

**St. Augustine High School  
American Government  
Syllabus 2007-2008**

**Instructor:** Miss Lizette Gutierrez  
**Room:** 211  
**Days:** Monday-Friday  
**E-Mail:** [lizette\\_gutierrez@st-augustine.org](mailto:lizette_gutierrez@st-augustine.org)  
**Telephone:** 724-8131

**Course Description**

This is a one semester course. Seniors are required to take this course in order to meet their requirements for graduation. They will earn half a credit. This course will enable them to understand how our government is run and how it affects our daily lives. Students will write two five-page research papers during the semester. One research paper will be about a philosopher and his point of view on politics and the other one will be about a political party. Students will be using the textbook, American Government published by Magruder's, copyright 1999. The students will also use a study guide call Constitution Study Guide published by Prentice Hall, copyright 2001. The study guide is theirs. The textbook costs \$80.00 and the study guide costs \$6.00.

**Materials Needed**

- Spiral for writing their notes
- Binder for keeping handouts and assignments together.
- Loose leaf paper
- Blue or black ink pens
- Tabs - 5

**Tutoring**

If a student is having a difficult time in class, I am available for tutoring after school Monday through Thursday except when we have early dismissals and/or department meetings. We also have students from the National Honor Society who tutor after school in the counseling center.

**Progress Reports**

Progress Reports will be given every 4 weeks and parents can check with Power School to check up on their child's grades.

**Written Work**

Students must write in their best English possible at all times. Students should also take care in using correct grammar, spelling, and proper mechanics at all times.

**Plagiarism**

Plagiarism will not be tolerated. Plagiarism will result in a zero on any assigned exercise.

**Quizzes and Tests**

**Quizzes** may be announced or unannounced. Students can make up quizzes if he/she was absent and brings an excused absence slip the day he/she returns to school.

**Tests** will be announced. Test days for American Government will be on **Mondays**. If students are absent on the day the Test is given, he/she can make up the test at 100% if they bring an excused absence slip. If the student is absent again on a Test day, he/she can make up the test but at 80%. This is a department policy.

**Make-up Work**

Students who are absent can make up work if they bring an excused absence slip. They have 3 days to make up the work. Athletes also have the same amount of time to make up missed work. It is the student's responsibility to ask for the missed work.

If the student knows he/she will be out and an assignment is due, he/she should turn it a day early or before they leave campus.

**Grading Policy for this class is as follow:**

Tests and Research Papers.....	60%
Quizzes and current events.....	25%
Classwork and homework.....	15%

**Students will cover following chapters.**

**Unit 1**

**Chapters 1-4:** Describes the four basic characteristics of a state. Outlines the four theories of the origins of a state. Describes the differences between a presidential and parliamentary systems of government and compares dictatorship and democracy. Discusses the reasons why the colonists decided to fight for independence. Analyzes the philosophies that inspired Jefferson to write the Declaration of Independence. Describes the weaknesses of the Articles of Confederation and what led to the formation of a new government. Discusses the views of the Federalists and Anti-Federalists. Examines the six basic principles which were used to write the Constitution. Analyzes the system of checks and balances. Distinguishes between formal and informal changes. Examines the

concepts of Federalism. Identifies the powers delegated to the National government and reserved to the States.

**Unit 2**  
**Chapters 5-9**

Explains the functions of political parties. Analyzes the reasons why the U.S. has a two-party system. Describes how political parties have developed in this country. Evaluates the importance of minor parties. Analyzes how the right to vote has evolved in the U.S. It discusses who may vote in the nation. Examines the reasons why the civil rights laws were necessary to secure the right to vote for African Americans. It describes what a ballot is and explains why it has changed through out time. Examines the reasons why money is an indispensable campaign resources and how its use is regulated in elections. Outlines the factors that shape public opinion and examines reasons for measuring public opinion. Explains what interest groups are and how they affect American politics. Identifies different types of interests groups. Evaluate the role of interest groups in the election process and How interest groups apply pressure on the policy-making process.

