**Course:** **American Government** 

**Instructor**: Mrs. Jeanine Roser

**Contact information:**

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Class website – [www.roserwh.weebly.com](http://www.roserwh.weebly.com)

\*Google Calendar can be found on the Government Honors tab of our website as well as Canvas

**Course Scope/Goals:**

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system.

This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

1. To explain in terms of concepts the components of the legislative, executive, and judicial branches of the national, state, local, and tribal governments.

2. To evaluate and critique the contributions made by the founding fathers and other political philosophers toward establishing the basic principles of American democracy.

3. To compare and analyze the sources of public authority and political power and the manner in which the two relate to individual civil rights and liberties.

4. To assess the relationship between political beliefs and voter behavior of individuals in a democratic society.

5. To synthesize the concepts of political parties, the media, and interest groups and their impact on the American political system.

6. To critique the growth and development of American bureaucracy created to ensure the stability of the nation’s social, economic, environmental, and political institutions.

7. To investigate public policy networks that influence domestic and foreign agendas.

8. To identify and summarize the causes and effects of the major political and economic systems of the world.

9. To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.

10. To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.

**Textbook(S):** Magruder's American Government, 2010 (all chapters published online)

\*If you are interested in checking a book out for the year to keep at home please contact Mrs. Roser

**Pacing-**

\*This will be a rigorous course, but it will also be enjoyable. Hard work and dedication will be essential to success.

Quarter 1: Principles and Origins of Gov’t, The Constitution, Federalism, Legislative Branch

Quarter 2: Executive Branch, Political Parties, Voting and Voter Behavior, The Electoral Process, Mass Media and Public Opinion, Interest Groups

Quarter 3: Judicial Branch, Civil Liberties and Civil Rights

Quarter 4: Continuation of third quarter topics and financial literacy

**ASSIGNMENTS-** Grades will come from a variety of assignments. These include:

1. *Quizzes* usually contain 8-12 multiple-choice questions or 3-4 short answer questions and will be given sporadically throughout the quarter, but at least every two chapters. These can and will be given after reading assignments and class lectures. A GREAT way to study for these is to review your class notes and Chapter/Unit Overviews as well as the practice questions on the chapter page of our website.

2. *Unit Tests* may take either of two forms: multiple choice questions or short answer/essays. Vocabulary will be a MAJOR part of this test so keep up with this from chapter to chapter. A study guide for these will be provided.

3. *Student PowerPoint (and other) presentations* may be given as a project to show understanding over a topic or time period. Clear oral communication is an essential part of this course.

4.*Cooperative learning* is a technique that utilizes student groups to accomplish certain learning tasks. Cooperative learning groups will be utilized in a variety of ways. Several chapters may have to be covered simultaneously; therefore a group will be assigned a chapter or a section of a chapter and must then explain the contents and issues of the relevant chapter to the class. Also various years or decades may be assigned to various groups who must in some creative fashion report back to the class. \*We will have Mock Elections, Mock Congress, Mock Courts and Mock Campaigns.

5. *Simulation games- These are used to implement the knowledge from class into real world scenarios. Examples of this would be political party games, gerrymandering, road to the white house and other activities found on the icivics website.* Students may be asked to write a paper at the end of the game stating their respective positions or solutions.

6. *Socratic seminars* are formalized group discussion activities in which students examine a topic *in depth*. Students are expected to come to class fully prepared to engage in these seminars. THIS WILL COUNT AS A PARTICIPATION GRADE and will happen several times per quarter. Students will be able to use notes on this assignment.

7. Adulting 101/ Civics Participation Projects- A list of these activities will be given out each quarter along with the due dates. Students will have several to choose from or they can have their own idea approved by the teacher. The goal of this is to have students become aware of the political climate in their community as well as to expose students to skills they will need in post-secondary school (financial literacy, job application, cooking, etc.)

8. *Note-taking* is essential. Clear and organized notes must be taken when listening either to a teacher-directed lecture, student-directed debate or discussion, a simulation game, or reading an assignment. All notes and assignments will be stored in a notebook that will be graded each quarter. At the end of each set of notes are reflective questions that are collected as a grade daily or at the teacher’s discretion.

**Course Materials:** Technology.

**Grading Policy:** The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student’s progress towards mastery of the established standards for a particular course or subject. It is important to note that **excessive absences** (seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113.

Extra credit will not be permitted unless the work is specifically designed to provide more evidence of a student’s progress towards mastery of the established standards.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

|  |  |  |
| --- | --- | --- |
| 90-100 | = | A |
| 80-89 | = | B |
| 70-79 | = | C |
| 60-69 | = | D |
| 0-59 | = | F |

Semester grades will be calculated as follows:

|  |  |
| --- | --- |
| First Quarter Grades | 42.5% of the Semester Grade |
| Second Quarter Grades | 42.5% of the Semester Grade |
| Semester Exam | 15% of the Semester Grade |
| Semester Grade | 100% |

Quarter Grade Assignment Categories will be weighted as follows:

|  |  |
| --- | --- |
| **Type of Assignment** | **Weighting for Quarter Grade** |
| Content Mastery (chapter quizzes, unit tests, essays, large projects) | 60% |
| Skill Development (HW, notes, vocab, worksheets, some projects) | 30% |
| Employability Skills (scored discussion, paperwork turn-in, icivic games, notebook, Adulting 101) | 10% |

