



## US Government

AACT 2021-2022

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Government is a year-long required social studies class. The course will examine the Constitutional foundations of the United States government, the three separate branches of the federal (national) government, the interaction of the federal government with state and local governments, and basic macro and micro economic studies (including personal financial literacy).

### SCOPE AND SEQUENCE OF U.S. GOVERNMENT\*

Unit	Approximate Time-frame	Critical Content Covered
<b>One: Foundational Questions</b>	<b>August 8 - September 3</b>	-Analysis of the purpose of government -Examination of the basic ideals and principles that characterize American democracy, including foundational documents that influenced our Constitution
<b>Two: The Constitution and Three Branches</b>	<b>September 7 - October 22</b>	-Examination of Constitutional basics, including the Executive branch and Legislative branch -Examination of Nevada Constitution -Analysis of the distribution of power in the United States
<b>Three: Judicial Branch, SCOTUS, and Civil Rights and Liberties</b>	<b>October 25 – November 19</b>	-Analysis: Who has the ultimate power to choose? -Analysis of Constitutional interpretation of laws -Examination of structure and jurisdiction of federal court systems -Examination and analysis of the evolving civil rights and liberties over time
<b>Four: Political Behavior</b>	<b>November 22 – December 16</b>	-Examination of political parties, interest groups, and media and their influence on U.S. democracy

		-Analysis of balance between liberty and order & security in the United States
<b>Five: Global Interconnectedness</b>	<b>January 3 – February 18</b>	-Examination of the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system. -Analysis of the collection and purpose of local, state, and federal taxes. -Analysis of the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups
<b>Six: U.S. Economic Systems</b>	<b>February 22 – March 11</b>	-Examination of basic macro and micro economic principles -Analysis of U.S. economic markets and U.S. economic supply and demand -Analysis of the legislative processes involved in the creation of laws and regulations at the local, state, and national level.
<b>Seven: Financial Literacy</b>	<b>March 28 – April 29</b>	-Analysis: What is the proper use of credit -Examination of the benefits of creating a personal budget

**\*Subject to change and accommodation based on unforeseen school year circumstances and/or teacher discretion**

## **OBJECTIVES**

Students will be able to:

1. Discuss republican concepts, our constitutional foundations, constitutional change, and federalism
2. Examine the rights, duties, and responsibilities of a citizen of the United States, as well as apply these rights, duties, and responsibilities outside the classroom.
3. Compare and contrast the powers of the Legislative, Executive, and Judicial Branches of the federal government
4. Survey basic economic principles and related studies, including personal financial literacy.
5. Survey the workings of the Nevada state government and analyze the intricate role between the federal and state governments
6. Examine current events and relate them to our class discussion

## **MATERIALS**

- *Magruder's American Government* textbook
- 1" binder (for Government only)
- Notebook dividers for your binder
- Binder sections: 1) Bell ringers and warm-up activities 2) Notes and handouts
- Lined binder paper

## **A NOTE ABOUT PHONES**

AACT's philosophy is that using phones in class is a privilege that is earned. There is a time and place for having your phone out, and as young adults, students need to cultivate the social and professional skill of knowing when and where it is appropriate to be on their phones in a formal setting. It is entirely inappropriate to have a phone out while the teacher is lecturing, giving instructions, or while *any* sort of education content is being presented-- this includes film clips, PowerPoint presentations, or any sort of activity or assignment on which students have been asked to focus (whether it's group work or an independent reading assignment). f

## **PLAGARISM**

It is the hope is that this issue never arises in this class. However, it does need to be addressed. Plagiarism is a very serious form of cheating and has a broader definition than simply copying entire passages of someone else's published work. **ANY ACT of plagiarism will impact all parties included.** You may NOT:

- Copy another's work (including homework!), whole or *in part*, published or unpublished
- Cut and paste from a few resources, bridging gaps with your own words
- Copy and then change some of the words or the order of words
- Copy an idea/insight and claim it as your own or imply that it was yours
- Fail to give credit to sources of information, opinion or phraseology

## **ATTENDANCE POLICY**

Students who do not come to class will receive an unverified absence, unless otherwise excused. Absences are considered unexcused unless parent/guardian notification is provided to appropriate authorities (usually Ms. Jensen) here at AACT. A tardy is considered unexcused unless a valid pass is presented to the teacher upon arrival to class. A student will be marked tardy if he/she is not in his/her seat when the bell rings. **It is a student's responsibility to obtain and complete all missed work when he or she is absent. Just because an absence is verified does NOT mean you are excused from missed work.**

## **Absent/ Late Work Policy**

Work that is not turned in during the class period in which it is due, **may be accepted late for up 1 (one) business week after the original due date for 50% off the earned grade.** After the two A-days (approximately 1 business week, 5 school days), the grade may be subject to a final zero. If a student misses class, s/he should refer to the “absent binder” for missed handouts. It is the student’s responsibility to collect the missed work as soon as possible.

### **EXTRA HELP**

See below under "Self-advocacy"

### **SELF-ADVOCACY**

Self-advocacy is important . YOU are responsible for keeping track of your grade and asking for help when you need it. As long as you advocate for yourself and keep yourself informed (both from in-class announcements and information in the class web page and class text messages), Teachers at AACT are more than happy to "meet you halfway" and help in any reasonable way. Do NOT wait until the end of grading period to ask "How can I bring my grade up".

## Syllabus Form

I have read and understand the rules, regulations, and procedures for government class.

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**Student's Name**

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**Student's Signature**

**Date**

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**Parent/Guardian Signature**

**Date**

**Best phone at which to reach parent or guardian:**

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**Parent/Guardian e-mail address (if applicable):**

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## Movie Permission Sheet

Educational films, particularly in social studies courses, provide a unique opportunity for enhancement of visual and media literacy, reinforcement of content area and social studies standards, and differentiation of curriculum through the leverage of multiple learning intelligences. Many issues that are pertinent to government class are expressed in films that have received a "R" rating from the MPAA. The purpose of these movies is to not offend, but to give students a visual interpretation of an event. Please mark the appropriate box, then sign & date the bottom. Students who choose not to watch these films will do alternative assignments in the cafeteria or library. If you have any questions, please feel free to contact me at my email address below.

These movies may include: *The Candidate*, *Charlie Wilson's War*, *The Manchurian Candidate*, *Frost/Nixon*, *Lincoln*, *Recount*. In most cases, we will view only the most content-related segments of the film.

\_\_\_\_\_ I allow my student to view select scenes from Rated "R" films

\_\_\_\_\_ I DO NOT allow my student to view the Rated "R" films

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

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