



**American Government and Economics Syllabus
CHS Social Studies Department**

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisites) from Course Handbook:

United States Government - 238

State Course #: 150308

Prerequisite: Passage of United States History

Required Course

Grade: 10

Graded Conventionally

Credit: 1

Course Description:

The basis for this course is how the American people govern themselves and are governed at the national, state, and local levels of government. This course studies government structures, institutions, and processes through which decisions are made for the United States. This course also examines how the United States government interacts with the economy to satisfy the desires of its citizens.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and

can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

1st Quarter

Unit I Title: The Formation of Government in the United States

- **Big Idea #1:** I can explain the purpose of government and the various types of government that exist around the world.
 - *Essential Question #1: What is a state and what are the essential features of a state? (Explain)*
 - *Essential Question #2: What is government and why is it necessary? (Explain)*
 - *Essential Question #3: What are the various types of government that exist throughout the world? (List and Describe)*
- **Big Idea #2:** I can explain the formation of the United States Government.
 - *Essential Question #1: What problems existed for the Thirteen Colonies under British rule? (Explain)*
 - *Essential Question #2: What factors led to the American Revolution? (Explain)*
 - *Essential Question #3: How did the Declaration of Independence and the Continental Congress lay the foundations for a new government?*
- **Big Idea #3:** I can distinguish between the ideas of the Federalists and the Anti-Federalists. (Content Statement 6)
 - *Essential Question #1: What problems were encountered under the Articles of Confederation that needed to be addressed? (List)*
 - *Essential Question #2: What are the arguments for both the Federalists and the Anti-Federalists when debating the new Constitution? (Differentiate)*
 - *Essential Question #3: How were the ideas of both the Federalists and the Anti-Federalists incorporated in the new Constitution?*

Unit II Title: Basic Principles of the U.S. Constitution

- **Big Idea #1:** I can explain the basic principles of a republican form of government. (Content Statement 5)
 - *Essential Question #1: How is popular sovereignty implemented in U.S. Government? (Explain)*
 - *Essential Question #2: What is meant by “limited” government and the “rule of law”? (Explain)*
 - *Essential Question #3: How is the principle of federalism reflected under the U.S. Constitution? (Describe)*
 - *Essential Question #4: How are the concepts of separation of powers and checks and balances incorporated into the US Constitution? (Compare and contrast)*
- **Big Idea #2:** I can cite evidence to support the idea that the US Constitution is a living document. (Content Statements 7,8,9,10,11,12,13)

- *Essential Question #1: What are the seven articles of the Constitution?*
- *Essential Question #2: What are the methods for formally and informally changing the Constitution? (List and Explain)*
- *Essential Question #3: What is the purpose of the Bill of Rights amendments and how do they reflect the principle of limited government? (List and Explain)*
- **Big Idea #3:** I can explain how the U.S. Constitution has been an ongoing process of adapting to an ever changing world.
 - *Essential Question #1: What are the Reconstruction Amendments that addressed the aftermath of the Civil War. (13,14,15)*
 - *Essential Question #2: What amendments extended suffrage to disenfranchised groups? (15,19, 24, 26)*
 - *Essential Question #3: What amendments addressed the calls for reform during the progressive era? (16,17,18,19)*
 - *Essential Question #4: What amendments are related to the Executive Branch and the President that were created to address changing historical circumstances? (12,20,22,23,25)*
 - *Essential Question #5: What is the significance of the unique circumstances that brought about amendments 11, 21, and 27? (Explain)*

2nd Quarter

Unit III Title: Structures and Functions of the Legislative Branch

- **Big Idea #1:** I can explain the structures and powers of Congress. (Content Statements 14 & 15)
 - *Essential Question #1: What is the basic structure of the bicameral Congress? (Explain)*
 - *Essential Question #2: What are the powers of Congress and what are the differences between the powers of the Senate and House of Representatives?*
 - *Essential Question #3: What are the specific checks and balances that Congress has over the other two branches? (List)*
- **Big Idea #2:** I can explain how a bill becomes a law.
 - *Essential Question #1: What are the basic steps that a bill goes through to become a law?*
 - *Essential Question #2: What are the various committees that a bill could be revised in?*
 - *Essential Question #3: What are some potential roadblocks that could prevent a bill from becoming law?*
- **Big Idea #3:** I can understand the various leadership positions within Congress.
 - *Essential Question #1: What are the key leadership positions*

- *found within the House of Representatives?*
- *Essential Question #2: What are the key leadership positions found within the Senate?*
- *Essential Question #3: What is the process of impeachment for government officials?*

