

**Course Description:**

This course is designed to be a capstone for all students in preparation for active participation in local, state, and national civic life. In this course, students come to grips with the nature of politics and the political processes, which underlie United States democracy and the Iowa political system.

This semester course prepares students for intermediate and advanced college courses with instruction equivalent to a one-semester college introductory course in U.S. government and politics. This course is also designed to prepare students to take the National Advanced Placement U.S. Government and Politics Exam, which is offered in May every year. Students may earn college credit depending on the results of the examination.

The learning processes of this course include discussion of text and other up-to-the minute readings, timely audio-visual presentations, simulations, local political involvement opportunities and analysis of contemporary current events.

The Honors strand of this course will provide special emphasis on political analysis of governmental processes, discussion of comparative governmental structures and a heavier reliance on seminar and research formats.

Alignment to the Iowa Core in Political Science/Civic Literacy Grades 11-12: Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.

**DCSD Standards Met:**

**Academic Standard 1: The students will evaluate the impact of culture and cultural diversity.**

**Academic Standard 2: The student will use historical perspective and habits of thinking to analyze how humans view themselves in and over time.**

- 2.1- Analyze historical events by identifying and using primary sources and other various credible sources of information
- 2.2- Analyze an issue using both historical and contemporary viewpoints
- 2.4- Analyze a significant period and or pattern of change within a civilization.

**Academic Standard 3: The student will analyze geographical information about people, places, and environments.**

- 3.1- Analyze various data sources such as, atlases, maps, charts and graphs to generate and interpret geographical data.
- 3.3- Analyze how people adapt societies to reflect their current values and ideals
- 3.5- Analyze the geographic impact upon peoples lives, their values, culture, wants and needs.

**Academic Standard 4: The students will analyze the interactions between groups, institutions, individual human development, and personal identity.**

- 4.2 Analyze the interactions of ethnic, national, or cultural influences on an individual.

**Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.**

- 5.1- Analyze how roles, status, and social class affect interactions of individuals, groups, and institutions in society.
- 5.3- Evaluate situations in which conflict occurs between individuals' beliefs and institutional norms.

**Academic Standard 6: The student will explain how people create and change structures of power, authority, and government.**

- 6.1- Evaluate issues involving the rights, roles, and status of the individual in relation to the general welfare and differing conceptions of a just society.
- 6.2- Analyze how governments manage conflict and establish order and security and provide for citizens needs.
- 6.3 Compare different political systems with that of the United States, and identify representative leaders from historical and contemporary settings.
- 6.4 Evaluate conditions and motivations that lead to cooperation and conflict among groups and nations.

**Academic Standard 7: The student will apply the economic principles of production, distribution, and consumption of goods and services.**

- 7.1- Evaluate how the scarcity of productive resources requires economic systems to make decisions about how goods and services will be produced and distributed.
- 7.3- Analyze relationships among institutions that form an economic system.

**Academic Standard 8: The student will analyze the relationship between science, technology, and society.**

- 8.2- Evaluate the relationship between science and technology and core values and beliefs.
- 8.3- Evaluate the ethical standards of policies that deal with social change resulting from new technologies.

**Academic Standard 9: the student will evaluate the impact of globalization and interdependence.**

- 9.1- Compare and contrast positive and negative aspects of global interdependence for the United States and people of the world.

**Academic Standard 10: The student will demonstrate citizenship in a democratic republic.**

- 10.1- Evaluate the sources and the examples of citizens' rights and responsibilities.
- 10.2- Interpret the continuing influence of key ideals of a representative democracy
- 10.3- Participate in a public, civic event that is consistent with the ideals of a democratic republic.
- 10.4- Evaluate the effectiveness of various forms of citizen action and public opinion on public policy.
- 10.5- Synthesize information from multiple points of view on public issues that lead to the development of government policy.

**Evaluation**

Each student will be responsible for all the assigned work and activities in this course. The instructor evaluates an overall grade by the percentage of total points. The semester grading system is as follows:

- 10 points per test or quiz item
- 100-200 points per free response test (will vary depending on if the entire question is used)
- 30 points for outlines, documents, homework, etc.
- 10 points each or face value written work
- 100 points maximum extra credit (per unit)
- 10 points daily class activity (minor infraction is 3 points each)

A student's grade is cumulative from the first day of the class until the end of a semester. Periodic grade updates reflect the student's quarter grade standing at the time. **All grades will be updated only at the end of each major unit above!!!** You will be evaluated by a variety of means. You will be expected to take all tests and quizzes on the date announced.

