devices off and preferably leave them in the lockers or the student risks having the device taken away.

Tardy

You are considered tardy if you are not in the classroom with your supplies by the time the bell rings. Conveniently forgetting items just to go back out to your locker at the beginning of class is not acceptable.

You are a Citizen of the Classroom!

YOUR DUTIES:

- Complete homework and project assignments by the due date
- Study and prepare for tests and quizzes
- Be prepared for class every day with your notebook, pencil and assignment
- Be in your seat and working by the time the bell rings



YOUR RESPONSIBILITIES:

- Respect yourself
- Respect others and their property
- Respect the learning environment of others
- Do not talk or socialize when the teachers or others are speaking



Classroom Procedures

- 1) **Be Prepared** – Make sure to have your notebook, a writing utensil and any assignment due each day
- 2) **Entering**... sit in your assigned seat and begin the day's warm-up
- 3) **Warm-Up**- Complete and review warm-up
- 4) **Daily Lesson and Activities**
- 5) **Dismissal** from the classroom- I will dismiss you, not the bell

Behavior and Consequences:

There will be consequences for disrupting the learning environment that include but not limited to:

- talking during instructional time
- socializing and not working when required
- not being in your assigned seat when requested
- inappropriate behavior to other students or a teacher in the classroom

1st offense- Behavior Reminder ticket to correct behavior

2nd offense- One-on-one conference with the teacher and a phone call home

3rd offense- Lunch Bunch time with me and you call home

1 Cornell Notes Overview

Cornell note-taking is a system that involves reviewing, interacting with, and summarizing notes. Research has shown that this systematic approach is key to deeper understanding and long-term retention of information. The note-taking process is laid out in three steps:

1. Notes about the topic, which can be highlighted, underlined, or circled;
2. Connection to the notes through questions, reactions, key vocabulary, and significance; and
3. Summarizing the reading, lecture, or multimedia.

Instructions:

Have students divide paper into thirds. The right two-thirds of the paper is for taking notes (important points, ideas, events, people). The left one-third is for making connections and interacting with the notes.

ONE THIRD OF THE PAPER	TWO THIRDS OF THE PAPER
Connections to Notes	Notes
Main ideas	
Vocabulary words	
Questions	
Reactions	
Drawings	
Inferences	
Interests	
Opinions	
Connections to other events	
Significance	
Summary of most important ideas:	

History/Social Science

Bloom's				Costa's
History/Social Science involves making judgments about people and events. Use what you have and judge the worth of the material.				Level 3
Evaluate	Argue Persuade Recommend	Criticize Evaluate Convince	Assess Judge Opinion	
History/Social Science involves making sense out of a jumble of facts. Use what you have to reshape the material into a new form.				
Synthesize	Imagine Predict Compose	Infer Hypothesize Propose	Create Design Speculate	Level 2
History/Social Science involves figuring out complicated situations. Use what you have and break material down to understand it better.				
Analyze	Compare Contrast Characterize	Classify Examine Investigate	Categorize Question Tell why	
History/Social Science involves applying lessons of the past to the present. Use what you've learned.				Level 1
Apply	Demonstrate Organize Illustrate	Construct Map Model	Apply Utilize Imitate	
History/Social Science involves explaining people and events. Show that you understand what you've learned.				
Interpret	Chart Speculate Summarize	Show Explain Describe	Restate Translate Report	
History/Social Science includes people, events, and dates from the past. Recall what you've learned.				Level 1
Recall	Name Define Identify	Locate Memorize Label	Record Cluster List	

1.0 m. m. 1.

"I am..."