Unit IV Title: Structures and Functions of the Executive Branch

- **Big Idea #1:** I can identify the key offices that make up the Executive Branch and role the President plays in our government. I can also identify key formal and informal powers of the President. (Content Statements 14 & 15)
 - *Essential Question #1: What is the basic structure of the Executive Branch? (Describe)*
 - *Essential Question #2: What are the expressed powers and President (Including checks and balances)? (identify)*
 - *Essential Question #3: What are the implied powers of the president?*
- **Big Idea #2:** I can describe the process by which the president is elected.
 - *Essential Question #1: How has the office of the presidency changed over time?*
 - *Essential Question #2: How does the Electoral College determine who becomes the President?*
 - *Essential Question #3: What factors influence the election of one candidate over another.*
- **Big Idea #3:** I can explain the role of the Federal Bureaucracy for implementing government policies.
 - *Essential Question #1: What are the various Executive Departments?*
 - *Essential Question #2: What are the key Independent Agencies and Government Corporations that exist?*
 - *Essential Question #3: What are the various regulatory agencies that exist and what purpose do they serve?*

Unit V Title: Structures and Functions of the Judicial Branch

- **Big Idea #1:** I can explain the roles and responsibilities of the Judicial Branch and the Supreme Court. (Content Statements 14 & 15)
 - *Essential Question #1: How is the federal court system organized? (Explain)*
 - *Essential Question #2: What are the key powers of the Judicial Branch found within the Constitution?*
 - *Essential Question #3: What is Judicial Review and how the did the courts acquire this power?*
- **Big Idea #2:** I can explain how the Supreme Court operates.

- Essential Question #1: How does a case get to the Supreme Court?
- Essential Question #2: How are cases presented before the Supreme Court?
- Essential Question #3: What is the difference between the majority opinion, concurring opinion, and dissenting opinion?
- **Big Idea #3:** I can determine the impact of significant decisions made by the US Supreme Court?
 - Essential Question #1: How have Supreme Court decisions impacted the power of the federal government?
 - Essential Question #2: How have Supreme Court decisions been used to both hinder and advance equality in the United States?
 - Essential Question #3: How have Supreme Court decisions been used to protect individual rights?

Mid Term Exam

3rd Quarter

Unit VI Title: Role of the People and Public Policy

- **Big Idea #1:** I can identify U.S. domestic public policy issues.(Content Statement 21)
 - *Essential Question #1:* What is public policy and what are the two types of U.S. Federal public policy? (List and Define)
 - *Essential Question #2:* What are the characteristics of U.S. economic policy and who is involved in creating U.S. economic policy? (Explain)
 - *Essential Question #3:* What are the characteristics of U.S. environmental policy and who is involved in creating U.S. environmental policy? (Explain)
 - *Essential Question #4:* What are the characteristics of U.S. educational policy and who is involved in creating U.S. educational policy? (Explain)
- **Big Idea #2:** I can identify U.S. foreign public policy issues.(Content Statement 21)
 - *Essential Question #1:* How is the U.S. involved with other countries when it comes to U.S. foreign economic policy? (Explain)
 - *Essential Question #2:* How is the U.S. involved with other countries when it comes to providing humanitarian aid? (Describe)
 - *Essential Question #3:* How is the U.S. involved with other countries when it comes to military actions or military aid? (Describe)

- **Big Idea #3:** I can explain the roles, rights, and responsibilities of individuals and organizations as they relate to public policy. (Content Statement 22)
 - *Essential Question #1:* How can individuals and organizations use lobbying to engage government officials and why is citizen involvement in public policy important? (Explain)
 - *Essential Question #2:* What opportunities are there for citizen engagement within political and public policy within meetings and judicial proceedings? (Identify)
 - *Essential Question #3:* Engagement in political and public policy is important, however citizens and organizations do possess limits to their rights. In what ways are individuals and organizations rights limited? (List and define)

Unit VII Title: Ohio's State and Local Governments

- **Big Idea #1:** I can explain the powers, functions and characteristics of Ohio's state government. (Content Statement 19 and 20)
 - *Essential Question #1:* How the Ohio State Government is structured, and how that compares to previous structures and the federal government? (Explain)
 - *Essential Question #2:* What are the key powers and functions the state government has as outlined in the Ohio constitution? (Identify)
 - *Essential Question #3:* What are the key services that the state government provides to its citizenry? (List)
 - *Essential Question #4:* What is the significance of selective incorporation and how does this doctrine affect state Constitutions? (Describe)
- **Big Idea #2:** I can explain the structure, powers, and challenges that characterize local governments. (Content Statement 19 and 20)
 - *Essential Question #1:* What are the ways in which local governments are structured and how the various means by which they provide for their constituents?
 - *Essential Question #2:* What are the key powers and functions that local governments have as outlined in the Ohio Constitution? (Name)
 - *Essential Question #3:* What challenges do local governments face? (List)

