

***HONORS* GOVERNMENT and U.S. and WORLD AFFAIRS**

INSTRUCTOR- Dr. Alan Bowers **ROOM-1202**
EMAIL- alan.bowers@hcbe.net **PHONE-218-7537 ext. 64603**

COURSE DESCRIPTIONS

U.S. Government	<i>U.S. and WORLD AFFAIRS [USWA]</i>
<ul style="list-style-type: none"> • This government course provides students with a background in the philosophy, functions, and structure of United States government. • Students will examine the relationship of states to citizens and government. • Georgia Department of Education website- http://public.doe.k12.ga.us/ 	<ul style="list-style-type: none"> • This survey course provides students with a background in geography, history, politics, societies, and culture from around the world and their interaction with the United States in the modern period. • This course seeks to identify and examine the complexities and challenges associated with US foreign policy beginning in the 20th century and continuing on through the 21st.

HONORS COMPONENT

- Both courses prepare students for future Advanced Placement courses.
- That being established, **it is likely that these courses will challenge you in ways that you may not have been in the past.**
- Students will also be introduced to advanced concepts such as: demographics, philosophy, ontology, story/myth making, epistemology, identity, etymology, the schooling process, policy making, nationalism, economic systems, comparative government, cultural studies, etc.

TARDY POLICY

- *Tardies will be strictly enforced.*
- Please refer to the Student Handbook for a full description of the Tardy Policy.

SUPPLY LIST

- One 1.5 inch 3 ring binder (will serve for both Government/Civics and **USWA**)
- Thirteen dividers totals for the binder (see pg. 4)
- One composition book
- Crayons, highlighters, colored pencils, etc. are recommended.

BYOD

- BYOD activities will be announced in advance and *will be at the teacher's discretion.*
- Any student that is caught using his/her device for non-instructional or off-task purposes will be subject to disciplinary action.
- Headphones and charging devices are prohibited.

CLASS PORTFOLIOS

- You will need **ONE 1.5 inch 3 ring binder**
- Here are the names and order for the divider tabs:

- | |
|-------------------------------------|
| 1. S.H.I.E.L.D (GOVT/CIVICS) |
| 2. The Watcher |
| 3. Dr. Strange |
| 4. Spiderman |
| 5. Guardians of the Galaxy |
| 6. S.H.I.E.L.D (USWA) |
| 7. Vision |
| 8. BLACK WIDOW |
| 9. BLACK PANTHER |
| 10. CAPTAIN AMERICA |
| 11. HULK |
| 12. IRON MAN |
| 13. Thor |

- Once the binder and dividers are purchased, the portfolio will be placed on the bookshelf where it will (mostly) remain until the end of the school year.
- AFTER a test and when instructed, students will move all of the required handouts to the class portfolio.
- **NOTE:** All notes and articles for this course are “guided notes” on hole-punched, labeled, and numbered paper for organizational purposes.
- Once updated, the class portfolio will be periodically checked for a classwork grade (see the middle column on pg. 3 for more details).
- **Think of it like building a textbook that you can personalize and take with you.**

COMMUNICATION

Google Classroom (GC)	Email
<ul style="list-style-type: none"> • Most assignments will be delivered and collected WEEKLY in GC • Students are expected to check GC DAILY by 8 pm for any updates/announcements, etc. via the “Stream” • Study guides, resources, articles, etc. will posted to GC with relative frequency. • Most assignments are submitted via GC. • GC is also where Q and A sessions before tests will occur. • GC allows us to break free from the mandated 45 minute a day class period to engage in discussion, etc. 	<ul style="list-style-type: none"> • I do not check email from home but I always reply the next day. • Please send me an email with your name included on the first day so that I may remove you from the spam list.

MAJOR ASSESSMENT (45%)	MINOR ASSESSMENT (20%)	DAILY WORK (15%)
<ul style="list-style-type: none"> • Tests • Tests will cover large topics and will be administered as needed. • Study guides are ALWAYS provided and students are encouraged to ask questions. • Speak up, speak out. I will never know what you need help with if you choose to “suffer in silence” • Tests will be 35-45 questions in length • TEST RE-TAKE POLICY: Students are permitted to re-take ONE TEST per semester PROVIDED they meet the following criteria: <ul style="list-style-type: none"> • Student schedules an appointment with the instructor and makes test corrections. • The re-test must be completed within the following week AFTER the original test was administered. • The re-test will NOT be the same as the original test (mixture of short answer and multiple choice) 	<ul style="list-style-type: none"> • Portfolio checks • Notice of upcoming portfolio checks will be given a few days in advance as will the chronology of the portfolio. • The portfolios be complete, organized, AND thorough. • Notes MUST BE in the handwriting of the student being assessed. No photocopies or “my friend did it for me...” will be accepted. • Portfolios are graded holistically on a sliding point scale. (EX: The portfolio check is worth 35 points but you are missing answers, sheets, etc. Your grade will be deducted points depending on the severity of the omission). • The “window” for deductions is narrow so aim for 100%. • This should be a non-threat because the content of the portfolio come from class notes AND because the portfolio checks are announced far in advance. • There will be no re-submissions or re-dos allowed. • Writings/Journal • Readings • DBQs 	<ul style="list-style-type: none"> • Reflections • It is essential that we stay updated on current events since Social Studies deals with constant change and breaking news. • It is equally critical that students be allowed to process and express in their OWN voice. • Students will be given a timed window in which to post their reflection on Edmodo. • NO LATE WORK WILL BE ACCEPTED. • Post early to avoid problems. • There will be no re-submissions or no re-dos allowed. • Details on assignments will be provided as they are due. • Learning journal • Warm-ups • Reflections • “What I learned...” • Activities • Exit tickets