**Citizenship Policy:**

The following rubric will be used as a general guideline to determine student citizenship grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Outstanding | Satisfactory | Needs Improvement | Unsatisfactory |
| Engagement | Consistently involved in class activities; contributes to overall learning processes; collaborates with others and/or the teacher. | Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration. | Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class. | Consistently uninvolved in class activities. Adamant refusal to work |
| Preparation | Consistently prepared with materials; work is on time and may go beyond expectations. | Student has materials and submits work in a timely fashion and as expected. | Student may have had multiple instances of being unprepared, late work, or not completed as requested. | Consistently unprepared for class. Does not submit work on time or at all. |
| Behavior | Consistently respectful of both classmates and adults; takes responsibility for individual actions; consistently complies with school and classroom rules. | Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules. | Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules. Instances of plagiarism or academic dishonesty. | Consistent disrespect to classmates or adults. Regularly disruptive to the learning process and violation of school or class rules. Instances of plagiarism or academic dishonesty. |

**Student citizenship grades are reported as follows:**

|  |  |  |
| --- | --- | --- |
| Outstanding | = | O |
| Satisfactory | = | S |
| Needs Improvement | = | N |
| Unsatisfactory | = | U |

**\*Citizenship is determined by class participation, following the rules and always being prepared. Therefore, ALWAYS come to class ready to LEARN and be ENGAGED!**

**Behavior Expectations:**

It is a goal of West Career and Technical Academy to create a college-like atmosphere where students, staff, teachers, and administration interact in a collaborative, professional, and responsible manner. Basic behavioral guidelines include:

* **Students will not interfere with teacher instruction.**
* **Students will not interfere with another student’s learning.**
* Students will not engage in behaviors that are not in their best interest, the best interest of others, or in the best interest of West Career and Technical Academy.
* **The CCSD Honor Code will be strictly enforced.**
* The Acceptable Use Policy (AUP) regarding the use of technology must be followed at all times.

Students and parents are responsible for reviewing the CCSD Student Behavior Guidelines/Honor Code/AUP, the West CTA Student Handbook, and the West CTA Tardy Policy.

**Netiquette:**

Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions.  All students are expected to be scholarly, be respectful, be polite, and be professional during all class sessions.  Students are expected to follow the same academic, behavior and attendance guidelines during distance learning that they would during face to face instruction.

Students should be prepared to learn and should join all Google Meets sessions at the scheduled start time for each class.  Students are expected to participate in class discussions, answer questions through online discussions or chats, and ask questions when necessary.  Students should be dressed appropriately during online class sessions as all students will be visible during sessions.  Cameras should be on during Google Meets sessions to allow for collaboration, participation and active engagement of all students.  Students should follow additional guidelines and expectations as outlined by your teacher.

**Makeup Work / Late Work**

All assignments are due **at the established time set on Canvas** on the established due date. From time to time you will be given an assignment that will be turned in on turnitin.com (those codes will be provided). Please note the date and time due. **ALSO, PLEASE DO NOT share homework or assignments on Google docs unless instructed to do so.**

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

Graded assignments turned in beyond the three days for makeup work is considered late work. Late work is generally not accepted. During the first semester late work will be accepted up to ONE week of the established due date with a deduction of points.

**The Class Calendar**

There is a calendar on our class website that outlines lesson topics, chapter-reading schedules, and major due dates. Students/parents can also access course assignments, calendar, and due dates for Mrs. Roser’s class via[www.roserwh.weebly.com](http://www.acasolarisclass.weebly.com). It will be your responsibility to check the website calendar and Canvas daily for assignments, tests, or announcements. There will be a calendar just for your class that will outline the class activities and homework. If you are absent please check this site and follow up with any questions you may have with your instructor. Mrs. Roser follows the three-day rule outlined by CCSD.

If you are absent from class on the day of a project or quiz please email the instructor to make arrangements. If possible, prior notice is appreciated. When working on a group project, students must communicate with peers/teacher if they will miss presentation day. If no communication is given, presentation points will be lost.

**Honor Code/Cheating/Plagiarism**

Please refer to the West CTA Student Handbook located on the West CTA website [wctawranglers.com->Students->Student Handbook].

**Retake Policy**

Students will be allowed to retake **one Content Mastery assignment per quarter** with no penalty. The retake must take place within two weeks of the original due date/assessment date and this date will be set by your teacher.. Final versions of projects and presentations cannot be “re-taken.” A reasonable teacher intervention must be completed in order to retake the assessment.

**Tardy Policy**

A school-wide tardy policy will be enforced at West CTA. Important items to be aware of include:

* Students arriving to class after the tardy bell without a pass will be marked tardy.
* If the student is more than 30 minutes late to any class period, the student will be marked absent. If the student is late due to a medical appointment, the parent/guardian must provide documentation to the attendance clerk when the student arrives on campus.
* Students tardy to class will be subject to the discipline appropriate for the circumstances and the number of times tardy (as stipulated by the school’s tardy policy).

**Computer Use**

The West CTA has a powerful student WIFI system which extends throughout the school campus. Students will be able to use their own laptops and tablets during class (at appropriate and/or directed times), at lunch, as well as before and after school. They will learn how to use Google Apps and other internet based resources to store files, manage their digital portfolio, and collaborate electronically. An emphasis will be placed on the appropriate use of technology.

**Digital Citizenship:**

With a virtual classroom digital citizenship will be taught and upheld. This allows students the ability to recognize the validity of online sources and recognize fact from fiction. Students will also engage in respectful debate and realize their own role in shaping public policy and making their community a better place. Digital citizenship helps ensure a democracy for the future by creating better well informed students/citizens.

**Thank you for reading through these course expectations and following the guidelines created especially for this class. I am looking forward to making this school year amazing and with collaboration it will be!**

American Government

Mrs. Jeanine Roser

**This page must be returned to Canvas by:** September 2nd

**Print student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Having read the Course Expectations for the **American Government,** my signature indicates that I understand the policies that are outlined and explained in the Course Expectations.

The parent/guardian may contact the instructor with questions before signing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student Signature*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Parent Signature*

\*\*Best/preferred way to contact parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_