**Unit 3**  
**Chapters 10-12**

Explains the meaning of bicameral as it relates to Congress. Explains the term and qualifications of a Representative and of a Senator. It identifies the powers of Congress and how it exercises these powers. Discusses the reasons why the Framers included the Necessary and Proper Clause in the Constitution and why the Constitution gives non-legislative powers to Congress. Distinguishes the roles between the Speaker of the House and the president of the Senate. Explains how committee chairs are chosen and their role in the legislative process. Describes the steps in the lawmaking process in both houses. Explains the reasons for the usage of filibusters. Furthermore, examines the President's options after both houses have passed a bill.

**Unit 4**  
**Chapters 13-17:**

Describes the many roles of the President. Outlines the qualifications for being a president. Discusses the presidential succession. Explains what the Framers intended the electoral college to be and how it works today. Describes the major criticisms of the electoral college. Explains the ways the President exercises his executive powers, military powers, diplomatic powers, judicial powers, and legislative powers. Examines the ways in which the Federal Government meets the definition of a

bureaucracy. Analyzes the operation of the spoils system and identifies the origins of the civil service system. Examines the Federal Government's reasons for levying taxes. Identifies the major sources of non-tax revenue for the U.S. Government. Explains the importance of the federal budget. It also explains why the U.S. must have a policy for its relationship with the rest of the world. It describes what make up a nation's foreign policy and the role of the secretary of state in making and conducting of foreign policy. Examines the basic elements of American for foreign policy. Moreover, it discusses the impact of the cold war on American foreign policy.

**Note: The instructor reserves the right to change the syllabus to suit the needs of the class.**

## **Economics Syllabus 2006-2007**

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**Days:** Monday-Friday  
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**Telephone:** 724-8131

### **Course Description**

This is one semester course. Senior are required to take this course in order to meet the requirements for graduation. They will earn half a credit. In this class students will obtain an inside on how consumers and producers work together and how their behavior affects the economy. Students are required to present a project where they will invent a product. They will utilize what they will learn in class and apply it into their project which will include a research paper with graphs, poster, and a commercial which will be video taped. Also they will write a five page research paper over a company of their choice. Students will use two textbooks. Economics: Choices and Challenges published by McDougal Littell Inc., copyright 1995. This book will be issued to them. This book costs \$40.00. Economics: Today & Tomorrow published by Glencoe, copyright 2005. This book costs \$63.48 and will stay in class.

### **Materials Needed**

- Binder for keeping handouts, assignments and notes together.
- Loose leaf paper
- Blue or black ink pens, pencils, and calculators
- Tabs - 5

### **Tutoring**

If a student is having a difficult time in class, I am available for tutoring after school Monday through Thursday except when we have early dismissals and/or department meetings. We also have students from the National Honor Society who tutor after school in the counseling center.

### **Progress Reports**

Progress Reports will be given every 4 weeks and parents can check with Power School to check up on their child's grades.

### **Written Work**

Students must write in their best English possible at all times. Students should also take care in using correct grammar, spelling, and proper mechanics at all times.

**Plagiarism**

Plagiarism will not be tolerated. Plagiarism will result in a zero on any assigned exercise.

**Quizzes and Tests**

**Quizzes** may be announced or unannounced. Students can make up quizzes if he/she was absent and brings an excused absence slip the day he/she returns to school.

**Tests** will be announced. Test days for Economics will be on **Wednesdays**. If students are absent on the day the Test is given, he/she can make up the test at 100% if they bring an excused absence slip. If the student is absent again on a Test day, he/she can make up the test but at 80%. This is a department policy.

**Make-up Work**

Students who are absent can make up work if they bring an excused absence slip. They have 3 days to make up the work. Athletes also have the same amount of time to make up missed work. It is the student's responsibility to ask for the missed work.

