

United States and Arizona Government Syllabus

Course

US/AZ Gov Fall 10 .5 credit Mountain Pointe High School
Sections: SS0300-07,09,11 M-F, Periods 1-2-3 Room C205

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Required textbooks

All readings related to the class can be found on the class website. <http://www.mrwaddell.com>

Course Overview

The United States/Arizona Government course introduces students to the requirements and demands of democratic citizenship. This course will help develop informed, responsible participation in American political life by competent citizens committed to the fundamental values and principles of American Constitutional democracy. Study of the historical backgrounds, governing principles, and institutions of the United States. The course studies the nature and function of political relationships: citizen to citizen, citizen to local community, citizen to state, and citizen to the nation. In short, United States/Arizona Government will act as a finishing course of the social studies, preparing students to take their rightful place as full, active, and responsible members of American society while simultaneously integrating in them an appreciation for the past as it relates to the present and preparing them for the possibilities of their future.

Course Objectives

There are four parts to the class. The first part will deal with the United States Constitution. The class will look at the articles of confederation, the constitutional convention, the development of the constitution, amending the constitution and powers granted by the constitution. The first part also looks at Federalism and the structure and functions of federalism. The second part will look at the three branches of government. The students will understand the constitutional requirements for office, how a bill becomes a law, the structure and function of the dual court system, judicial review, the roles of the president. The third part will look at political socialization, primarily political parties and their function. The third unit also looks at how one is influenced to vote and how one votes. The last unit will look at civil rights and civil liberties and how these impact citizens. The unit will also look at the economy and social welfare and national security. The last part of the unit will look at Arizona, the initiative and referendum process, three branches of Arizona government and Arizona today.

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Student Evaluation

The final course grade will be determined based on the following point system:

Projects (point values vary)	120 points
Topic Day (10 points each)	110 points
Essays (10 points each)	50 points
Discussion Posting (15 points each)	90 points
Guest Speaker (20 points each)	100 points
Exams and Quizzes	330 points
Final Exam	<u>200 points</u>
Total Points	1000 points

The grading scale is as follows: A = (900 points or higher); B = (800-899); C = (700-799); D = (600-699); F = 599 and below. All assignments are due on the date posted. Assignments turned in after the due date will be marked down fifty percent. All assignments must be completed to earn a grade in the class, failure to complete all assignments will result in an incomplete for the course.

Assessment Procedures

A variety of exams will be used and may include multiple-choice, identification, short answer, essay outlines, and essays. Exams may be oral or written, and may require the use of a computer. Exams will be based on chapter readings, documents, and discussions. Additional exams may include vocabulary, geography, reading comprehension, as well as other assignments. Although most exams will be based solely on a specific assignment, cumulative exams may be given.

Grade Selection

The students will be given an option for working towards a grade that they desire. The minimum grade that can be achieved will be a C. For each grade above a C there will be a corresponding project to complete. The projects are concurrent, that is if a student would like to earn an A, they must complete the C, B and A projects. Please understand that the student must complete all other work associated with the class and achieve the points necessary for grade they wish to obtain.

Attendance and Sweep

Excessive absences in this course will have a negative impact on your grade, as you are responsible for any material or work missed. You are allowed 10 absences (both excused and unexcused). You will be dropped on the 11th absence. You will be swept if not in class by the last bell. Returning to your locker to gather materials for class still counts as a sweep if not in class before the last bell. If you are tardy you will report to sweep.

Course Materials

The following materials are required in class each day: composition book, pen or pencil. No pass will be issued to obtain these materials. Students are expected to maintain a course notebook for study guides, handouts, readings and other course materials.

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Assignments

All assignments are due on the date posted. Assignments that are late will be marked down fifty percent. All assignments must be turned in for the student to earn credit. All work handed in must have your first and last name, date and class period. Assignments must be on 8 1/2" x 11" college lined paper (no spiral) and be neat and organized, complete with good penmanship, spelling and grammar. Any messy or unreadable work will not be accepted and must be redone.

Academic Integrity

The MPHS Student Handbook provides definitions of what is expected of your work. If you are found to be in violation of this policy, then corrective steps will be taken.

