

Frank McClarin High School

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45.0510001 2008-2009 School Year

American Government Syllabus

Instructor: Bullock

Room 106 McClarin High School

School phone number: 404-669-8080

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Required Text: United States Government, Democracy In Action 2006 edition by Richard C. Remy, Ph.D. Published by Glencoe/McGraw-Hill. Price per student book: \$62.97 (Please note that books are never to leave the classroom!)



Course Description

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society

Grading System:

25% = Tests, including Final Exam

20% = Participation

15% = Homework

25% = Performance Assessments (Projects)

15% = Class Work

Fulton County Schools' Grading Scale:

A 90 and above

B 80-89

C 70-79

F Below 70

W/(1-100) Withdrew/Pass or Fail

I Incomplete

Recovery:

Fulton County Recovery Process for improving grades:

“1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

2. Teachers will determine when and how students with extenuating circumstances may improve their grades.”
(Fulton County School Board Policy)

If you miss a test or major performance evaluation you must come in before school to make up your missed assignments. This must be done within three days of your return to school after an absence.

Attendance:

Attendance to class is crucial. You are expected to be in class, on time every day. If you must be absent for a valid legal reason (see student handbook,) please make sure to bring a written excuse to the front office the day that you return. Coming to class every day, and using the class time wisely to complete each days assignments, including listening, and participating actively, will ensure the highest probability of success, and therefore graduation! This is a teacher-directed class. We will go over the material as a class and we will all be at the same place within the course at the same time. In order to pass this class you must have good attendance.

Those students who choose not to attend consistently ***will be referred to the social worker by the teacher after the third absence.*** The social worker will meet with the student and/or parents or guardians, using the attendance log to discuss plans for improvement or withdrawal. Each situation is individually handled; however, if a student is withdrawn, he or she must wait a minimum of 30 days to re-apply.

While absences may be beyond the control of the student, the school staff wants to work with the student to resolve any problems which may prevent regular school attendance. Research has shown that students will attend class if they experience good classroom management and good instruction. Students want structure if it is positive and supportive.

The Parent Liaison will contact the parents the first time a student is absent. The Parent contact device will notify each parent when a student is absent. – McClarin Student Handbook

Important reminders:

- You may not use notes or book when taking the test. If you are caught cheating on a test you will receive a zero as a grade. If you are caught a second time, you will be referred to the administration.
- If you must leave the room, it must be at least 10 minutes after class starts and before the last 10 minutes of class. Restroom visits need to be made between classes, or only for an occasional emergency, not daily. If you do receive a restroom pass, you must return within 5 minutes, otherwise, your restroom privileges will be revoked.
- You should not ask for a pass to another teacher’s room to do other coursework. Because this is a teacher-directed class, attendance is very important. Each minute of class that you are not here will adversely affect your grade.
- Textbooks are to remain in the classroom – no exceptions. You may take your homework, worksheets or notes home to study but, if you lose them or otherwise do not bring them back, you will not receive credit for having done them. You may not check a book out of the class to take home.

Classroom Rules and Conduct Expectations:

- You are expected to be in class, on time, every day. Attendance and promptness to class will effect your participation grade.
- You are expected to remain in class listening, working, and participating for the entire period.
- You are expected to turn in assignments on the due dates listed on your pacing chart.
- You are expected to bring paper and a pen or pencil to class every day.
- When you arrive in class you are expected to sign in, get your student folder, get your book, and begin work immediately. Your assignment for that day will be on the board so that you can see it when you as soon as you get to class.
- **Books cannot leave the classroom.**
- You are expected to be working for the entire period. **SLEEPING, RESTING YOUR HEAD ON THE DESK, OR IN YOUR HANDS IS NOT ALLOWED** doing so will result in a participation grade of zero for that day.
- You are expected to refrain from eating or drinking in the classroom.
- You are expected to refrain from using radios, cd players, ipods, or cell phones during school hours.
- You are expected to wear appropriate clothing according to Fulton County Board of Education policy as outlined in your student handbook. **YOU MAY NOT WEAR HATS OR ANY TYPE OF HEAD DRESS IN CLASS.**
- **YOU ARE EXPECTED TO OBTAIN A PASS IF YOU LEAVE THE CLASSROOM FOR ANY REASON.**
 - ❖ When you receive a pass you are expected to go directly to your destination and back within an appropriate amount of time.
 - ❖ If you abuse your pass privileges by not going to your destination, walking the halls, or staying gone for an inappropriate amount of time, your pass privileges will be revoked.
 - ❖ If necessary you may use the restroom pass once during the period. You are expected to be back within 5 minutes. Please do not ask to use the restroom until 10 minutes after the period has begun. Do not ask for a bathroom during the last 10 minutes of class. You are expected to go to the bathroom between classes or during break.
 - ❖ You will not be given a pass to use the phone, to see a friend in another classroom, or to leave the building and then come back, such as to get something from your car.
- You are expected to follow all McClarin and Fulton County Board of Education policies. They will be enforced.
- Not meeting these expectations, breaking school rules, and any other disruptive activity will result in being referred to the administration for disciplinary action. Continued inappropriate behavior will result in your withdrawal from McClarin High School.

