

Mr. Catolos- Room 107

Civics is a half credit course.

The dates and the chapter sequence are subject to change. However this is an outline of the topics that will be covered during the semester. The test dates are also listed. We will spend about three weeks on the Constitution and there will be a project related to famous landmark Supreme Court Cases. This is an exciting semester because there are several candidates running for office on the Federal, State and local levels.

Week of August 11th

Social Studies and Study Skills

Week of August 18<sup>th</sup>

Chapter 1 A Tradition of Democracy- We The People Page 4 to 24

Test Date- August 22

Week of August 25<sup>th</sup>

Chapter 2 The Foundation of Government

August 25<sup>th</sup> and 26<sup>th</sup> Computer Lab Assignment

Open House –August 27th

Test Date- August 29th

Week of September 1st

Chapter 3 The Constitution

Labor Day No School

September 2<sup>nd</sup> Professional Development No School

Introduction of Chapter 3

Week of September 8<sup>th</sup>

The Constitution Continued- The Bill of Rights

Test Date September 12<sup>th</sup> (The Bill of Rights)

Week of September 15<sup>th</sup>

The Constitution and the Amendments

September 17<sup>th</sup>- Wednesday- Professional Development No School for Students

Test Date- September 19

Unit 2- Week of September 22<sup>nd</sup>

Chapter 4 Rights and Responsibilities Page 108 to 128

Field Trip to NASA for the Pre-AP Civics Classes- September 25th

Test Date- September 26<sup>th</sup>

Week of September 29<sup>th</sup>

Chapter 5 The Federal Government – The Legislative Branch (Page 134 to 154)

Test Date- October 3rd

The Civics Project will be assigned.

Week of October 6<sup>th</sup>

Chapter 6 Continued- and Review for the Quarterly Exam

Civics is a half credit course. This exam is considered the mid term exam

October 10<sup>th</sup> is the end of the first quarter

Week of October 13<sup>h</sup>

Chapter 6 – The Executive Branch Page 156 to 174

Test Date- October 17<sup>h</sup>

Week of October 15<sup>th</sup>

Chapter 7 The Judicial Branch Page 178 to 194

This is a testing week for the entire school.

We will be on a testing schedule.

(PLAN, PSAT, IDEA Testing)

Senior College Field Trip Day

Week of October 20<sup>th</sup>

Chapter 7 The Judicial Branch Continued

Test Date- October 24<sup>th</sup>

Week of October 27<sup>th</sup>

Chapter 10 Electing Leaders Page 250 to 268

Homecoming Week-

Test Date October 31, 2008

The Presidential Elections and the Electoral College

The State and Local Elections

November 3<sup>rd</sup>

Chapter 8 State Governments Page 200 to 222

November 4<sup>th</sup>- Election Day- No School (Barack Obama v. John McCain)

November 5<sup>th</sup> Professional Development- No school for students

Election results

Week of November 10<sup>th</sup>

Chapter 9 Local Governments Page 226 to 244

Test Date

Week of November 17<sup>th</sup>

Chapter 11 The Political System Page 270 to 288

Civics Project Due Date- November 19<sup>th</sup>, 2008

Week of November 24<sup>th</sup> Thanksgiving Week No School

Week of December 1<sup>st</sup>

Chapter 12 Pay for Government (292 to 310)

Test Date- December 5<sup>th</sup>

Chapter 13 Citizenship and the Family Page 316 to 332

Review for the final exam Week of December 8<sup>th</sup>

Chapter 14 Citizenship in the Community / Citizenship and the Law

T- Review for the Final Exam- Homework –Review Sheet for the exam

F-Review for the Final Exam

**Exam Week**

Week of December 15th

No School-

Week of December 22<sup>nd</sup> (Christmas Holidays)

Second Semester- Civics is a half credit course

**COURSE OBJECTIVE:** To develop and understand the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

The topics covered, the reading assignments and the take home essay assignments have been prepared with the goal of success on the exam in mind. In- class quizzes and essay exams have been largely drawn from released exams and/or the commercial review books sold for the purpose of preparing students for the LEAP and GEE examination. You should be ready to commit at least 20 minutes per evening to this course; there will be some evenings when more work is required. You are advised that many students have found that they had to re-examine their time commitments to other courses, student activities, hobbies and jobs, especially if they have registered for multiple honors or advanced placement classes.