I am _____

I wonder _____

I hear _____

I see _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

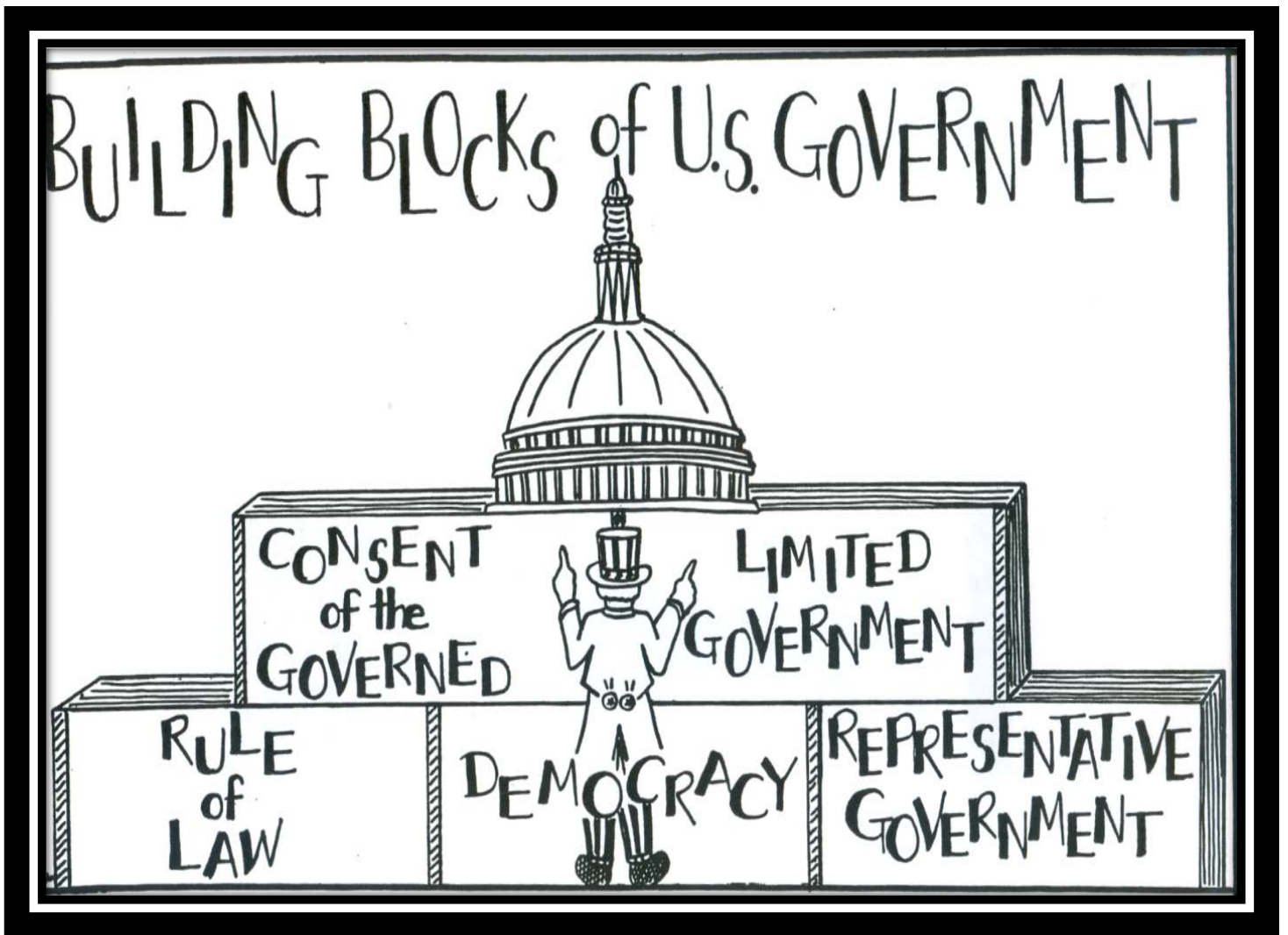
I dream _____

I try _____

I hope _____

I am _____

INTRODUCTION TO CIVICS





ROMAN NUMERALS

I	V	X	L	C	D	M
1	5	10	50	100	500	1,000

These are the only symbols the Romans used.

In order to make other numbers, they would group the symbols together. Then you would have to add or subtract the value of the symbols. It makes a difference though how the letters are placed.

ADD the values if:

- the letters are the same (ex: III = 3, XX = 20, CCC = 300, MM = 2,000)
- smaller values are to the right of larger values (ex: VII = 7, XXXI = 31, CXII = 112)

EXCEPT- you cannot use any more than 3 of any one symbol in a row (ex: IIII = 4) So, what do you do?

SUBTRACT the values if:

- smaller numbers are to the left of larger numbers (ex: IV = 4, IX = 9, X = 900, XLIX = 49)
- This will ALWAYS be used for the number values involving a "4..." or "9..."