If the student knows he/she will be out and an assignment is due, he/she should turn it a day early or before they leave campus.

**Grading Policy for this class is as follow:**

Tests and Research Papers.....	60%
Quizzes and current events.....	25%
Classwork and homework.....	15%

**Students will cover the following chapters.**

**Unit 1**

**Chapters 1-2:** Describes how choices are affected by opportunity cost. It distinguishes between macroeconomics and microeconomics and explains the difference between wants and needs. Explains that all choices involve costs and benefits. Distinguishes between voluntary and involuntary exchange.

**Unit 2**

**Chapters 3-6:** Explains the difference between traditional, command, and mixed economies and how each one allocates scarce resources. Analyzes the circular flow model. Explains the law of supply and the law of demand. Analyzes the relationship between demand and price and supply and price. Explains how to interpret and construct demand and supply graphs. It describes how to apply the total revenue test

to determine price elasticity of demand. Explains the relationship between price floors and surpluses and price ceilings and shortages. Explains how to classify businesses as proprietorships, partnerships, or corporations. Predicts the effects of variable costs, fixed costs, marginal costs, and marginal revenue on supply. Explains the differences between monopoly and oligopoly.

### **Unit 3**

#### **Chapters 7-9:**

Analyzes the relationship between productivity and wages. Explains how to interpret and construct graphs to determine equilibrium wages. Discusses the role of labor unions in collective bargaining and wage increases. Explains how to formulate a personal budget. Identifies government agencies that provide consumer protection. It analyzes different types of consumer credit and evaluates different types of investments. Analyzes how the government directly and indirectly affects the economy. Evaluates the three categories of taxes.

### **Unit 4**

#### **Chapters 10-12:**

Explains the functions, types, and properties of money. Evaluate the role of savings and credit in the banking system. Analyzes how the Federal Reserve System protects and regulates the market system. Defines gross domestic product (GDP) and identifies its components. Discusses the groups of people who are hurt during an inflation and those who are helped by it. Describes the components of economic growth.

### **Unit 5**

#### **Chapters 13-16**

Explains inflation, hyperinflation, and stagflation and their causes and effects. Describes unemployment, its causes and effects. Describes the three characteristics of pure market capitalism and pure socialism. Explains the benefits of capitalism. Discusses the changes of privatization in Russia. Describes the agencies that aid developing nations. Analyzes the financial investments that are traded in global markets.

**Note:** The instructor reserves the right to change the syllabus to suit the needs of the class.

## American History 8<sup>th</sup> Grade Syllabus 2006-2007

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**Telephone:** 724-8131

### **Course Description**

This is a one year course. Students will earn one credit. This course will cover from Pre-Colonial Era to the Civil War. History, Economics, Geography, Government, Culture, and Citizenship will be covered using a variety of readings, teaching strategies, and activities to involve the students. We will integrate reading, speaking, and writing activities in both individual and group work. Students will also work on small individual projects and group projects. Students will use the textbook, Call to Freedom, published by Holt, Rinehart, & Winston, copyright 2005. The textbook costs \$60.00 and a CD-ROM that matches the textbook which costs \$25.00.

### **Materials Needed**

- Binder for keeping handouts, assignments and notes together.
- Loose leaf paper
- Blue or black ink pens, pencils, and colored pencils.
- Tabs - 6

### **Tutoring**

If a student is having a difficult time in class, I am available for tutoring during their lunch period, 5<sup>th</sup> period, or after school Monday through Thursday except when we have early dismissals and/or department meetings. We also have students from the National Honor Society who tutor after school in the counseling center.

### **Progress Reports**

Progress Reports will be given every 4 weeks and parents can check with Power School to check up on their child's grades.

### **Written Work**

Students must write in their best English possible at all times. Students should also take care in using correct grammar, spelling, and proper mechanics at all times.

