



Veteran's High School

INSTRUCTOR: Brandon Cain

COURSE: American Government/ Civics

E-MAIL ADDRESS: brandon.cain@hcbe.net

TEXT: Magruder's American Government

Original Cost: TBA— Replacement costs are based on the age and use of the book. The school bookkeeper holds the depreciation costs. ***(Student is responsible for the cost if the text is lost or damaged, including the bar code)*** ISBN # 0-03-039427-9

Description: The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. To find more information regarding the curriculum and the Georgia Performance Standards you may refer to the Georgia Department of Education website at <http://public.doe.k12.ga.us/> (or search GeorgiaStandards.Org)

General Classroom Policies and Procedures

Grading Policy:

Grade weights are listed in the chart below. Assignments will vary in point value depending on the length, breadth, and depth of the topic at hand. Periodic progress reports will be issued, but students are responsible for keeping up with their grades and can track them via ***Infinite Campus***. Assignments will be returned to students after grading is completed.

Major Assessments (45%)	Minor Assessments (20%)	Daily Work (15%)	Final Exam (20%)
<ul style="list-style-type: none"> • Unit Tests • Department Exams • Big Quizzes • Major Projects • Essays 	<ul style="list-style-type: none"> • Quizzes • Mini-Qs • DBQs • Notebook Checks • Mini-Projects 	<ul style="list-style-type: none"> • Bell Ringers • Articles • Study Guides • Homework • Class Work • Notes Checks 	<ul style="list-style-type: none"> • Final Assessment • 1st semester this is a cumulative exam.

Supplies

- **3-ring binder, loose-leaf paper, pens/pencils**
The three ringed binder will serve as the student's notebook. The notebook will be used to contain class notes, assignments, maps, etc. It is the student's responsibility to maintain an organized and accurate notebook which he or she will receive a grade on at the end of every unit.
- **Colored pencils or crayons**
- Highlighter and note cards (optional depending on student study habits and preference)
- **Cyberbullying:** As defined by Dictionary.com, "the act of harassing someone online by sending or posting mean messages." *Please keep in mind that the Edmodo communication system is designed to work as an extension of the classroom; therefore, anything done on the site through the access of a school course group code will be treated the same as if it were said aloud in the classroom. Inappropriate comments or use of the site can result in disciplinary action.*

Make-Up Work, Remediation, & Extra Help (Tutoring)

- **Students are responsible** for all work, notes, etc. due to absences according to school policy.
- Work assigned prior to the absence is due the day upon return.
- NI's & Instructional absences do **NOT** negate **student responsibility**.
- Students will NOT be given class time to make up a test or quiz if new standards & topics are being covered in class.
- ISS work must be completed & turned in to the ISS teacher correctly and responsibly.
- Tutoring is before school Tuesdays and Thursdays from 7:00-7:30

Rules/Expectations/Class Procedures

1. Always bring necessary supplies. (pen, pencil, textbook, notebook, etc.)
2. Keeping a neat, orderly 3 ring binder. Random notebook checks and quizzes will be routine and your Portfolio (notebook) will be checked entirely at least once during the semester for a grade.
3. Be on time, supplies ready, & prepared for bell-to-bell instruction. Tardies are enforced. This expectation implies being in your seat when the bell rings as well.
4. Food and drinks other than water are not allowed.
5. Resolve personal issues before class (conversations, restroom, etc.) **Missed class time will be made up.**
6. **Cheating results in automatic zeroes – for all parties involved.**
7. Interruptions and distractions to others are not permitted.
8. Ask permission to use anything that does not belong to you. Never take anything from my desk or be in the teacher work area of this room.
9. This class is for this subject only. Assignments for other classes, writing notes, grooming, etc, are not allowed.
10. Clean up after yourself. (Desks, floor, etc.)
11. Respect others in word and deed. (teacher, substitutes, other students, observers, etc.)
12. Don't whine about the temperature. Dress appropriately.
13. **Simplified: Be Punctual. Be Prepared. Be Polite. Be Participatory. Be Productive.**

Consequences of Improper Conduct

1. Warning 2. Parent Contact/Conference 3. Teacher Detention, Writing Assignment
4. Office Referral

Social Studies Georgia Standards of Excellence American Government/Civics

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.
- b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence and the Social Contract Theory.
- b. Evaluate the Declaration of Independence as a persuasive argument.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- a. Explain the main ideas in debate over ratification; include those in The Federalist.
- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure and powers of the legislative, executive, and judicial branches.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.

- f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”
- g. Explain the meaning of the Pledge of Allegiance to the flag of the United States.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen’s right to be treated equally under the law.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending.
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.
- e. Identify how amendments extend the right to vote.

SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

SSCG10 The student will describe the legislative process including the roles played by committees and leadership.

- a. Explain the steps in the legislative process.
- b. Explain the function of various leadership positions within the legislature.

SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

- a. Explain the function of lobbyists.
- b. Describe the laws and rules that govern lobbyists.
- c. Explain the function of special interest groups.

SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

SSCG13 The student will describe the qualifications for becoming President of the United States.

- a. Explain the written qualifications for President of the United States.
- b. Describe unwritten qualifications common to past presidents.

SSCG14 The student will explain the impeachment process and its usage for elected officials.

- a. Explain the impeachment process as defined in the U.S. Constitution.

- b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the Cabinet.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

- a. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.
- c. Describe how the Supreme Court decides cases.
- d. Compare the philosophies of judicial activism and judicial restraint.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the legislative, executive, and judicial branches.
- b. Examine the structure of local governments with emphasis on county, city, and town.
- c. Identify current state and local officials.
- d. Analyze the relationship among state and local governments.
- e. Evaluate direct democracy by the initiative, referendum, and recall processes.

SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments.

- a. Examine the powers of state and local government.
- b. Examine sources of revenue received by each level of government.
- c. Analyze the services provided by state and local government.

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

SSCG21 The student will describe the causes and effects of criminal activity.

- a. Examine the nature and causes of crimes.
- b. Explain the effects criminal acts have on their intended victims.
- c. Categorize different types of crimes.
- d. Explain the different types of defenses used by perpetrators of crime.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.

Parent Syllabus Page – Please sign and turn in to the teacher tomorrow.

I have read this Syllabus and understand the standards, requirements, and expectations for Coach Cain's fall 2021 American Government /Civics class.

Student Name (Printed) _____

Student Signature _____

Parent/Guardian Signature _____

Parent/Guardian Email _____

Best Phone number to contact _____