TO MAKE LARGE NUMBERS, pay attention to place value

- ex: XCVIII = 98 (XC=90 + V= 5 + III=3)
- ex: 45 cannot be VL - you have to make the 40=XL + the 5=V (XLV)
- ex: 995 cannot be VM- you have to CM=900 + XC=90 + V=5 (CMXCV)



To reach a larger value- add letters together
 (EX: 2 = II, 6 = VI, 15 = XV, 58 = LVIII)
 smaller numbers (letters) to the right ⇨ of a larger number, you will ADD.
 However, you cannot use more than 3 of any one symbol!
 (EX: 4 = IIII is not allowed)



To reach a larger value if you cannot use 4 symbols
 (EX: 4 = IV, 9 = IX, 49 = XLIX, 900 = CM, 69 = LXIX)
 This will ALWAYS be used for the number values involving a "4..." or "9..."
 Smaller numbers to the left ⇨ of a larger number you SUBTRACT

Directions: Using the chart below, convert # 1-10 from Roman Numerals to Arabic Numerals.. Then convert #11-20 from Arabic Numerals to Roman Numerals

I	V	X	L	C	D	M
1	5	10	50	100	500	1,000

If smaller numbers are to the right of big numbers ADD +

If smaller numbers are to the left of big numbers SUBTRACT- (these are the 4... and 9...)

