

U.S. Government & Civics

Teacher: Kenny Cody (Mr. Cody, Coach Cody)

Email: codyk@cocke.k12.tn.us

Room: 164

Planning Blocks: 7TH and 8th

CLASS BASICS

- My contact is codyk@cocke.k12.tn.us, and I am available by that email or after/before class if you have questions. My planning blocks are 7th and 8th.
- Attendance policy will adhere to the Student Handbook and main office. Any absent days are expected to be made up in terms of needed work, projects, exams, etc.
- Students will abide by the cell phone policy and dress code policy that is covered in the student handbook without any exception.

Classes, Group Work, Team Projects: Teamwork; negotiating, oral communication; learning to take and give directions; taking responsibility; problem solving, listening, working with people of various backgrounds; dealing with differences in opinion; relationship development; sharing knowledge.

GC | UNITED STATES GOVERNMENT AND CIVICS

Course Description: Students will study the purposes, principles, and practices of American government as established by the United States Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels.

Standard Number	Content Standard
TN.61	Identify the contributions of influential Tennesseans of the era, including: <ul style="list-style-type: none">• Lamar Alexander • Alex Haley • Pat Summitt• Howard Baker • Dolly Parton • Fred Thompson• Al Gore, Jr. • Wilma Rudolph • Oprah Winfrey

TN.62	<p>Identify major attractions and events that fuel the tourism industry in Tennessee, including the following:</p> <ul style="list-style-type: none"> • Bristol Motor Speedway • Pigeon Forge (Gatlinburg) • Civil War sites • State and national parks • CMA Music Festival • Tennessee Aquarium • Graceland
TN.63	<p>Discuss the impact of major businesses in Tennessee, such as:</p> <ul style="list-style-type: none"> • AutoZone • Nissan • Eastman • Toyota • FedEx • Volkswagen • HCA
TN.64	<p>Describe significant and/or unique products from Tennessee (e.g., Cracker Barrel, Goo Goo Cluster, Moon Pie, Mountain Dew).</p>

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Practice Number	Social Studies Practice
SSP.01	<p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, journals) • Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork, observations/landscape analysis) • Artifacts • Media and technology sources

SSP.02	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments
SSP.03	<p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation
Practice Number	Social Studies Practice
SSP.04	<p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions
SSP.05	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by people at that time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to a particular event or issue ● Identifying patterns of continuity and change over time, making connections to the present
SSP.06	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate relationships among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time ● Analyzing interaction between humans and the physical environment

Foundations of Constitutional Government

Overview: Students will explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism.

Standard Number	Content Standard
GC.01	Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republicanism, Magna Carta).
GC.02	Examine the Declaration of Independence and American grievances against British rule.
GC.03	Identify the strengths and weaknesses of the Articles of Confederation.
GC.04	Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.
GC.05	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.
GC.06	Describe limited government within the Constitution, including: <ul style="list-style-type: none">• Checks and balances• Popular sovereignty• Civilian control of the military• Rule of law• Federalism• Separation of powers• Judicial review
GC.07	Describe the structure of the Constitution and the process to amend it.
GC.08	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights (T.C.A. § 49-6-1028)
GC.09	Define the concepts of democracy and republic, and examine the relationship between the two.

The Legislative Branch

Overview: Students will analyze the functions of the legislative branch of the federal government.

Standard Number	Content Standard
GC.10	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively.

GC.11	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> .
GC.12	Identify leadership positions of the legislative branch, including: <ul style="list-style-type: none"> • Majority and minority leaders • President pro tempore • Role of the vice president • Speaker of the House
GC.13	Describe the process of how a bill becomes a law.
GC.14	Identify the Tennessee representatives and senators to U.S. Congress.
GC.15	Describe the powers of U.S. Congress, including: <ul style="list-style-type: none"> • Appropriations • Commerce • Confirmations • Declaration of war • Implied powers • Necessary and proper clause

The Executive Branch

Overview: Students will analyze the functions of the executive branch of the federal government.

Standard Number	Content Standard
GC.16	Analyze Article II of the Constitution as it relates to the executive branch, including: <ul style="list-style-type: none"> • Appointments Oath of office • Commander-in-chief of the military • Eligibility for office • Executive orders • Length of term (22nd Amendment) • Powers of the president • Succession (25th Amendment) • Treaties

GC.17	Identify major departments of the executive branch, including: <ul style="list-style-type: none"> • Defense State • Education • Treasury • Justice •
GC.18	Explain the Electoral College system, and compare and contrast arguments for and against it.

The Judicial Branch

Overview: Students will analyze the functions of the judicial branch of the federal government.

Standard Number	Content Standard
GC.19	Analyze Article III of the Constitution as it relates to judicial power, including the length of term and the jurisdiction of the U.S. Supreme Court.
GC.20	Explain the processes of selection and confirmation of Supreme Court justices.
GC.21	Explain the process of judicial review established by <i>Marbury v. Madison</i> .
GC.22	Describe the Supreme Court's role in determining the constitutionality of laws and acts of the legislative and executive branches.

Civil Liberties

Overview: Students will identify various liberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected.

Standard Number	Content Standard
GC.23	<p>Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment, including:</p> <ul style="list-style-type: none">• <i>Schenck v. United States</i> <i>New York Times v. United States</i>• <i>Engel v. Vitale</i> • <i>Miller v. California</i>• <i>Tinker v. Des Moines</i> • <i>Texas v. Johnson</i>• <i>Lemon v. Kurtzman</i> •
GC.24	<p>Explain the 2nd Amendment, and evaluate its various interpretations.</p>
GC.25	<p>Evaluate the Supreme Court's interpretations of freedoms in the 4th through 8th Amendments, including:</p> <ul style="list-style-type: none">• <i>Mapp v. Ohio</i>• <i>Gideon v. Wainwright</i>• <i>Miranda v. Arizona</i>
GC.26	<p>Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection and due process clauses, including:</p> <ul style="list-style-type: none">• <i>Plessy v. Ferguson</i> <i>Roe v. Wade</i>• <i>Gitlow v. New York</i> • <i>Obergefell v. Hodges</i>• <i>Brown v. Board of Education</i> •

GC.27	Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act.
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Tennessee State and Local Government

Overview: Students will identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government.

Standard Number	Content Standard
GC.28	Identify the functions of departments and agencies of the executive, legislative, and judicial branches of the state of Tennessee.
GC.29	Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.
GC.30	Identify the current governor of Tennessee and the representatives in the General Assembly (for each student's respective district).

Overview: Students will examine the responsibilities and opportunities of a citizen of the U.S.

Standard Number	Content Standard
GC.31	Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including: <ul style="list-style-type: none"> • Being informed on civic issues • Obeying the law • Paying taxes • Respecting the rights of others • Serving as a juror • Serving in the military or alternative service • Volunteering and performing public service • Voting
GC.32	Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections.
GC.33	Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion.
GC.34	Describe the means that citizens use to participate in the political process, including: <ul style="list-style-type: none"> • Campaigning • Demonstrating • Lobbying • Petitioning • Running for office • Voting

GC.35

Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.

Required: Government & Civics Textbook (On Clever through McGraw Hill)

INSTRUCTOR

Kenny Cody is the Speech Communication (English III) & United States Government teacher at Cosby High School. He graduated with a B.A. in English from the University of Tennessee, Knoxville, a Masters in Teaching 6-12 English Education from Tusculum University, and an Educational Specialist in Instructional Leadership Degree from Lincoln Memorial University. He coaches girls' basketball as an assistant at the high school,