**COURSE OUTLINE:**

Unit I: Principles and Foundations of Government and Political Systems

Unit II: “We, the People:” The Road to American Democracy: Colonial America through U.S. Constitution

Unit III: The U.S. Constitution and the Development of the Bill of Rights

Unit IV: The Bill of Rights

Unit V: Legislative, Executive, and Judicial Branches

Unit VI: State and Local Governments

Unit VIII: The Citizen in Government and Society

Unit IX: The United States and the World

Unit X: Landmark Supreme Court Cases

Grading Policy
----------------

<b>20%</b>	<b>Tests</b>
<b>20%</b>	<b>Do Nows/In-Class Activities/Homework</b>
<b>20%</b>	<b>Projects/Essays*</b>
<b>15%</b>	<b>Semester Research Paper and Presentation</b>
<b>25%</b>	<b>Final Exam- 25% of semester grade</b>

<b>A</b>	<b>100-90</b>
<b>B</b>	<b>89-80</b>
<b>C</b>	<b>79-70</b>
<b>D</b>	<b>69-60</b>
<b>F</b>	<b>59</b>

Tutoring Time

- Wednesday Mornings from 7:45 to 8:15 are available for tutoring.
- I will also tutor students by appointment.

If you are absent from class for WHATEVER reason (illness, doctor's appointment, field trip, sports event, etc.), it is <u>YOUR</u> responsible to get the missed work from Mr. Catolos. You have <u>one week</u> after your absence to make up any missed work. If you miss a test/exam/quiz, you are responsible for making it up immediately upon your return before or after school.
--

## I. Structure and Purposes of Government

**C-1A-H1: Analyzing the necessity and purposes of politics and government and identifying examples**

**of programs that fit within those purposes (1, 2, 4, 5);**

- **Analyze ways in which government upholds justice (individual rights), promotes domestic tranquility (social order), provides for common defense (security), supports general welfare (the common good), and advances liberty and economic prosperity.**
- **Identify programs, institutions, and activities that fulfill a given governmental political purpose (for example, the court system, the military, revenue sharing, block grants).**
- **Compare or contrast various forms of government in terms of defining characteristics,**

**C-1A-H2: Comparing and evaluating the essential characteristics of various systems of government and**

**identifying historical and contemporary examples of each (1, 2, 3, 4, and 5), for example:**

- unlimited vs. limited government*
- direct democracy*
- indirect democracy (republic, parliamentary)*
- oligarchy*
- monarchy (absolute, constitutional)*
- dictatorship*
- **Evaluate various forms of government and explain how these forms of government would handle a given social, economic, or political issue.**
- **Identify terms used to discuss the political spectrum, for example:**
  - right wing, left wing*
  - reactionary, conservative, moderate, liberal, radical, independent*
  - hawk, dove*
- **Identify historical examples of various forms of government among nations that have been significant in U.S. history (for example, absolute monarchy in England or France, dictatorship in Mussolini's Italy, constitutional monarchy in pre-1979 Iran).**
- **Identify examples of various forms of government among nations (for example, Iraq, North Korea) important to current U.S. strategic interests.**

### **C-1A-H3: Explaining and evaluating issues related to the distribution of powers and responsibilities**

within the federal system (1, 2, 4, 5)

- Explain the distribution of powers and responsibilities of the U.S. federal government.
- Explain limits on government in the U.S. federal system, for example:
  - checks and balances*
  - separation of powers*
  - federalism*
  - judicial review*
  - supremacy clause*
  - line item veto*
  - amendments*
  - impeachment*
- Explain the structure and functions of the three branches of the federal government (executive, legislative, judicial), for example:
  - president, vice president, cabinet*
  - Congress*
  - Supreme Court, district court, court of appeals*
  - regulatory and independent agencies*

### **C-1A-H4: Explaining the organization and functions of local, state, and national governments and evaluating their relationships (1, 2, 3, 4, 5);**

- Categorize governmental powers as delegated, reserved, concurrent, or implied (necessary and proper/elastic clause).
- Identify powers denied to federal or state governments by the U.S. Constitution.
- Analyze or assess issues related to the distribution of powers at the federal level (for example, why certain provisions of the U.S. Constitution may result in tensions among the three branches of government).
- Explain the intent of the 20th, 22nd, and 25th Amendments to the U.S. Constitution.
- Cite the roles/duties, qualifications, and terms of office for key elected and appointed officials at both the state and national level.
- Explain the structure and functions of state and local governments:
  - state government:*
    - *governor*
    - *lieutenant governor*
    - *attorney general*
    - *legislature*
    - *state court system*

—*parish government:*

- *district attorney*
- *district court, clerk of court*
- *sheriff*
- *police jury/parish council*
- *assessor*
- *coroner*

**C-1A-H5: Evaluating the role and importance of law in the American political system and applying criteria to evaluate laws (1, 2, 3, 4, 5);**

• Analyze or assess the role of law in the American political system, for example:

- establishing limits on those who govern and on the governed*
- protecting individual liberties and rights of the accused*
- promoting social order and the common good*

• Analyze or assess the importance of law in American society in regard to a given issue

(for example, assess the argument that Americans rely too much on the legal system to solve problems that could be solved by other means).