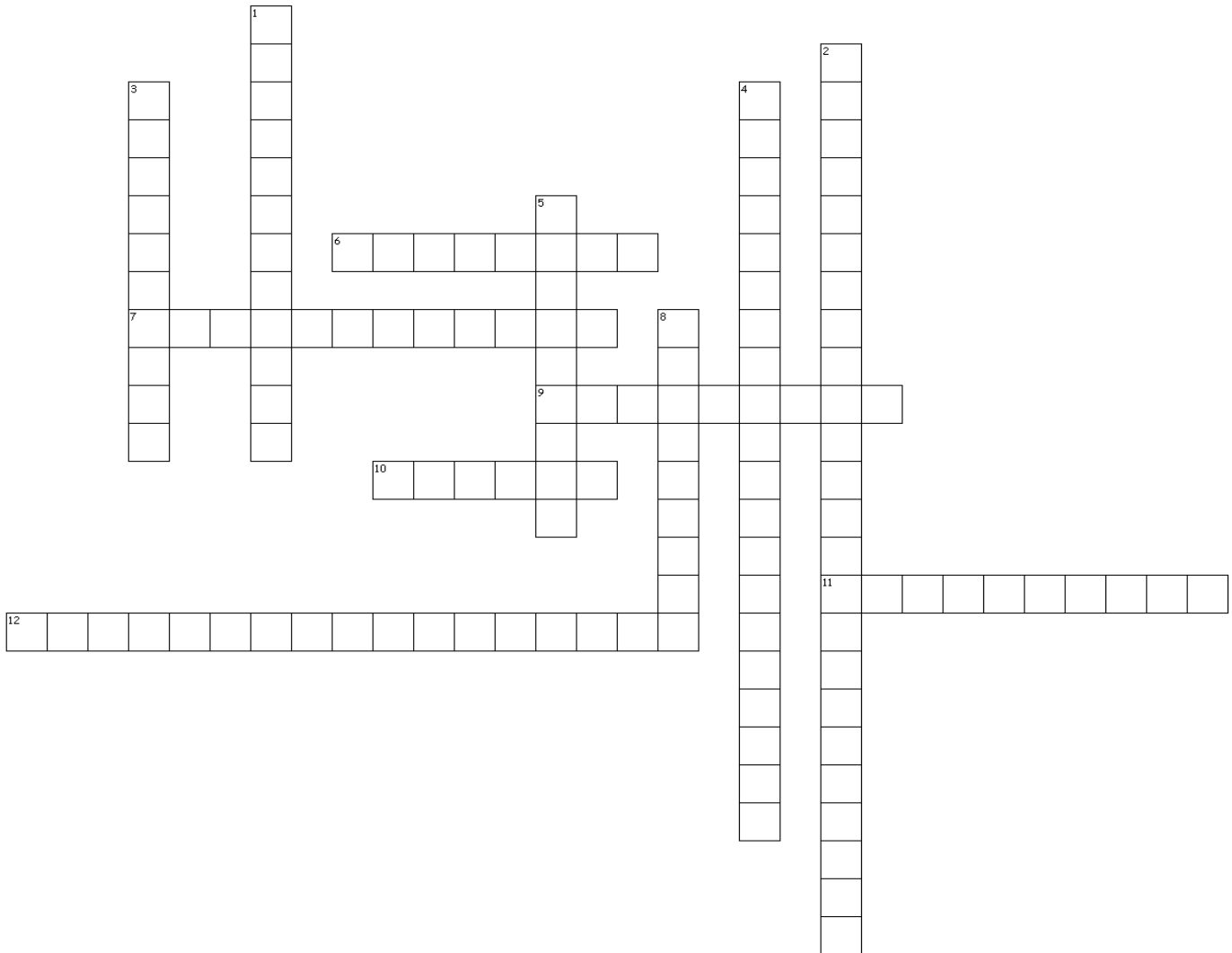
Roman to Arabic

- 1) IX = _____
- 2) XL = _____
- 3) III = _____
- 4) LXI = _____
- 5) XVI = _____
- 6) XIV = _____
- 7) XX = _____
- 8) XC = _____
- 9) CV = _____
- 10) MLX = _____

Arabic to Roman

- 11) 10 = _____
- 12) 32 = _____
- 13) 515 = _____
- 14) 4 = _____
- 15) 15 = _____
- 16) 49 = _____
- 17) 27 = _____
- 18) 95 = _____
- 19) 45 = _____
- 20) 230 = _____

Introduction to Civics Vocabulary Practice



Across

6. Community members who owe loyalty to a government and are given protection by the government
7. A written plan of government
9. The law applies to everyone even the government leaders
10. The study of the rights and duties of citizens
11. Ruling authority of a community
12. Government is not all powerful- it may only do what the citizens give it the power to do

Down

1. Type of government controlled by one person or a small group of people
2. The citizens elect leaders to run the government on their behalf
3. Every citizen is guaranteed to be treated by the same established legal procedures
4. Citizens are the source of all government power
5. Type of government in which the people hold the power
8. A change to a constitution

Introduction to Civics Vocabulary

Directions: Match each word from the Word Bank to the correct definition.
Write the word in the space beside the definition.

Amendment	Consent of the governed	Government
Citizen	Democracy	Limited government
Civics	Dictatorship	Representative government
Constitution	Due Process	Rule of law

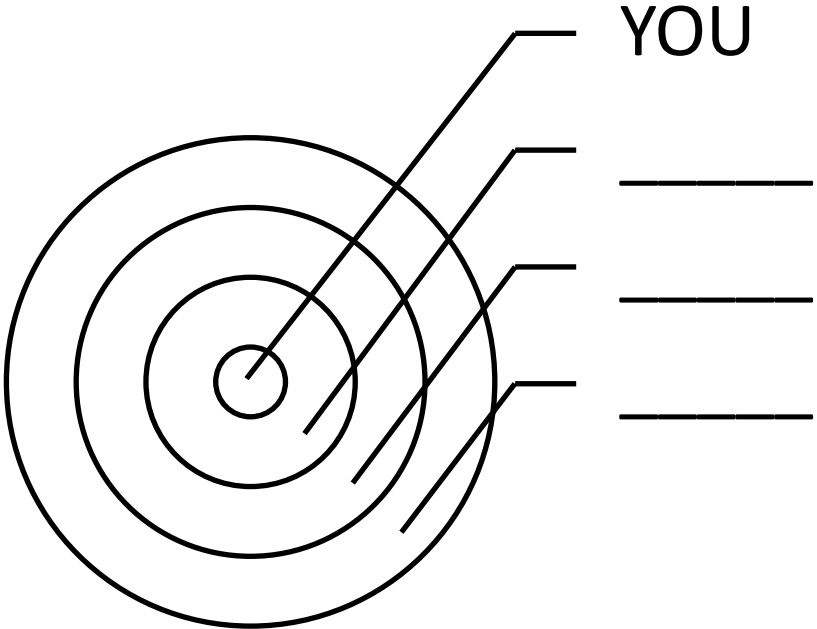
	The study of the rights and duties of citizens
	Ruling authority of a community
	Community members who owe loyalty to a government and are given protection by the government
	Type of government in which the people (citizens) hold the power
	Type of government controlled by one person or a small group of people
	A written plan of government
	A change to a constitution
	Every citizen is guaranteed to be treated by the same established legal procedures
	The following are Fundamental Principles of American Government
	The law applies to everyone even the government leaders
	The citizens elect leaders to run the government on their behalf
	Government is not all powerful- it may only do what the citizens give it the power to do
	Citizens are the source of all government power

Introduction to Civics: What is Government?