Final Exam

- The final exam administered the first semester is worth 20% of the semester grade and will be cumulative in nature. See the Student Handbook for the Exemption policy

MAKE-UP WORK

- It is the **student's responsibility** to get all notes and information given in class from either Mr. Bowers or a fellow student.
- It is the **student's responsibility** to make-up any work, tests/quizzes, etc. due to absence. Students will be given **5 working days** to make up the assignment (Refer to the Student Handbook). NO EXCEPTIONS will be allowed.
- If a student misses a test or quiz, a 0 will be placed into the gradebook to remind the student that he/she has make-up work to complete.
This is a temporary 0 meant to serve only as a reminder.
The 0 will be replaced when the make-up work is complete.
- Make-up tests and quizzes must be done before, during AO time, or after school with prior arrangement made with the teacher.
- Students will not be given class time to make-up a test or quiz.
- **Students will not be allowed to make up any grades at the end of the semester.**
You EARN your grade from the beginning of the semester to the end.

Bonus Points

- Opportunities for individual bonus points will not be allowed; no exceptions.
- Bonus points will always enhance course standards and will be offered to everyone.
- **There is no magical “Bonus Assignment” at the end of the semester to add points to a student’s average.**

Gifted/Alternate assessment

- Since this is a GTE course, the instructor is not opposed and highly encourages students to seek alternative assessment opportunities.
- These include but are not limited to: performance based, vocal, music, artistic, etc.
- Arrangements can be made as needed/requested.

CLASS EXPECTATIONS and RULES

1. Students are expected to pay attention and participate in class.
2. Students are expected to listen and be respectful whenever the instructor is talking.
Also, be courteous and attentive when another student is talking.
There is no need to shout out things in class; be patient and give others a chance to consider answers when a question is asked.
3. Class will begin when the door is closed. Students must be in their seats and prepared for class when class begins. Class is from bell to bell.
Please do not pack up early or line up near the door; you may miss important information relevant to class.
4. Clean up after yourself. Food and drink (with the exception of water) belong in the cafeteria or courtyard, not in the classroom.
5. Resolve any personal issues (conversations, missing keys, restroom, and locker needs) before coming to class. Be responsible and use your personal time wisely.
6. Please refrain from doing other schoolwork in class.
This time is for Social Studies; your focus needs to be on what is going in here.
7. Follow all rules, guidelines, and policies listed in the Student Handbook.

Consequences for inappropriate behavior

- Discipline policies are outlined in the Student Handbook.
- Better yet, let's not get there and we will not have to worry about it.

Georgia Standards of Excellence for American Government/Civics

SSCG1 Compare and contrast various systems of government.

- a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
- b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
- c. Determine how the role of the executive differs in presidential and parliamentary systems of governments.
- d. Differentiate between a direct democracy, representative democracy, and/or a republic.

SSCG2 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 Right, and the English Bill of Rights.
- b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government. c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

SSCG3 Demonstrate knowledge of the framing and structure of the United States Constitution.

- a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
- b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

SSCG4 Demonstrate knowledge of the organization and powers of the national government.

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

SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain and analyze the relationship of state governments to the national government.
- b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.
- c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.
- d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”
- e. Describe the roles of Congress and the states in the formal process of amending the Constitution.

SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)
- c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation. d. Identify how amendments extend the right to vote.

SSCG8 Demonstrate knowledge of the legislative branch of government.

- a. Cite the formal qualifications for representatives and senators listed in the Constitution.
- b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.
- c. Compare the terms of office for each chamber of Congress and explain the Founders' intent.
- d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)
- e. Explain the steps in the legislative process.
- f. Explain the functions of various leadership positions and committees within the legislature.
- g. Analyze the positive and negative role lobbyists play in the legislative process.

SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.

SSCG10 Demonstrate knowledge of the executive branch of government.

- a. Cite the formal qualifications listed in the Constitution for President of the United States.
- b. Describe informal qualifications common to past presidents.
- c. Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).
- d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.
- e. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader.

SSCG11 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 President's Cabinet.

SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.

SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.

- a. Describe the selection and approval process for federal judges.
- b. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- c. Examine how John Marshall established judicial review through his opinion in Marbury v. Madison and relate its impact.
- d. Describe how the Supreme Court selects and decides cases.
- e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)

SSCG14 Demonstrate knowledge of the criminal justice process.

- a. Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments).
- b. Categorize different types of crimes.
- c. Analyze the procedures in the criminal justice process.
- d. Examine the different types of sentences a convicted person can receive.
- e. Contrast the procedures related to civil suits with criminal proceedings.

SSCG15 Demonstrate knowledge of local, state, and national elections.

- a. Describe the historical development, organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending and the influence of special interest groups on elections.
- d. Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process.
- e. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.

- a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.
- b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
- c. Explain the meaning and history of the Pledge of Allegiance.

SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the structure of local governments with emphasis on counties and cities.
- b. Analyze the relationship among state and local governments.
- c. Examine sources of revenue received by local governments.
- d. Analyze the services provided by state and local governments.
- e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).