• Examine ways in which unalienable rights are protected by the Constitution through judicial review and due process of law.

• Evaluate a specific law or court ruling on given criteria.

• Examine the meaning, implications, or applications of the 5th and 14th Amendments

(for example, regarding self-incrimination, double jeopardy, due process of law).

**C-1A-H6: Examining the major responsibilities of the national government for domestic and foreign policy (1, 3, 4, 5);**

• Explain concepts as they relate to the implementation of foreign policy, for example:

- diplomatic recognition*
- international organizations*
- human rights*
- interdependence*
- balance of trade*
- trade deficit*
- economic sanction*

• Characterize or analyze responsibilities of the federal government for domestic and foreign policy.

- Explain the roles/duties of the Congress, the president, and the judiciary in regard to foreign affairs.
- Explain the roles of the National Security Council, the Joint Chiefs of Staff, and the secretary of state in forming or carrying out foreign policy.

**C-1A-H7: Explaining how government is financed through taxation (1, 3, 4, 5);**

- Explain the nature of proportional, progressive, and regressive taxes, and identify key examples of each type (for example, income tax, sales tax).
- Explain how government is financed through taxation, including the major sources of tax revenues at the federal, state, and local levels.
- Identify major sources of government revenue and relate taxes to other forms of revenue (for example, fines, licenses, user fees, borrowing).
- Analyze or evaluate various uses of tax dollars (for example, in terms of public need for services vs. the public reaction to taxation).
- Explain the intent of the 16th and 24th Amendments to the U.S. Constitution.
- Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice.

## II. Foundations of the American Political System

**C-1B-H1: Analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shaped American society (1, 2, 3, 4, 5);**

- Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in influencing the creation of limited government in the United States.
- Explain how European philosophers helped shape American democratic ideas, for example:
  - Rousseau's natural rights of man*
  - Locke's social contract*
  - Montesquieu's three branches of government*
  - Voltaire's freedom of speech and press*

- Explain the role of compromises and plans related to the development of constitutional government in the United States, for example:
  - bicameral plans*
  - Virginia Plan*
  - New Jersey Plan*
  - Great (Connecticut) Compromise*
  - Commerce Compromise*
  - Three-Fifths Compromise*
  - Presidential Compromise (Electoral College)*
- Analyze central ideas in an American historical document (for example, Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Gettysburg Address, or the U.S. Constitution).
- Explain the significance of various documents in shaping the ideas found in the U.S. Constitution, for example:
  - Magna Carta*
  - English Bill of Rights*
  - Mayflower Compact*
  - Declaration of Independence*
  - Articles of Confederation*
  - Federalist Papers*
- Identify the author or title of a significant historical document from an excerpt.
- Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (for example, a speech, essay, editorial, or court case).
- Explain the meaning and importance of principles of U.S. constitutional democracy in American society, for example:
  - federal union*
  - separation of powers*
  - checks and balances*
  - consent of the governed*
  - popular sovereignty*
  - due process of law*
  - individual liberties*

**C-1B-H2: Explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles (1, 2, 3, 4, 5);**

- Assess the importance of the U.S. Constitution as the supreme law of the land.

·Describe ways in which the constitutional government of the United States has helped shape American society.

**C-1B-H3: Analyzing the nature of American political and social conflict (1, 2, 3, 4, 5);**

·Apply principles of constitutional democracy to instances of conflicting beliefs or principles within American society, or between American and foreign societies (for example, individual rights, human rights, affirmative action, immigration quotas).

·Analyze a given example of an American political or social conflict, or state and defend

a position on the issue, for example:

- right of the public to know vs. need for national security*
- right to property vs. protection of the environment*
- positions on capital punishment/death penalty*

**C-1B-H4: Evaluating issues related to the differences between American ideals and the realities of American social and political life (1, 2, 4, 5);**

·Discuss discrepancies between American ideals and social/political realities of life (for example, equality vs. prejudice, consent of the governed vs. citizen apathy).

**C-1B-H5: Evaluating the roles of political parties, campaigns, and elections in American politics**

(1, 2, 3, 4, 5);

·Explain these terms as they relate to the election process:

- primary election, general election*
- run-off election*
- secret (Australian) ballot*
- party platform*

·Explain the two-party system and assess the role of third parties in the election process.

·Examine the role of political parties in the U.S. political system.

·Assess the significance of campaigns, elections, the Electoral College, national party conventions and the U.S. census in the American political system.

