

Part I Course Information

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Remind:

Course Description

Students will explore the development of the government of the United States from the Revolutionary Period to present. By the end of the course, students will be able to take and pass the U. S. Government Citizenship and Immigration Test.

Textbook & Course Materials

Required Text

- McGraw Hill *Untied States Government and Civics*
- Other readings will be made available in the course packet of the citizenship test questions.

Course Requirements

- Students will need to bring a binder, notebook paper, and pencil or pen to class each day. Highlighters may be used, but are not required.
- Students will use ChromeBooks for assignment information and submitting work when absent. Students may bring their own flash drives if they wish.
- Students will reply to Remind messages in order to be counted present on remote days.
- Students will use Google Classroom for assignments when in class or absent.

Course Structure

The course will consist of reading, lecture, discussion, and written work. Time for each will vary depending on the material being used each day.

Online Resources

- Students may access materials in StudySync.

Part II: Course Outline and Student learning Objectives

Unit I *Foundations of American Government*

Chapter 1 “Origins of American Government”

Chapter 2 “The Constitution”

Chapter 3 “Federalism”

Additional Unit Learning Objectives:

Checking for Understanding

Chapter Assessment

Quizzes

Unit Standards

SSP.02 Critically examine a primary or secondary source in order to:

- 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

SSP.05 Develop historical awareness by:

- Recognizing how and why historical accounts change over time.
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time with historical empathy rather than present-mindedness.
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction.
- Identifying patterns of continuity and change over time, making connections to the present.

Unit II *The Legislative Branch*

Chapter 4 “The Structure of Congress”

- Chapter 5 “Congressional Powers”
- Chapter 6 “Congress at Work”
- Chapter 7 “State and Local Legislative Branches”

Additional Unit Learning Objectives:

Checking for Understanding

Chapter Assessment

Quizzes

Unit Standards

SSP.03 Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04 construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas.
- Compare and contrast viewpoints.
- Illustrate cause and effect.
- Predict likely outcomes.
- Devise new outcomes or solutions.

Unit III *The Executive Branch*

- Chapter 8 “The Presidency”
- Chapter 9 “Choosing the President”
- Chapter 10 “Structure and Functions of the Executive Branch”
- Chapter 11 “State and Local Executive Branches”

Additional Unit Learning Objectives:

Checking for Understanding

Chapter Assessment

Quizzes

Unit Standards

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (maps, timelines, charts, political cartoons, photos, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.04 construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas.
- Compare and contrast viewpoints.
- Illustrate cause and effect.
- Predict likely outcomes.
- Devise new outcomes or solutions.

Unit IV *The Judicial Branch*

Chapter 12 “federal and State Court Systems”

Chapter 13 “The Supreme Court of the United States”

Chapter 14 “Constitutional Freedoms”

Additional Unit Learning Objectives:

Checking for Understanding

Chapter Assessment

Quizzes

Unit Standards

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (maps, timelines, charts, political cartoons, photos, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.04 construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas.
- Compare and contrast viewpoints.
- Illustrate cause and effect.
- Predict likely outcomes.
- Devise new outcomes or solutions.

Unit IV Participating in Government

Chapter 15 “Voting and Elections

Chapter 16 “Public Opinion and Interest Groups”

Chapter 17 “Mass Media in the Digital Age”

Additional Unit Learning Objectives:

Checking for Understanding

Chapter Assessment

Quizzes

Unit Standards

SSP.04 construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas.
- Compare and contrast viewpoints.
- Illustrate cause and effect.

- Predict likely outcomes.
- Devise new outcomes or solutions.

SSP.06 Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (local, national, global)
- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity.
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena.
- Examining how geographers use regions and how perceptions of regions are fluid across time and space.
- Analyzing interaction between humans and the physical environment.

Citizenship Test

Students enrolled in a U. S. Government and Civics class are required to take and pass the U. S. Citizenship and Immigration Test. A copy of the test questions and answers can be found at the uscis.gov website. Preparation for the 100 question test will be done throughout the semester in oral and written review.

Part 3: Grading Policy

Grades will be posted in ASPEN weekly. Grades are cumulative. Tests and quizzes will be worth 100 points each. Questions and answer assignments will be worth five points per answer.

Students will have the opportunity to earn five (5) bonus points per day by reading passages aloud on days that materials are read in class.

Final exams count as 15% of student grade. Final grades assigned for this course will be based on the accumulated total points earned, and are assigned as follows:

Letter Grade	Number Grade	Description
A	90-99	Above Expectations
B	80-89	Basic Effort
C	70-79	Could Do Better
D	60-69	Danger Zone
F	0-59	Failure

***Disclaimer: Assignments may change at any time.

Part IV: Course Policies

Attend Class

Students are expected to attend all class as listed on the school calendar. According to school policy, three tardies to class will result in an absence. Students now respond to Reminds sent on remote days to be counted present for those days. Not responding by the end of each day results in being counted absent.

Participate

Students are expected to participate in class by asking questions, answering questions, and commenting on materials read and topics being discussed.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Late Work Policy

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if a student has a doctor's excuse, a death in the family, or other unavoidable emergency. All incomplete course assignments must be completed within a week of the date student and teacher meet to issue the assignment.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities

and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;

2. The inclusion of religion shall be for educational purposes only;

3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs;

4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Plagiarism

Including plagiarism regarding generative AI (see board policy)

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it is rephrased.”

This includes, but is not limited to:

Copying verbatim all or part of another’s written work;

Using phrases, figures, or illustrations without citing the source;

Paraphrasing ideas, conclusions, or research without citing the source;

Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism:

Plagiarism is a form of stealing and academic fraud. Students found guilty of plagiarism have the option of either redoing the assignment with a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making the decision.