All Fulton County Board of Education policies and McClarin High School rules will be followed in this classroom. Read your student handbook.

Georgia Performance Standards in American Government:

These standards are what you are expected to know at course completion and they will be assessed (graded) along the way as well as tested on the Final Exam.

Unit I Foundations of American Government (1.5 weeks)

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.

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

Unit II The United States Constitution (2 weeks)

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

- a. Explain the main ideas in the 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 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.”

Unit III Civic Responsibility (1.5 weeks)

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 of 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.

Unit IV Legislative Branch (2 weeks)

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 in 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 in 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.

Unit V Executive Branch (2 weeks)

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.

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).

Unit VI Judicial Branch (1 week)

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

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

Unit VII State and Local Government (1 week)

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

Unit VIII Criminal Justice (1 week)

SSCG21 The student will demonstrate knowledge 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.
- c. Describe the steps in a criminal trial or a civil suit.
- d. Examine the different types of sentences a convicted person can receive.

American Government Student Pacing Chart

Week					
1	Orientation; Rev. syllabus; Lab contract Pre-test	Begin Unit 1 Foundations of American Government Types of Govt. Principles of Govt. Govt. Structures	3 philosophers readings and questions	3 English Documents readings and questions	Declaration of Independence reading and questions Homework Packet 1 Due
2	Articles of Confederation Constitutional Convention	Pick and start a performance task: Forms of Government OR Founding Fathers	Continue working on Unit I Performance Task	Unit I Performance Task due	Unit I Review Answers to Unit I Essential Questions Due Homework Packet 2 Due
3	Unit I test	Begin Unit 2 The United States Constitution Chapter 3 guided reading	Constitution Principles with cartoons	Chapter 4 guided reading	Constitution Reading Guide Homework Packet 3 Due
4	Review Unit 2	Preamble and Amendment process	Analyzing the Bill of Rights The Bill of Rights in Art	Begin Amendment Research Performance Task	Continue working on Unit 2 Performance Task Homework Packet 4 Due
5	Unit 2 Performance Task due	Chapter 14 & 15 guided reading	Unit 2 Review Answers to Unit 2 Essential Questions Due	Unit 2 Test	Begin Unit 3 The Legislative Branch Chapter 5 guided reading Homework Packet 5 Due
6	Chapter 7 guided reading	Congressional political cartoons	<i>Congressional Charts</i>	Chapter 16 & 18 guided reading	Ideological Survey Homework packet 6 Due
7	Congress Watch: Tracking Legislation	Begin Unit 3 Performance Task choice Writing a Member of Congress OR Mr. Smith Goes to Washington	Unit 3 Review Answers to Unit 3 Essential Questions Due	Unit 3 Test	Begin Unit 4: The Executive Branch Guided reading chapter 8 & 9 Homework packet 7 Due

Week					
8	Formal Checks on Presidential Power	Formal or Expressed Presidential Powers	Informal or Implied Presidential Powers	Methods of Selecting Delegates	The Electoral College Elections that Broke the Rules Homework packet 8 Due
9	Begin Unit 4 Performance Task choice Presidential Debate Chart OR Letter to the Editor	Continue Unit 4 Performance Task	Unit 4 Performance Task Due	Unit 4 Review Answers to Unit 4 Essential Questions Due	Unit 4 Test Homework packet 9 Due
10	Begin Unit 5: The Judicial Branch Chapter 11 & 12 guided reading	Begin Case Study readings and questions	Continue Case Study readings and questions	Case Study Readings and questions due	Begin Unit 5 Performance Task: Supreme Court Case Newsletter Homework packet 10 Due
11	Unit 5 Performance Task Due	Unit 5 Review Answers to Unit 5 Essential Questions Due	Unit 5 Test	Begin Unit 6: State and Local Governments Chapter 23 & 24 guided reading	Know Your State and Local Government activity
12	Unit 6 Performance Task Due: Letter to the Governor of Georgia	Unit 6 Review Answers to Unit 6 Essential Questions Due	Unit 6 Test	Comprehensive Review	Final Exam

To the student:

The syllabus attached is what is expected of you to complete and receive credit for Political Science.

Please read the syllabus.

Please detach, sign and return this form to Ms. Bullock to indicate that you have read the syllabus and that you understand your responsibilities in the Political Science course.

I have read and I understand what is expected of me to complete and receive credit for Political Science:

Student Signature: _____

Date: _____

Date received by teacher: _____

To the parent/guardian:

The syllabus above is what your child is expected complete and receive credit for Political Science.

Please read the syllabus.

Please sign and return this form to Ms. Bullock to indicate that you have read the syllabus and that you understand your child's responsibilities in the Political Science course.

I have read and I understand what is expected of my child to complete and receive credit for Political Science:

Student Signature: _____

Date: _____