Academic Achievement

Every student wants to do well and it is expected that each student will achieve at and beyond their ability. There may come a point during the semester that the student is not meeting their expectations or those of the class. When that occasion arises, the student needs to be proactive. First, check the class website for information on grades and assignments. Next, contact the instructor and determine the best path for achievement. The instructor is there to help the student with academic achievement. This can take many forms, such as creating and maintaining study groups, meeting before or after school. The next step is to discuss the issues with the guidance department. They may have other achievement tools available to the student.

Method of Instruction

Structured as a series of lectures, readings, and exercises, the course proceeds for the most part chronologically, seeking to analyze and explain interactions between and among constitutional structures, practices and provisions, legal doctrines, and major historical events and issues.

Instruction is conducted predominately by lectures and assignments. Students should note that the instructor uses the Socratic Method, eliciting information and conclusions by questioning students during course meetings. The aim of such instruction is to see how students clarify problems and questions, work at thinking about the issues, and create understandings and solutions for themselves. Thus, class meetings are not conducted as one-way information delivery sessions but rather as interactive occasions for students to explore and explain their understandings of problems, questions, issues, and materials. More than conveying information, the course is designed to challenge students' thinking and to channel the refinement of that thinking and its articulation.

The method of instruction requires students to do readings and other assignments in advance of class meetings so as to be prepared to participate in class. The instruction proceeds that students each week will spend three hours of preparation for each credit hour of instruction.

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Essays

The essays are designed to show your knowledge of the topic. Your writing should be clear, concise and show your thought process in answering the question. Providing examples and a work cited page is required on all essays. This is a senior level class and your writing should reflect this. Complete sentences and proper grammar are required. Each essay should be 2 to 3 pages typed, double spaced.

Discussion Posts

The discussion posts are designed to share your thoughts and insights with your classmates. The purpose of the posts are to engage in a positive dialogue. This is an excellent way to enhance your own learning. Studying the Constitution allows for great discussion. Your posts need to reflect insights into the Constitution and probing questions that will enrich your own understanding of the documents. Replying to a classmate with an “I agree”, will not garner you any points.

Projects

The projects are designed to show your mastery of a topic. Each project has a complete set of instructions and options for the final product. All work done on the projects needs to be your own. Cutting and pasting is not an option for a senior level class.

Guest Speaker

Guest speakers add a very unique element to the class. The speakers bring knowledge and experience of the government. The students will be responsible for the guest speakers in class. Groups of students will work together to obtain guest speakers for the class.

Honor

The students of Mr. Waddell are setting the standard for those who follow: We will not pass off another's work as our own, We will respect one another and our campus, We will take responsibility for our actions and accept the consequences. In short we will act with personal integrity because we choose to live a life of honor and success

Course Disclaimers

The sequence of material and speed at which we cover material is dependent on the interests and abilities of each class.

This class will provide reasonable accommodations for students who have special needs as documented by the Special Education department or Guidance Counselors.

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Classroom Rules and Procedures

There are few classroom rules. You may do those things that promote your learning and the learning of others. As young adults, I expect you to act accordingly. This means:

- Be on time - that is something you can take care of.
- Be prepared - bring your materials as required.
- No talking at inappropriate times (such as during instruction), out-of-turn, or while another has the floor.
- Texting, sleeping, or any other disrupting activity will not be tolerated.
- Use appropriate language at all times.
- Follow all directions the first time they are given.
- Respect yourself, others and their property and their opinions; we will not engage in putting people down.
- Be ready to participate - make eye contact and be fearless when it comes to your opinion or your turn to come forward.
- Have your homework done - if you are supposed to read something, then read it so we can have intelligent discussions.
- School rules prohibit gum, food, ipods, mp3's, and active cell phones.
- Work to your best potential.
- Discipline procedures follow the three-step correction process:
 1. One-on-one counseling with you.
 2. Phone call or meeting with your parents.
 3. Referral to school administration.Be careful, all three procedures could be used on the first offense if it serious enough.

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The readings and assignments for the course are set out below. The readings can be challenging and it is, therefore, imperative to keep up with the readings. You will find the readings on the class web site.