Directions for the Pairs Reading and Notes Activity:

1. Read pages 6-10 in the textbook.
2. Complete the questions.
3. Your group will be assigned a question to review with the class.

1. Where and when did the idea of citizenship begin? (page 6)	
2. Describe what a citizen is. (page 6)	
3. What is a government? (page 7)	
4. Why is it important to have a government? (page 7)	
5. Name 4 functions or jobs the government is responsible for doing? (pages 7-8)	
6. What are the 3 levels of government in the United States? (page 9-10) This is a difficult one, you have to read closely!	

<p>7. What is the difference between a dictatorship and a democracy? (page 10) You can draw a Venn diagram.</p>	
<p>8. What type of government does the United States have? (page 10)</p>	
<p>9. What makes the United States the type of government stated in question 8?</p>	
<p>10. What are the 3 branches of government in the United States? (Hint: Look at chapters 6, 7 and 8)</p>	
<p>11. Challenge Question</p> <p>You are a citizen of the United States. The government works for you.</p> <p>Arrange the 3 levels of government from question #6 around you based on which level of government you think affects your daily life the most directly to the least on the outer circle.</p>	
<p>SUMMARY- Write a 2-3 sentence summary explaining what you learned today about government in the United States.</p>	

5 Fundamental Principles of American Government

The Constitution of the United States has worked for over 200 years. The system of constitutional government established by our founding fathers is based on supporting principles or rules of government.

1-Consent of the Governed

This principle **states that people are the source all governmental power** and that **a government must have the consent or permission of its citizens in order to operate**. An example of this principle is why our founding fathers wrote the Declaration of Independence in 1776. They withdrew their consent from the government of King George and formed their own government of elected representatives.

1. According to the "Consent of the Governed", who has the power in government?
2. According to the "Consent of the Governed", what must the government have in order to govern?

2- Limited Government

According to this principle **government is not all-powerful and only has the right do those things people have given it the power to do**. Our founding fathers believed that government must be given limited powers so that our "unalienable rights" of life, liberty, and the pursuit of happiness would never be endangered. One way of *limiting the powers of a government* is to have a written constitution.

3. In a limited government, how much power does a government have?
4. What helps to limit the power of the government?

3-Rule of Law

This principle states that **the government and those who govern are bound by the law as well as the citizens**. The rule of law means that all individuals, from our top government officials to private citizens, have to obey the nation's laws. A strong court system helps to make sure that even the president obeys the laws of the land.

5. What does the principle of "rule of law" mean?
6. What helps to make sure that the principle of "rule of law" is followed?

4-Democracy

The fundamental principle called **democracy** comes from a Greek word that **means "rule of the people."** **In a democracy the people of a nation rule**. In the United States the people rule, or govern themselves by electing their own leaders.

7. Democracy is a form of government in which the _____ rule.

5-Representative Government

This fundamental principle means that the **American people elect public officeholders or representatives to make laws and carry out the work of the government on their behalf**. By electing these representatives, Americans are giving their *consent* to be ruled by them.

8. The people elect officeholders or representatives to do what for them?
9. Why do the people need to elect representatives in government?

Fundamental Principles of American Government

(The “basic ideas” of how American government works)

<i>Fundamental Principle</i>	<i>Official Definition</i>	<i>What it Means in your own words</i>	<i>Draw an example of how this principle is used in your daily life.</i>
RULE OF LAW			
LIMITED GOVERNMENT			
CONSENT OF THE GOVERNED			
DEMOCRACY			
REPRESENTATIVE GOVERNMENT			

SUMMARY- Write a 40-50 character “tweet” or text message describing why these 5 fundamental principles are important foundations to have in our American government.