4th Quarter

Unit VIII Title: Government and the Economy

- **Big Idea #1:** I can explain taxing and spending (Fiscal Policy) as it relates to the 3 levels of government. (Content Statement 23 and 24)

- *Essential Question #1:* How does the government spend the taxes we pay? (Explain)
 - *Essential Question #2:* Which fiscal policies fall into expansionary policies and which ones fall into contractionary policies? (Differentiate)
 - *Essential Question #3:* How does the federal government might use fiscal policy (taxing and spending: discretionary and fixed) to affect economic change and foster economic growth? (Explain)
- **Big Idea #2:** I can explain the concept of Government Regulation. (Content Statement 23 and 24)
 - *Essential Question #1:* What is meant by “government regulation”? (Define)
 - *Essential Question #2:* What are the economic costs and any benefits when the government imposes regulations? (Compare and Contrast)
 - *Essential Question #3:* When may the federal government may need to intervene in the economy? (Explain)
- **Big Idea #3:** I can explain the characteristics of Monetary Policy and how it is used to regulate the US economy. (Content Statement 23 & 24)
 - *Essential Question #1:* What are the key characteristics of the “The Fed” and its members? (List)
 - *Essential Question #2:* What are the various monetary tools the Fed uses to regulate the nation’s money supply? (List and Define)
 - *Essential Question #3:* What are the causes-and-effects when the Fed employs various monetary tools to affect expansion or contraction of the economy? (Explain)

OST Prep Unit

Unit IX Title: Ohio’s Civic Involvement and Civic Participation and Skills

- **Big Idea #1:** I can identify what interest groups and political parties are and how I can be civically involved with both. (Content Statements 1 and 2)
 - *Essential Question #1:* What is meant by an “interest group” and what role they play in the decisions made by the government? (Identify)
 - *Essential Question #2:* What is meant by a political party and how do different political parties play in the policy creation process? (Differentiate)
 - *Essential Question #3:* What are various means of civic involvement opportunities that political parties and interest groups provide for citizens? (Explain)

- **Big Idea #2:** I can explain the unique role the media plays in civic involvement and government. (Content Statements 1 and 2)
 - *Essential Question #1:* What are the various types of media and news stations used today to influence the political and public-policy processes? (Explain and differentiate)
 - *Essential Question #2:* How do political parties and interest groups use the media to influence the citizens in the political and public policy process? (Describe)
 - *Essential Question #3:* Why is the relationship between the media and the US Government is often complex? (Explain)

- **Big Idea #3:** I can identify and explain specific evaluation skills citizens should inhibit to be civically involved . (Content Statements 3 and 4)
 - *Essential Question #1:* What should a person try to determine when researching a civic issue that relates to credibility of sources? (List)
 - *Essential Question #2:* How does one could measure public opinion and why it could be useful? (List and explain)
 - *Essential Question #3:* What are the various processes that can contribute to the resolution of conflicts and differences? (List and describe)

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Textbook, Study Guides, Workbooks, Enrichment Supplementals, Current Media, and any other secondary resources that the instructor may deem appropriate to meet course objectives.

Textbook:

- **On-line Textbook:** Glencoe United States Government: Democracy in Action Copyright 2010 by the McGraw-Hill Companies

Electronic Resources:

- Individual Smart Phones, iPads, Tablets

Course Expectations:

As a student in this course you will be held to high expectations. You will be expected to follow the classroom rules as prescribed by me, the instructor.

- Be on time to class. You should be in your seat when the bell rings and ready to start working on your bell ringer.
- Bring your Chromebook, charger, pens/pencils, and other class materials to each class.
- Absent work is your responsibility to find and complete. Check Google Classroom and the Absent Bin for missing work.

- Food and/or pop is not permitted. You will be asked to throw it away. Water in a clear plastic bottle is acceptable.
- Act with maturity, tact, and class. Profanity will not be tolerated.
- Listen attentively. Respect the teacher and your classmates when they are talking.
- Follow all directions.
- Stay on topic/task.
- All student rules and regulations in the CHS student handbook will be enforced daily.

By course end, students will be able to demonstrate an understanding of how the American people govern themselves at national, state, and local levels of government. Students should have an increased understanding on how to impact issues addressed by all levels of government through various activities and projects.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give

the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing
Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, “Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS American Government and Economics Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
