

Academic U.S. Government
A. Moore

Contact Information:

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Course Description:

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic life. Students examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the current standards for Virginia and United States Government.

Prerequisite: U.S. History

Textbook: Magruder's American Government

U.S. Government Standards of Learning:

GOVT 1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

- a. analyze primary and secondary source documents;
- b. create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c. analyze political cartoons, political advertisements, pictures, and other graphic media;
- d. distinguish between relevant and irrelevant information;
- e. evaluate information for accuracy, separating fact from opinion;
- f. identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g. select and defend positions in writing, discussion, and debate.

GOVT 2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

- a. describing the development of Athenian democracy and the Roman republic;
- b. explaining the influence of the Magna Carta, the English Petition of Right, and the English Bill of Rights;
- c. examining the writings of Hobbes, Locke, and Montesquieu;
- d. explaining the guarantee of the rights of Englishmen set forth in the charters of the Virginia Company of London;
- e. analyzing the natural rights philosophies expressed in the Declaration of Independence.
- f. examining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statue for Religious Freedom, and James Madison's leadership role in securing the adoption of the Bill of Rights by the First Congress.

GOVT 3 The student will demonstrate knowledge of the concepts of democracy by

- a. recognizing the fundamental worth and dignity of the individual;
- b. recognizing the equality of all citizens under the law;
- c. recognizing majority rule and minority rights;
- d. recognizing the necessity of compromise;
- e. recognizing the freedom of the individual.

GOVT 4 The student will demonstrate knowledge of the Constitution of the United States by

- a. examining the ratification debates and *The Federalist*;
- b. identifying the purposes for government stated in the Preamble;
- c. examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d. illustrating the structure of the national government outlined in Article I, Article II, and Article III;
- e. describing the amendment process.

GOVT 5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

- a. explaining the relationship of the state governments to the national government;
- b. describing the extent to which power is shared;
- c. identifying the powers denied state and national governments;
- d. examining the ongoing debate that focuses on the balance of power between state and national governments.

GOVT 6 The student will demonstrate knowledge of local, state, and national elections by

- a. describing the organization, role, and constituencies of political parties;
- b. describing the nomination and election process;
- c. examining campaign funding and spending;
- d. analyzing the influence of media coverage, campaign advertising, and public opinion polls, and Internet-based communications on elections;
- e. examining the impact of reapportionment and redistricting;
- f. identifying how amendments extend the right to vote;
- g. analyzing voter turnout.
- h. evaluating the degree to which interest groups influence political life;
- i. participating in simulations of local, state, and/or national elections.

GOVT 7 The student will demonstrate knowledge of the organization and powers of the national government by

- a. examining the legislative, executive, and judicial branches;
- b. analyzing the relationship between the three branches in a system of checks and balances;
- c. examining the ways individuals and groups exert influence on the national government.

GOVT 8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

- a. examining the legislative, executive, and judicial branches;
- b. examining the structure and powers of local governments: county, city, and town;
- c. analyzing the relationship among state and local governments and the roles of regional authorities, governing boards, and commissions;
- d. examining the ways individuals and groups exert influence on state and local governments;
- e. evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

GOVT 9 The student will demonstrate knowledge of the process by which public policy is made by

- a. examining different perspectives on the role of government;
- b. describing how the national government influences the public agenda and shapes public policy;
- c. describing how the state and local governments influence the public agenda and shape public policy;
- d. describing the process by which policy is implemented by the bureaucracy at each level;
- e. analyzing how individuals, interest groups, and the media influence public policy;
- f. formulating and practicing a course of action to address local and/or state issues.

GOVT 10 The student will demonstrate knowledge of the operation of the federal judiciary by

- a. describing the organization, jurisdiction, and proceedings of federal courts;
- b. examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;
- c. describing how the Supreme Court decides cases;
- d. comparing the philosophies of judicial activism and judicial restraint;
- e. evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT 11 The student will demonstrate knowledge of civil liberties and civil rights by

- a. examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b. analyzing due process of law expressed in the 5th and 14th Amendments;
- c. explaining selective incorporation of the Bill of Rights;
- d. exploring the balance between individual liberties and the public interest;
- e. explaining every citizen's right to be treated equally under the law.

GOVT 12 The student will demonstrate knowledge of the role of the United States in a changing world by

- a. describing the responsibilities of the national government for foreign policy and national security;
- b. assessing the role played by national interest in shaping foreign policy and promoting world peace;
- c. examining the relationship of Virginia and the United States to the global economy;
- d. examining recent foreign policy and international trade initiatives since 1980.

GOVT 13 The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with the government and economy in the United States by

- a. describing the distribution of governmental power;
- b. explaining the relationship between the legislative and executive branches;
- c. comparing the extent of participation in the political process;
- d. comparing the degrees of government involvement in the economies.

