



# 2018--2019 COURSE SYLLABUS

## General Information

Instructor: Mr. Pauly

Room C-317

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## Course Description:

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

**Note:** This is a college prep course and requires advanced reading and critical thinking skills.

**This is a writing intensive class.**

## Student Teacher:

Mr. Pauly will be hosting a Student Teacher (from CSUS). The role of the Student Teacher will be to interact with the students as a Co-Teacher. *“Co-Teaching (or collaborative teaching) is a coordinated instructional practice in which two or more educators simultaneously work with a heterogeneous group of students in a general education classroom.”* [*Co-Teaching that Works*, Anne Beninghof, p. 7]

## Course Objectives:

Upon the successful completion of this course, students will be able to:

- Understand aspects of political and economic theory and how it was applied in designing America’s government and economic systems.
- Identify and analyze important primary sources that helped shape American society and politics.
- Construct a research paper guided by a well-developed thesis statement.
- Create important and essential study habits and skills including:
  - A. proper note-taking (creating a method that works for you)
  - B. study habits that translate at home (time-management)
  - C. organizational skills: bringing proper materials, planning ahead, keeping materials, and creating a method for organizing assignments
  - D. engaging in thoughtful and respectful discourse
- Develop a cohesive vocabulary within the context of the content material.
- Learn to share their ideas in a responsible manner with-and-for their fellow classmates.
- Find relevancy and apply understanding of political and economic content using and following mass media.

## Textbook:

**Magruder’s American Government**



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**Outside Reading:**

Newspapers  
Various Articles

**Required:**

**SCUSD Student Email** account  
**Google Classroom** account (Mr. Pauly will invite you)  
**Supplies:** **Portfolio Binder** (1 1/2") with dividers, Paper, Pen, pencils, highlighters, etc.

**Accommodations:** If there are any accommodations that need to be made (e.g. preferential seating, testing procedures, etc.), please notify the instructor early on to make sure all students feel comfortable in the classroom.

**Grades** will be posted on the SCUSD Infinite Campus Web site.

**GRADING SCALE:**

A=90%+	D=60%+
B=80%+	F=59% or below
C=70%+	

**Big Questions:**

1. *Does our system of government succeed or fail in preventing the abuse of power?*
2. *Do interest groups frustrate or promote democratic ideals?*
3. *Is popular sovereignty a reality or an illusion?*
4. *Are the media and political elites a corrupt or wholesome influence on our system of government?*
5. *Do political parties improve or impair the ability of Congress and the executive branch to function according to the Framers intent?*
6. *Have the Court's interpretation of the due process and equal protection clauses violated or honored the rule of law?*
7. *Is federalism an impediment to or a pathway towards effective public policy?*



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## Late Work:

**Late work will not be accepted!**

**If absent, absence must be "cleared."**

**Students with excused absences may submit their work on the next day after they return for full credit.**

## Attendance:

Students are expected to attend class prepared with materials daily. In the event that a student is unable to make it to class, it is best that they get missing work either from the teacher, the **Google Classroom Web Page** for the class, or from a classmate.

If the student will be out for more than one day, it is their responsibility to communicate with the teacher to receive missing work as well as other accommodations if necessary.

**Students with unexcused absences will not be allowed to make up any classwork assignments and/or quizzes/Tests from the day(s) they have missed.**

**Tests need to be made up within a week, unless otherwise specified.**

## Tardy Policy:

Students that are Tardy will be sent to a Campus Monitor to get a **Tardy Pass** – This will result in a Detention for the student (JFK Policy).

## Classroom Environment:

In the classroom, all students should feel comfortable to ask questions or express ideas, opinions, and concerns. To ensure everyone has a chance to speak, please make sure to raise hands, refrain from impulse to blurt out answers, and to keep an open mind, even if someone's opinion differs.

## Classroom Behavior:

In order for all students to have an opportunity to learn, students are expected to follow directions and stay on task throughout the class period. Moreover, all students should feel comfortable in the classroom. In the event that these conditions are not fulfilled, the following steps will be taken:

1. Warning!
2. Campus Monitor will be summoned!

## Academic Honesty:

Students are expected to complete their own work. Any copying, cheating, or plagiarizing will not be tolerated. Students will receive "U" in Citizenship on their report card as well as face other consequences. Consequences are at the discretion of the instructor and may include: zero credit, administrative action (e.g. suspension from class or school) or failure of this class.



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**Course Requirements:** The course grade will be distributed as follows:

This class meets the A-G Requirements for UC and CSUS, with a grade of "C" or higher.

**Categories**

<p><b>Discussion Board (Google Classroom):</b>                  A question will be posted weekly</p> <ul style="list-style-type: none"> <li>• Initial Response – 10 points</li> <li>• 1<sup>st</sup> Reply to Classmate = 5 points</li> <li>• 2<sup>nd</sup> Reply to Classmate = 5 points</li> </ul> <p>[Note: Once the Discussion Board Post closes you cannot enter a post. No Make-Ups for missed posts!]</p>	<p><b>25%</b></p>
<p><b>Civic Action Project (Year Long):</b>                  [Topic can be used for Senior Project]</p> <p><b>Due:</b>                  Fall: January 11<sup>th</sup>                  Spring: May 24<sup>th</sup> (Showcase)</p> <p><b>Individual or Small Group (3-4)</b></p>	<p><b>25%</b></p>
<p><b>Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• HSS Writing Evaluation (In class - Fall)</li> </ul> <p>All others must be submitted to Google Classroom:</p> <ul style="list-style-type: none"> <li>• Essays (1 per Unit) - 2 may be rewritten</li> <li>• Editorial/Op-Ed Writings</li> <li>• Letters to Congressperson</li> <li>• R.A.F.T Writing Assignments</li> <li>• Operation Protect &amp; Defend (Spring)</li> <li>• EEI Writing Assignments</li> </ul>	<p><b>25%</b></p>
<p><b>Portfolio (A Binder is Required):</b></p> <ul style="list-style-type: none"> <li>• Weekly Planner</li> <li>• In class assignments</li> <li>• Homework assignments</li> <li>• Quizzes/Tests</li> <li>• EEI Making &amp; Implementing Environmental Laws</li> <li>• EEI: This Land Is Our Land</li> <li>• EEI: Active Voices: Civil Society and the Environment</li> <li>• PBL: NIMBY</li> </ul>	<p><b>25%</b></p>