Week 1: Introduction to the course, to the faculty, and to the students. Discuss projects, current events, and essays. What are the expected goals for learning.
Reading, Syllabus, Foundations #1 1-6,

Week 2: Foundations of the Constitution
The articles of confederation, how the constitution remedies problems in the articles.
Reading, Magna Carta, Articles of Confederation, Shays' Rebellion, Foundations #2 1-8.
Quiz-Origins of Constitution
Topic Day #1-First Amendment

Week 3: United States Constitution
The Great Compromise, the Federalist Papers and amending the Constitution.
Reading, Preamble, Foundation #3 1-13.
Topic Day #2-Second Amendment

Week 4: Federalism and State Government.
The development of Federalism and separation of powers and the framework for state government.
Reading, Federalism Explained and Arizona Government 1-8.
Quizzes- Articles 4-7 of US Constitution and History of Arizona
Topic Day #3-Arizona Issues

Week 5: Arizona Government and Civil Liberties.
The three branches of government for the state and the origins of Civil Liberties.
Reading, Arizona Branches 1-6, Civil Readings 1-7 and Eyes on the Prize.
Quiz-Arizona Branches of Government.

Week 6: Civil Rights.
The development of Civil Rights through court cases and actions taking by the federal government.
Reading, Civil Readings 8-14 and Separation of Church and State.
Projects-Unit 1 projects are due
Exam-Unit 1 Exam
Topic Day #4-Fourth Amendment

Week 7: The Legislative Branch
The qualifications, compensation and election process for Congress.
Reading, Article 1, Legislative Readings 1-16, and Federalist #52.
QUIZ, Article 1 of Constitution on House of Representatives.
Topic Day #5-Fifth Amendment.
Grade Selection-B Project Due

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Week 8: The Legislative Branch

The purpose and powers granted Congress at the federal level. Functions of Congress. How a bill becomes law
Reading, Legislative Readings 9-40 and The Federalist #62
QUIZ, Article 1 of US Constitution on Senate

Week 9: The Executive Branch

The qualifications, compensation and election process of the president.
Reading, Article 2, Executive Readings, 1-14, Federalist Papers #67 and Ford Speech
Topic Day #6-Sixth or Seventh Amendment

Week 10: The Executive Branch

The history of the President, roles of the President
Reading, Executive Readings 15-27, The Federalist #70, and Kennedy Speech
QUIZ: Article 2 of the United States Constitution

Week 11: The Judicial Branch

The organization of the Federal court system. Judicial selection process.
Reading, Article 3 of US Constitution, Judicial Readings 1-4, 22-29, and Federalist #78
Topic Day #7-Eighth Amendment

Week 12: The Judicial Branch

History and function of Supreme Court, impact of various US Supreme Court cases.
Reading, Judicial Readings 5-12, 13-21, Justice Breyer Speech
QUIZ: Article 3 of the United States Constitution
Topic Day #8-Tenth Amendment
Projects-Unit 2 Projects are due
Exam-Unit 2 Exam

Week 13: Political Socialization and Political Parties

Political behavior and political parties.
Reading, Factors of Socialization, Political Parties 1-13 and History of Parties
Topic Day #9-Conspiracy Theories
Grade Selection-A Project Due

Week 14: Political Parties, Voting and Campaigns

Political Parties and Voting
Reading, Political Parties in U.S., Political Parties Enjoy Rich History, Voting 1-4,
Voting Act ,Voting in U.S. and Campaigns.
Quiz-Political Parties and Voting

Week 15: Media and Interest Groups

The rights of the people and duties of the government.
Reading, Media and Interest Groups and History of Interest Groups
Topic Day #10-Miscellaneous

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Week 16: Interest Groups, Welfare Policy and Economic Policy

The impact of interest groups on government and the origins and uses of governmental policy in various areas.

Reading, Interest Groups, Welfare Reform and Healthcare Reform and Monetary Reform.

Projects-Unit 3 projects are due

Exam-Unit 3 Exam

Week 17: Economic Policy, Military Policy and Foreign Policy

Look at the origins and uses of governmental policy in various areas.

Reading, Monetary Reform, Monroe Doctrine, Foreign Policy from 53-73, Science of Diplomacy and Military Use Aboard.

Quiz-Policies

Topic Day #11-United States Military

Projects-Unit 4 projects are due

Grade Selection-C Project Due

Week 18: FINAL EXAM

The final exam for the course will be a cumulative exam. The exam will be given on the dates assigned by the school for this course. Each student is responsible for writing Instruments. No other items may be brought to the final exam. There will be no early exams. Students not present for the final exam will be given an grade of Incomplete.