**C-1B-H6: Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics (1, 2, 3, 4, 5);**

- Evaluate the role of the media and public opinion in American politics.
- Analyze the use and effects of propaganda or persuasive techniques, for example:

- bandwagon*
- testimonial/endorsement*
- plain folks*
- card stacking*
- transfer/association*
- glittering generalities*
- name calling*

- Explain historical or contemporary roles of special interest groups

### **III. International Relationships**

**C-1C-H1: Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States (1, 2, 3, 4, and 5)**

- Examine the political divisions of the world and factors that contribute to those divisions.
- Analyze or assess the various ways that nation-states interact, for example:
  - trade*
  - treaty (political, economic, military)*
  - diplomacy*
  - summit meetings*
  - embassies, ambassadors*
  - conflicts*
- Explain, analyze, or assess the role of the United Nations or other international organizations in political interactions and conflicts.
- Analyze ways in which the interactions of nation-states or international organizations (for example, NATO, EU, UN, OPEC) affect the United States and its relations with the world.

**C-1C-H2: Analyzing the major foreign policy positions of the United States and evaluating their**

**consequences (1, 2, 3, 4, 5)**

- Explain how domestic policies and constitutional principles of the United States affect

its relations with the world.

·Examine the means by which the United States upholds national security, protects its

economic welfare and strategic interests, and attains its foreign policy objectives (for

example, aid, sanctions, embargo, treaties).

·Explain various foreign policy positions of the United States, for example:

—*isolationism*

—*protectionism*

—*neutrality*

—*strategic interests*

—*national security*

—*peacekeeping*

—*foreign aid (humanitarian, economic, or military), Marshall*

*Plan*

—*Washington’s Farewell Address, Monroe Doctrine, Truman*

*Doctrine* ·Assess the extent to which a given U.S. foreign policy

position has helped or

hindered the United States’ relations with the rest of the world, for example:

—*implementing a trade embargo*

—*enacting the North American Free Trade Agreement (NAFTA)*

—*responding to terrorist threats*

—*defending human rights*

·Evaluate the role of the United States as a peacekeeper in foreign affairs.

**C-1C-H3: Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States (1, 2, 3, 4, 5);**

·Characterize or analyze foreign policy issues or positions in a given description (for

example, in a news article or editorial).

·Examine ways in which ideas, actions, and problems of other nations (for example,

breakup of the Soviet Union, conflicts in the Middle East) impact the United States.

#### **IV. Roles of the Citizen**

**C-1D-H1: Evaluating and defending positions on issues regarding the personal, political, and**

**economics rights of citizens (1, 2, 3, 4, 5);**

- Explain ways in which a person can become a U.S. citizen (for example, birth, naturalization).
- Distinguish between personal, political, and economic rights of citizenship, for example:
  - personal rights (gun control, doctor-assisted suicide)*
  - economic rights (right to work, minimum wage, equal opportunity)*
  - political rights (due process, minimum voting age)*
- Evaluate a given situation or issue in terms of the personal, political, or economic rights of citizens.

**C-1D-H2: Evaluating and defending positions regarding the personal and civic responsibilities and citizens in American constitutional democracy (1, 2, 3, 4, 5);**

- Examine the scope and limits of a particular right of citizenship.
- Examine the importance of various rights of citizenship to the individual or to society at large (for example, the right to vote).
- Analyze or discuss an amendment or law concerning the rights of citizens in terms of its effect on public policy or American society, for example:
  - amendments concerning suffrage (15th, 19th, 23rd, 24th, and 26th)*
  - amendments concerning civil rights*
  - Americans with Disabilities Act (ADA)*
- Explain and defend a position on an issue involving the rights of citizens.
- Distinguish between personal and civic responsibilities.

**C-1D-H3: Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy (1, 2, 4, 5);**

- Examine or assess the importance of various responsibilities of citizenship to the individual or to society, for example:
  - voting*
  - paying taxes*
  - jury duty*
  - civic participation*
  - public service*

*—obeying the law*

*—military service/registering with Selective Service*

- Formulate opinions concerning civic duties vs. personal interests.
- Evaluate a given situation or issue in terms of the responsibilities of citizens.
- Explain and defend a position on an issue involving a responsibility of citizens.
- Discuss the importance of political leadership to American society, and examine ways in which citizens can exercise leadership.
- Characterize examples of public service, and discuss the importance of public service to American society (for example, volunteering).
- Characterize or explore various forms of political participation, for example:
  - contributing time/money to a campaign*
  - running for office*
  - campaigning for candidates*
  - signing petitions*
  - participating in peaceful demonstrations (or other forms of civil disobedience)*
  - joining/supporting a special interest group*
  - attending political conventions*
  - participating in public hearings/town meetings*
  - keeping informed on public issues*

**C-1D-H4: Analyzing and evaluating the importance of political leadership, public service, and a**

**knowledgeable citizenry to American constitutional democracy (1, 2, 4, 5);**

- Assess the value of being knowledgeable about public affairs.
- Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.