GOVT 14 The student will demonstrate knowledge of economic systems by

- a. identifying the basic economic questions encountered by all economic systems;
- b. comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
- c. evaluating the impact of the government's role in the economy on individual economic freedoms;
- d. explaining the relationship between economic freedom and political freedom;
- e. examining productivity and the standard of living as measured by key economic indicators.

GOVT 15 The student will demonstrate knowledge of the United States market economy by

- a. assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- b. comparing types of business organizations;
- c. describing the factors of production;
- d. explaining the interaction of supply and demand;
- e. illustrating the circular flow of economic activity;
- f. analyzing global economic trends and the relationship of Virginia and the United States to the global economy.

GOVT 16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

- a. analyzing the impact of fiscal and monetary policies on the economy;
- b. describing the creation of government-provided goods and services that are not readily produced by the market;
- c. examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;
- d. understanding the types and purposes of taxation.

GOVT 17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a. practicing trustworthiness and honesty;
- b. practicing courtesy and respect for the rights of others;
- c. practicing responsibility, accountability, and self-reliance;
- d. practicing respect for the law;
- e. practicing patriotism;
- f. practicing financial responsibility.

GOVT 18 The student will understand that thoughtful and effective participation in civic life is characterized by

- a. obeying the law and paying taxes;
- b. serving as a juror;
- c. participating in the political process;
- d. performing public service;
- e. keeping informed about current issues;
- f. respecting differing opinions in a diverse society.

GOVT 19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

- a. explaining how citizenship confers full membership in the American constitutional system;
- b. recognizing that American citizenship is defined by shared political and civic beliefs and values;
- c. describing how Americans are citizens of their locality, state, and nation;
- d. recognizing that non-citizens can become citizens.

Required Materials:

1. Each student should bring the following materials to class **EVERY DAY:**

- | | |
|--------------------|---|
| #2 pencil | 10 Three prong folders |
| blue/black ink pen | OR |
| | 1 Three prong folder, notebook, 10 dividers |

2. The required text for this class is Magruder's American Government by William McClenaghan.

3. **ALWAYS** bring required materials to class. These materials will not be provided for you. A classroom set of books will be available for student use during class, before school, after school and during student success time.

4. Notebooks:

- a. Notebooks should be divided into the following sections using section dividers: Foundations, Living Constitution, Political Parties, Interest Groups/Elections, Congress, Presidency, Finance/Foreign Policy, Judiciary, Civil Rights, and State and Local.
- b. As assignments are returned students are expected to place them in the appropriate section of their notebook.
- c. Pages of notes should be in the **student's** handwriting.
- d. Notebooks may be graded at any given time but will be graded at least **twice** during the course.
- d. For students choosing to use the 3 prong folders, each folder will contain one unit of material and should be labeled for that unit using the same units noted in part a.
- e. **All course materials, including the notebook/all folders, will be collected** at the end of the semester. These materials must be turned in or the student will not be exempt from this exam. Materials will not be returned.

Attendance:

1. **BE ON TIME!!**

2. Three unexcused TARDIES equals one day's absence.
3. If a student misses more than eight days of class without an approved note, the student will not receive credit for the class.
4. Be seated before the tardy bell. Failure to do so will result in an unexcused tardy.
5. Once the tardy bell rings, students will remain in the room unless it is an emergency. Students will not be issued passes to the library, guidance, or lockers. Students are not allowed to go to other teacher's classrooms without a note from that teacher. Bathroom passes will be written the last ten minutes of class.
6. The bell is a signal for your instructor to close the lesson, not a dismissal from class. I will let you know when it is time to dismiss. Students will not be released prior to the ringing of the bell no matter what time appears on the clock.

Grading:

1. Weighting of grades:

Tests: 40 %

Classwork: 40%

Notebook/Journal: 20%

2. Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F below 60

3. All assignments should be completed and turned in on loose leaf paper. Some assignments will be graded for completion and some assignments will be graded for correctness. Students should always assume papers will be graded for correctness. However, the type of grade will be left to the discretion of the instructor.

4. Exam Exemption: Students should note that the school provides a policy for exam exemption on the final exam. According to that policy, students may be exempt if they have perfect attendance and a “C” average, have only missed one day and have a “B” average, or have missed no more than three days and have an “A”. It is within the discretion of the teacher to deny exemption. In this class, anyone who does not turn in their materials at the end of the semester will not be exempt.

5. Averages: Grades may be accessed through the Parent Portal of Power School. The Guidance Department can help you set up an account to access your student’s grades.

6. If at any time you have questions or concerns, please do not hesitate to call me here at school (653-2751) or contact me via e-mail (amoore@southampton.k12.va.us). I look forward to working with you and your student.

