

**ECON/POSC 102 (Spring, 2009)****Civics & Economics for Teachers****Instructors: Freel, O'Malley, Jacobs****Course Calendar**

<b>Date</b>	<b>Topics/ Essential Questions Addressed</b>	<b>Assignments*</b>	<b>Notes</b>
<b>Feb. 10 (Tuesday)</b>	Introductions – Ed Assignments - Fran Economics and Civics – What challenges do we face today? Marion		
<b>Feb. 12 (Thursday)</b>	Economics: Why can't we have everything we want? What do you mean, everything has a cost?	<u>Economics for the Elementary Classroom</u> Introduction pp. V-X Chapter 1 pp. 1-11 Chapter 2 pp. 49-51	
<b>Feb. 17 (Tuesday)</b>	Economics: How and why do societies organize their economies? How does a market economy work? How does a market create interdependence?	EEC Text Chapter 2, pp. 51-59 Lessons: Charlie's Chocolate Mountain or Production Possibilities	
<b>Feb. 19 (Thursday)</b>	Economics: What determines demand in a market economy?	EEC Text Chapters 4 pp. 149-160 Lessons: Be Resourceful or What? How? For Whom?	
<b>Feb. 24 (Tuesday)</b>	Economics: How can more be produced using fewer resources?	EEC Text Chapter 5, pp. 197-206 Lessons: Math Factory or Widget Production	
<b>Feb.26 (Thursday)</b>	Civics: How might property rights secure	Reading to be assigned for AFTER class.	

	freedom?		
<b>March 3 (Tuesday)</b>	Economics: What determines supply in a market economy?	EEC Text Chapter 6, pp. 239-245 Lessons: Reading Pays or Producers and Supply	
<b>March 5 (Thursday)</b>	Economics: How do markets operate?	EEC Text Chapter 7, pp. 281-298 Lessons: Dear Gabby or Mind Your Ps and Qs	
<b>March 10 (Tuesday)</b>	Economics: Why did monetary systems develop? What is the Fed and how does it regulate the U.S. economy?	EEC Text Chapter 3, pp. 93-102	
<b>March 12 (Thursday)</b>	Economics: How does monetary policy impact employment, prices, and economic growth?	Take-home quiz: Supply and Demand EEC Text Chapter 3, pp. 93-102 Lesson: Swap Day or The History of Money	
<b>March 17 (Tuesday)</b>	Economics: What is the role of government in a market economy?	Chapter 8, pp. 349-359 Lessons: Create a Community or Regulation Rigmarole	
<b>March 19 (Thursday)</b>	Economics: How does fiscal policy impact employment, prices, and economic growth? What are the characteristics of the American economy?	Reading: To be announced	
<b>March 24 (Tuesday)</b>	Economics: How do countries profit from international trade? Why are trade barriers erected?	EEC Text Chapter 8, pp. 359-369	

<b>March 26 (Thursday)</b>	Economics: The Big Picture	Overview	
<b>March 27 April 6</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
<b>April 7</b>	<b>Econ Exam</b>	<b>Exam I: Economics Content (25% of Grade)</b>	<b>Economics Exam</b>
<b>April 9 (Thursday) O'Malley</b>	<u>Civics Education</u> <ul style="list-style-type: none"> <li>• Tapping Prior Knowledge</li> <li>• Why is civic education so vital to American education?</li> <li>• How is the civics standards curriculum designed? Why is it designed in this manner?</li> <li>• Generally, what are students supposed to understand in civics?</li> <li>• What are the “essential” civics questions that students must be able to answer?</li> </ul>	Read Report: <i>The Civic Mission of Schools</i> Available at <a href="http://www.civicmissionofschools.org/campaign/cms_report.html">http://www.civicmissionofschools.org/campaign/cms_report.html</a>  *Read <i>Delaware Civics Standards</i> . Available at <a href="http://www.ipa.udel.edu/democracy/resources/">http://www.ipa.udel.edu/democracy/resources/</a> .	
<b>April 14 (Tuesday) Freel</b>	<u>Government</u> <ul style="list-style-type: none"> <li>• Why do governments exist?</li> <li>• Why are governments given certain powers?</li> </ul>	<u>Wood Text</u> Purposes of Government: pp. 2-6 Powers of Government: pp. 143-147, 191-206.	
<b>April 16 (Thursday) O'Malley</b>	<u>Politics</u> <ul style="list-style-type: none"> <li>• What are the principles and ideals underlying the American Political system?</li> <li>• How is our political system designed to achieve and uphold the principles and ideals upon which it was founded?</li> <li>• What roles do individuals play in</li> </ul>	<u>Wood Text</u> *Principles 32-36. *Read National Civics Standards pp 22-24; 58-60, 68-70 (available at <a href="http://www.civiced.org/stds.html">http://www.civiced.org/stds.html</a> )	<b>Economics Assignments Due: Children's Lit Review and Lesson Concept</b>

