

HIGH SCHOOL COURSE SYLLABUS

UNITED STATES GOVERNMENT

Number of Credits: 1

Prerequisites

None

Course Description

U.S. Government is a full-year credit course required for high school graduation. This course is designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material. Satisfactory completion of the course will prepare students to take the state mandated American Government End of Course Exam

Relevance

Studying American Government in high school is a crucial and relevant undertaking that equips students with a comprehensive understanding of the fundamental principles, structures, and processes that govern their nation. This course offers valuable insights into the democratic system, fostering informed and engaged citizens who can actively participate in civic affairs. Through the study of the Constitution, branches of government, electoral processes, and the rights and responsibilities of individuals, students not only gain historical context but also develop critical thinking skills to analyze current political issues. The course encourages students to explore diverse perspectives, enhancing their ability to make informed judgments and contribute meaningfully to discussions on matters that impact society. By delving into topics like civil liberties, policymaking, and the intricate relationship between government and the people, students are empowered to become active participants in shaping the future of their country. As such, American Government education in high school is essential in preparing students for their roles as responsible and engaged citizens in a democratic society.

Course Standards

9-12.G.2.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.

9-12.G.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

9-12.G.1.CC.A Create and use tools to analyze a chronological sequence of events related to a study of government.

9-12.G.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.

9-12.G.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems

9-12.G.1.CC.B Explain connections between historical context and peoples' perspectives about government at the time.

9-12.G.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.

9-12.G.1.G.B Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government.

9-12.G.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.

9-12.G.3.GS.D

Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.

9-12.G.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.

9-12.G.1.CC.D Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.

9-12.G.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

9-12.G.1.PC.B Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

9-12.G.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

9-12.G.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.

9-12.G.2.CC.A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.

9-12.G.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.

9-12.G.3.EC.B Analyze the changing roles of government in the economy throughout United States history.

9-12.G.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.

9-12.G.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

9-12.G.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

Course Outline

Unit 1 – Origins of Government

Origins, Purposes, Types, and Historical Influences of Government The Missouri and US Constitution

Unit 2 - The Political Process

Campaigns & Elections

Political Parties & Interest Groups

Missouri Government

Unit 3 - Branches of Government, Civil Rights and Civil Liberties

The Legislative Branch

The Presidency & the Bureaucracy

The Judicial Branch & Civil Liberties

Unit 4 - Economics, EOC and Passion Project

Economic Systems

Fiscal & Monetary Policy

Economic Indicators & Policy

EOC Re-teaching and Review

Passion Project

Methods of Assessment

Final exams will be cumulative in nature, emphasizing the most essential benchmarks for the course. General assessments will be given at the end of each chapter. Written assignments and projects will be included throughout

the year. In addition, participation and classwork will be evaluated. Currently the grading scale includes the following:

20% Classwork
20% Homework
30% Projects
30% Assessments

Grading scale may be adjusted to a cumulative scale with prior notice.

Grading Scale

GRADING SCALE

A = 90 - 100 percent
B = 80 - 89 percent
C = 70 - 79 percent
D = 65 - 69 percent
F = 0 - 59 percent

MAKE-UP WORK

Students submitting work up to seven school days late without prior approval may receive up to 80% on the work than they would have received if the work had been submitted on time.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations.

CLASS EXPECTATIONS

1. Respect yourself, the teacher & others

- Show respect for the teacher, yourself and others at all times.
- Respect others' property. Avoid touching or writing on anything that does not belong to you (including desks, textbooks, teacher's belongings, walls, chalkboard, etc.). Don't expect that others will clean-up your messes. Please pick-up after yourself.
- Respect yourself and the rest of us by using appropriate language and wearing appropriate clothing.
- Be a kind person.

2. Put forth your best effort at all times

- Always do your own best work.
- Put learning ahead of getting good grades.
- Put quality ahead of just getting it done.

3. Be prepared for class each day

- Come prepared with all materials necessary:
 - ☐ An organized class binder containing all necessary materials and handouts

- ☐ Looseleaf paper, pens (blue or black), and pencils
 - ☐ A red or purple pen for grading in class or underlining important elements in note taking
 - ☐ Highlighters for emphasizing important text
 - ☐ A planner to help keep you organized - the most successful students are organized.
4. Follow directions when given
 - When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working.
 5. Pay attention, participate and ask questions
 - Engage in what is going on in the classroom. If you have a question, ask it! Otherwise, I might not know until the test that you did not understand something. There are no stupid questions, and chances are, if you are wondering about it, someone else in the class is to. Be proactive about your learning and don't be afraid to ask for help. If you feel most comfortable waiting until after class, that is okay, too, but do keep communication open between us.
 6. Preserve a positive learning environment
 - Student actions that interfere with teaching or learning in the classroom will NOT be tolerated.
 - Use class time to learn history/government. Please do not spend your time grooming, sleeping, talking, writing notes, playing cards, listening to you Ipod, text-messaging friends, or doing work for other classes.
 - Minimize classroom interruptions by arriving to class on time and not leaving the classroom during the hour.
 7. Take responsibility for your actions
 - If you are confronted about a rule infraction, own up to it. Don't deny it, lie about it, or blame someone else.
 - Take responsibility for missed assignments.
 - All handbook rules will be enforced. Please read your handbook. Students that choose to break these rules, choose to have points taken away from their learning readiness grade, and face the possibility of additional consequences.

CLASS RULES

1. No food or drink, except water
 - You may drink bottled of water in the classroom. If a spill occurs, please clean it up immediately and inform the teacher.
 - No other food or beverage is permitted without a doctor's note.
2. Arrive to class on time & ready to learn

- When the bell rings, you need to be sitting in your assigned seat.
 - You should immediately begin on the warm up activity or journal entry. ☐ Be “physically” and “mentally” present in the classroom
3. Never line up/disengage before dismissal ☐
Remember, I dismiss you, not the bell.
4. Do not cheat, plagiarize, or copy work ☐
Cheating is completely unacceptable.
- Plagiarism (copying work from another source without giving proper credit) is completely unacceptable. If you plagiarize on any assignment you will earn a “0” on that assignment with no opportunity to re-do the work for credit.
6. Use polite and appropriate language
- Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable, no put downs, swear words, or slang words with demeaning connotations will be accepted. Remember, if you don’t have something nice to say, don’t say it at all!
7. Do your best work & turn it in on time
- Remember that the work that you turn-in is a reflection of your effort on the assignment.
8. Pick up after yourself before you leave
- Take all of your belongings, pick up any scrap papers around you, and put your desk back in line before you leave each day.