Pacing Guide:

Ongoing: GOVT 1, 17, 18

1st Nine Weeks

| | |
|-------------------------------|---------|
| Chapter 1 | GOVT 2 |
| Chapter 2 | GOVT 3 |
| Chapter 3 | GOVT 4 |
| Chapter 4 | GOVT 5 |
| Chapters 19, 20, 21 | GOVT 11 |
| Chapters 10,11,12 13,14,15 | GOVT 7 |

2nd Nine Weeks

| | |
|----------------|------------|
| Chapter 18 | GOVT 10 |
| Chapter 17 | GOVT 12 |
| Chapters 5,6,7 | GOVT 6 |
| Chapters 8, 9 | GOVT 9 |
| Chapter 22 | GOVT 13 |
| Chapter 23 | GOVT 14,16 |
| Chapter 16 | GOVT 15 |
| Chapter 24,25 | GOVT 8,16 |

Classroom Conduct:

1. Students are expected to turn in assignments on time. If an assignment is made, it is due on the date specified. This applies to papers, projects, and assignment issued with advanced notice. Students may always turn work in early. Students should not turn assignments in to my mailbox in the office. **All assignments** should be turned in to the instructor.

2. Students are expected to be ethical on all course assignments. Cheating will not be tolerated and will result in no credit. Contributing to cheating will also result in no credit. Cheating is defined as receiving any help on **any** assignment unless specifically instructed to do so.

3. Students should write their names on each assignment in order to receive credit for that assignment. Failure to do so will result in no credit. Student name, **first and last**, the block, and

date should be included in the upper right hand corner. Spelling counts on all assignments. Points will be deducted for misspelled words. All assignments should be turned in on loose-leaf paper. Papers ripped from a spiral notebook will not be accepted and will result in no credit.

4. Respect others in the room, especially when they are speaking. You may not agree with what they are saying, but they do have the right to say it. We can disagree in an adult manner.
5. Empty your mouth when you enter the room. Students will not be permitted to chew gum, eat, or drink in the classroom. Failure to do so will result in disciplinary action.
6. Students should take care of personal grooming in the restrooms between classes. It is inappropriate to comb your hair, fix your make-up, or apply lotion in the classroom.
7. You are responsible for all notes taken in class, all information contained in your text, and all information in films, filmstrips, and other audio-visual presentations.
8. Students should turn off/place on silent/place on vibrate their cell phones before entering class. Cell phones should be neither seen nor heard as they are a distraction to the learning process.
9. Course materials, including the notebook, will be collected at the end of the course. Failure to turn in course materials, including the notebook, will result in a revocation of exam exemption. Materials will not be returned.
10. Students will adhere to any/all SHS policies/regulations according to the student handbook.

Homework:

1. You have homework every night. **Each night** you should review your notes, study vocabulary words, or work on study guides. The key to success in this class is nightly study and review.

Make-Up Work:

1. If you are absent you are responsible for making up your assignments, including notes, on your own time – **not during class!!** A notebook listing daily assignments/activities is located in the classroom. Students should check the notebook **immediately** upon returning to school and make the necessary arrangements to make up any missed work. If papers are returned on a day you are absent, check the black basket on the file cabinet.
2. If you are absent on test day, you need to make arrangements to make up you test. Make up tests will be a different format than the regularly scheduled test. All make up tests will be essays.
3. I will be available for make-up work on Tuesday afternoons after school from 3:00 p.m. to 4:00 p.m. or any morning from 7:15 a.m. to 7:40 a.m., and on activity days with prior approval.

To The Parent of Academic U.S. Government Students:

I am looking forward to working with your student this semester in U.S. Government. While there is no SOL test for this class, it is needed for graduation. Please be advised of the following:

1. While your student will not have written homework very often, please encourage them to study every night. If they spend about ten minutes each night going over their notes from class, they will be better prepared for graded assignments. Students may find it helpful to engage in a variety of study techniques to help retain information. Flashcards, highlighting, pneumatic devices, and oral questioning may all be helpful.
2. Parents can now access Power School via the Parent Portal. This will allow parents to see their student’s grades. Please come by the Guidance Department to receive your pass code and instructions in how to use the program. If you ever have any questions regarding grades, an assignment, or anything else, please feel free to call me at school (653-2751). Parents who provide an e-mail address will receive periodic updates.
3. Information regarding class, student activities, or senior events may be reviewed by visiting the school’s website at www.southampton.k12.va.us.

Please return the bottom portion of this page and keep the top part of the page for your reference. Again, I am looking forward to working with you and your student. Together, we can make sure your student succeeds.

I have received course information for Academic United States Government.

Parent’s Signature

Print Name

Student’s Signature

Print Name

Parental e-mail address – Please print clearly