### **Plagiarism**

Plagiarism will not be tolerated. Plagiarism will result in a zero on any assigned exercise.

### **Quizzes and Tests**

**Quizzes** may be announced or unannounced. Students can make up quizzes if he/she was absent and brings an excused absence slip the day he/she returns to school.

**Tests** will be announced. Test days for American History will be on **Wednesdays**. If students are absent on the day the Test is given, he/she can make up the test at 100% if they bring an excused absence slip. If the student is absent again on a Test day, he/she can make up the test but at 80%. This is a department policy.

### **Make-up Work**

Students who are absent can make up work if they bring an excused absence slip. They have 3 days to make up the work. Athletes also have the same amount of time to make up missed work. It is the student's responsibility to ask for the missed work.

If the student knows he/she will be out and an assignment is due, he/she should turn it a day early or before they leave campus.

### **Grading Policy for this class is as follow:**

Tests and Research Papers.....	60%
Quizzes and current events.....	25%
Classwork and homework.....	15%

### **Students will cover the following chapters.**

#### **Unit 1**

**Chapters 1-2:** Explains how and from where the first Americans came to North America. It discusses the civilizations of the Aztecs, Mayas, Incas, and other Native American Indians. It analyzes how the lives of the Native Americans were affected by the Europeans. Moreover, factors that led to Spain's decline will be discuss and it explains why and how the Protestant Reformation affected relations between Spain and England.

#### **Unit 2**

**Chapters 3-5:** It explains why the English settled in America. It discusses the colonists' relationship with the Native Americans, their economy, their government, and how their religion affected their lives. It analyzes the affect the Great Awakening and the Scientific Revolution had on the colonists. It also discusses how colonists Reacted toward the impositions of new tax laws and how Parliament retaliated when the colonists protested.

#### **Unit 3**

**Chapters 6-8** Analyzes how the ideas of the Enlightenment affected the creation of the Declaration of Independence. Describes the Articles of Confederation and what led to the formation of a new government. It discusses how the Constitution solved the problems of power

between states and federal governments. It examines the first ten amendments, bill of rights.

#### **Unit 4**

##### **Chapters 9-11**

Discusses how the U.S. settled its disputes with Britain and Spain. Explain why Native Indians went to war with the United States. Analyzes *Marbury v. Madison*. Describes the purpose of Lewis and Clark's expedition. Explains why the United States declared war on Britain on 1812 and how it ended. It also explains why Monroe's presidency was called the Era of Good Feelings. It Discusses why the Monroe Doctrine was issued and why the Jacksonian Democracy represented a change in U.S. politics. Moreover, it analyzes how President Jackson's national bank Policy affected the nation's economy.

#### **Unit 5**

##### **Chapters 12-14**

Describes how the Industrial Revolution changed the way people worked. Examines how slaves coped with their lives and how some slaves challenged the slave system. It analyzes how the Second Great Awakening affected Americans. Explains why many Irish and German immigrants came to the U.S. in the 1840s and 1850s. It also analyzes why some people became abolitionists and how the abolition movement affected the women's rights movement. Discusses why parts of New Spain rebelled against Spain. Moreover, it describes the problems between American settlers in Texas and the Mexican government and what led to the Mexican War and analyzes the terms of the treaty that ended the war.

#### **Unit 6**

##### **Chapters 15-16**

Analyzes the impact that *Uncle Tom's Cabin* had on the people who read the book. It examines the effect of the Kansas-Nebraska Act had on the U.S. political parties. Examines the case of Dred Scott and what the Supreme Court decided. It discusses the reasons why some southern states decided to secede from the Union. It analyzes the advantages and strategies of each side as the war began. It explains why Lincoln issued the Emancipation Proclamation. It examines the African Americans' and women's contributions to the war effort. Moreover, it analyzes the importance of the Battle of Gettysburg and examines the war's end and its consequence.

**Note:** The instructor reserves the right to change the syllabus to suit the needs of the class.