Homework/ Practice

Fundamental Principles Review Activity

5 fundamental principles define and shape American constitutional government

A	DEMOCRACY	The people rule in a democratic system of government
B	CONSENT OF THE GOVERNED	The people are the source of any and all government power
C	RULE OF LAW	The people as well as the government are bound by the laws
D	REPRESENTATIVE GOVERNMENT	Public officeholders are elected to make laws and conduct government on behalf of the people
E	LIMITED GOVERNMENT	Government is not all powerful and may only do those things the people have given it the power to do

Directions: Use the letters A, B, C, D, E to complete the matching in each of the 5 exercises below.

1- DEFINITIONS

- ___ 1. Public officeholders are elected to make laws and conduct government on behalf of the people
- ___ 2. The people rule in a democratic system of government
- ___ 3. Government is not all powerful and may only do those things the people have given it the power to do
- ___ 4. The people are the source of any and all government power
- ___ 5. The people as well as the government are bound by the laws

2- EVERYDAY MEANING

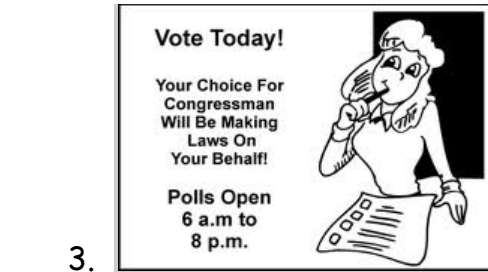
- ___ 1. Citizens have the power in government; the government doesn't overpower the people
- ___ 2. Government's power is controlled by what the people allow it to do
- ___ 3. People elect the representatives in government who then rule for us
- ___ 4. Everyone has to follow the laws of the land
- ___ 5. A type of government in which the people rule

3- EXAMPLES

- ___ 1. Judge Gonzales was arrested for speeding
- ___ 2. This is a government by the people, for the people and of the people
- ___ 3. Changes to the Constitution must be approved by the people
- ___ 4. Voting in elected officials
- ___ 5. Citizens can impeach (get removed from office) a bad official

4- VISUALS

___ 1. *We the People*



5- QUOTES

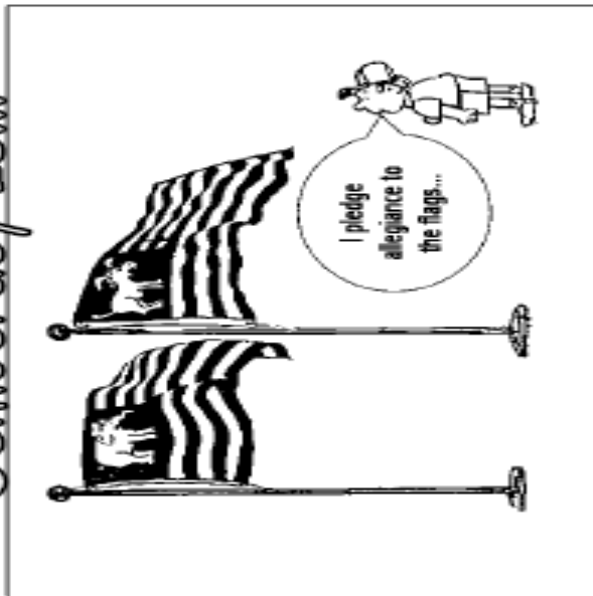
- ___ 1. "No man is good enough to govern another man without that other's consent" Abraham Lincoln
- ___ 2. "There is nothing more corrupting...than the exercise if unlimited power" William Henry Harrison
- ___ 3. "Power in human hands will ever be liable to abuse" James Madison
- ___ 4. "We the people' tell the government what to do, it doesn't tell us" Ronald Reagan
- ___ 5. "Officeholders are the agents of the people, not their masters" Grover Cleveland

IN A DEMOCRACY

DIRECTIONS: Democracies are governments by the people but can differ in form and what they value most. Read about the different views of what people say democracy "should be" and rate each as: Very Important (VI); Important (I); or Not Important (NI) to YOUR idea of what democracy means.