	<p>achieving and upholding the principles and ideals underlying the American political system?</p> <ul style="list-style-type: none"> <li>• How are people represented in a representative democracy?</li> </ul>		
<p><b>April 21</b> <b>(Tuesday)</b> <b>O'Malley</b></p>	<p><u>Government</u></p> <p>How can we control those to whom we surrender/grant power?</p>	<p><u>Wood Text</u></p> <p>Confederation Period: pp. 24-27</p>	
<p><b>April 23</b> <b>(Thursday)</b> <b>Freel</b></p>	<p><u>Government</u></p> <ul style="list-style-type: none"> <li>• How might we explain our Constitution's various provisions?</li> </ul>	<p><u>Wood Text</u></p> <p>The Constitution: pp. 27-43</p>	
<p><b>April 28</b> <b>(Tuesday)</b> <b>Freel</b></p>	<p><u>Government</u></p> <ul style="list-style-type: none"> <li>• How is government in the United States structured?</li> <li>• Why is the United States government structured as it is?</li> <li>• Why might other governments be structured differently?</li> </ul>	<p><u>Wood Text</u></p> <p>Structures &amp; Forms of Government: pp. 9-14</p> <p>History of American Government: pp. 18-27</p> <p>Federal System; pp. 3 and 44-57</p> <p>Separation of Powers: pp. 34 and 36</p>	
<p><b>April 30</b> <b>(Thursday)</b> <b>O'Malley</b></p>	<p><u>Citizenship</u></p> <ul style="list-style-type: none"> <li>• What are the responsibilities, rights, and privileges of American citizens?</li> </ul>	<p><u>Wood Text</u></p> <p>Bill of Rights: pp. 507-508 &amp; 269-271.</p> <p>Amendment 1: pp. 271-272, 274, 276, 280, 283, 289.</p> <p>Due Process &amp; Citizenship: pp. 292-298</p>	
<p><b>May 5</b> <b>(Tuesday)</b> <b>Freel</b></p>	<ul style="list-style-type: none"> <li>• Why are American citizens expected to exercise their responsibilities, rights, and privileges?</li> <li>• How might American citizens exercise their responsibilities,</li> </ul>	<p><u>Wood Text</u></p> <p>Rights of Accused: pp. 299-311</p> <p>Civil Rights: pp. 312-320, 336.</p> <p>Responsibilities: read National Standards Section V.C 1 &amp; 2 at <a href="http://www.civiced.org/stds.html">www.civiced.org/stds.html</a></p>	

	rights, and privileges?		
<b>May 7 Freel &amp; O'Malley</b>	<ul style="list-style-type: none"> <li>• Why should citizens remain informed and vote?</li> <li>• What skills are needed to remain an effective citizen?</li> </ul>	To be announced.	
<b>May 12 (Tuesday) O'Malley #10</b>	<u>Civic Participation</u> <ul style="list-style-type: none"> <li>• Why should American citizens participate in the American political system?</li> </ul>	To be announced.  Project Citizen	
<b>May 14 (Thursday) Freel</b>	<u>Civic Participation</u> <ul style="list-style-type: none"> <li>• What knowledge and skills are needed to participate effectively in the American political system?</li> <li>• How might one participate in the American political system?</li> </ul>	<u>Wood Text</u> Political Participation: pp. 92-105	<b>Civics Assignments Due: Children's Lit Review and Lesson Concept</b>
<b>May 19 (Tuesday) Freel</b>		<b><i>Final Exam- Civics Content</i></b>	<b>Last Day of Class</b>

**Endnotes:**

\*Quizzes on the assigned readings should be expected, will usually be announced, and will count toward 10% of your grade.

\*\*Brief readings that do not appear on the calendar may be assigned as valuable resources come to the attention of the instructors.

NOTE: All assignments must be typed.