1. _____ People should be directly involved in all decisions influencing their lives. They should participate in deciding school rules, how a company operates, what services their city provides, or how their local hospital operates. Decision-making in every organization in society should be open to having every person involved in it to promote political, social, and economic equality, and justice.
2. _____ People elect representatives in a democracy. The voters should be informed and free to decide issues as they see them. If they don't like their elected officials, they can vote for new representatives in the next election. Meanwhile the job of the government is to guarantee as much liberty as possible. Individuals should be as free as possible to make their own decisions without the government getting involved.
3. _____ People should have many chances to be involved in the political life of their community. They should be informed, vote for government officials, and tell their officials what they think. By becoming involved people learn how to make good decisions for themselves and their community. They learn about the common good and the need to balance their needs with those of their fellow citizens.
4. _____ People should have free access to information, elections should be open and free with votes counted accurately, and each person's vote should count equally. Courts are independent, government powers are separate, and people have freedom to see, speak, read, and write what they choose.
5. _____ People should be more important than money. People work to create a sense of community, and businesses are run by those who work in them. People work toward reducing the gap between the rich and poor, and decisions are made based on what is right instead of what will make the most money. Businesses consider how their decisions affect the lives of the people and the environment. Cooperation and the well-being of others are seen as very important when making decisions.
6. _____ Many different groups compete to promote their interests. Good decisions occur when anyone who wants to can express an opinion and affect the political process. Competing interests balance each other, even if everyone doesn't get involved. If everyone always wants input, compromise and the democratic process wouldn't work. Of course some people must be interested and involved in politics, but too much involvement slows the process of solving problems and making decisions. Special interest groups represent those with a stake in decisions and people become involved when their interests are at stake. Power is shared among competing groups, so in the end no one is powerful enough to achieve everything their group wants.
7. _____ Procedures used to elect governmental officials and make governmental decisions should make decisions that are fair for everyone. Democracy is not only a process, but also the results of voting and other political processes. Every voice should weigh equally when decisions are made so results should benefit each member of the society while causing the least amount of harm to any one person.

Democracy Is...



Based on the cartoon, the artist seems to think democracy is a government

- A. in which people develop civic responsibility by participation.
- B. with competing ideas that tend to promote the common good.
- C. in which each citizen participates directly in making decisions.
- D. whose main function is to guarantee liberty to all of its citizens.

The flags in the cartoon stand for

- A. major political parties.
- B. animals in the local zoo.
- C. two states in the union.
- D. the Pledge of Allegiance.

The boy in the cartoon

- A. is most likely an Eagle scout.
- B. clearly favors the donkey flag.
- C. seems to appreciate both flags.
- D. is not interested in government.

What do YOU think is a good definition of democracy and why?

The Greater Good

In order for a democracy to be successful, citizens must take their responsibilities as seriously as they do their rights. Since democratic government is "of the people, by the people, and for the people," citizens must contribute to their community, speak up for injustice, participate in their government, and be personally responsible for their own actions.

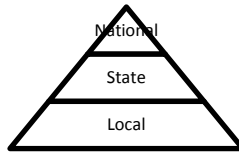
In your own words, explain what you think the statement above means:

Do you agree with this statement? Why or why not?

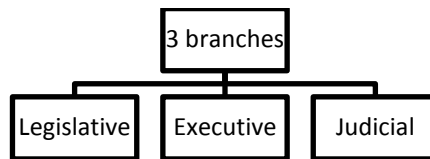
To what extent do you think America is a "successful democracy," based on this description? Explain your ideas.

Intro to Civics Study Guide

1. Define and be able to apply each of the vocabulary terms
2. Know the 3 levels of government



3. Another name for the national government is the federal government
4. The United States' government is a representative democracy.
5. The people rule in a democracy
6. The four functions of government are:
 - a. Keep order
 - b. Provide services
 - c. Provide security
 - d. Guide the community
7. Understand the need for government in a society
8. Name the 3 branches of government



9. Recognize the definition and be able to apply examples of each of the 5 fundamental principles as the rules or "building blocks" of American government:
 - Rule of law
 - Limited government
 - Consent of the governed
 - Democracy
 - Representative government

- 1.
- 2.
- 3.

|

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- 1.
- 2.
- 3.

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-
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-
-

- 4.

5.

6.

7.

8.