**Cheating, plagiarizing (see school policy), copying, facilitating copying, changing answers, or other improper practices will result in a zero for all points awarded. Any and all electronic device usage while tests or answer sheets are in your possession will result in a zero as well. There will be a final exam and a test over the final unit. All tests and quizzes are to be completed in one sitting (not to be started & resumed – if you look at it, you must take it). If due to time issues a test needs to be split into parts, the teacher must be notified in advance (before the test is started). If additional time on tests is legally required, please be sure that the teacher knows in advance.**

**Learning Goals:**

- Students will be able to describe important facts, concepts and theories pertaining to the U.S. government and politics, including the fundamental features of the American Government and the processes by which public policy decisions are made.
- Students will demonstrate understanding of the typical patterns of political processes and behavior and their consequences (including: components of political behavior, principles of various government structures and procedures, and the political effects of these structures and procedures)
- Students will be able to analyze and interpret basic data relevant to the U.S. government and politics (including data presented in charts, tables and other formats)
- Students will be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum
- Students will be able to communicate with their elected officials on a local, state, and federal level.
- Students will be able to make informed, responsible decisions when participating in the American Political Process.

**Review Website (in addition to Canvas)**

<https://sites.google.com/site/jmillerapgov> or [www.tinyurl.com/jmillerapgov](http://www.tinyurl.com/jmillerapgov)

## Course Outline/Major Topics of Study

- Constitutional Underpinnings of United States Government
- Federalism
- Political Beliefs and Political Behaviors
- Political Parties, Interest Groups and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties.
- State and Local Government (**We will complete & test over this mandatory unit after the national exam.**)

## Paideia Seminar Rules

- We are courteous.**
- We focus on the common text.**
- We listen to one another.**
- We share our point of view.**
- We refer to text.**
- We speak when no one else is speaking.**
- We avoid sarcasm or “put downs”.**
- We learn together.**

## Core Materials Used:

Magleby, O'Brien, Light, Peltason, Cronin, Government By The People: Prentice Hall, 2008.

## General

You are young adults and will be treated as such. It also means that you have the responsibility to act as young adults as well. This class, like all things in life, is what you make of it. My job is to teach and your job is to learn. We may even have a little fun. Remember that there is a time and place for everything.

## Basic Classroom Rules

1. Be in your seat and quiet when the bell rings (*if you leave the classroom without my permission and then enter after the bell rings, you are tardy*). **If you come in after the bell rings, it is your responsibility to remind the teacher to fix the attendance.** At the end of the hour, please stay seated until the passing bell rings (*no lining up by the door*).
2. Raise your hand and be called on before speaking.
3. Respect the property of (*teacher, school electronics, blinds & thermostats too*) and be courteous to others.
4. While conscious (*no head down*), focus on the task or activity at hand. No electronic devices are allowed in the room (no cell phones, musical headphones, calculator games, etc.).
5. ***Keep the rooms clean. No food or beverage other than water in a clear container. Clean up after yourself.***
6. No hats are allowed in the room.

## Basic Expectations

1. Have all your materials ready: bring a pen/pencil, paper, your textbook, and planner/agenda to class each day. (no planner/agenda = lose class activity points) ***If the teacher has to wait for something, it is considered late.***
2. All students must have a 3-ring binder in order to keep notes & handouts in an organized manner (***take notes in your own words***) (notebook evaluated periodically).
3. Cover your textbook to prevent excessive wear (please keep papers out of your textbook). Points will be awarded for covered textbooks (checked periodically).
4. ***In order to leave the room, you must have your own planner/agenda (signed pass) & student ID in advance. Only one person may be allowed to leave the room under your own personal planner/agenda pass.***
5. ***You are expected to properly wear your school IDs.***

## School Attendance Policies

A tardy will be awarded when a student is not in the classroom when the bell rings. Interventions could occur if tardies and/or absences become excessive. The administration has a number of interventions at their disposal and could eventually result in a loss of credit if interventions are unsuccessful. I want you here and on time please.

### Attendance

For absences, it is your responsibility to contact the instructor about work missed. It is a student's responsibility to make sure he/she gets caught up (***including missing group copies***). Label make-up work as such and please turn it in separately. ***All tests/quizzes will be made up during a mutually agreed upon time under the direct supervision of the instructor.*** Students who need to make up tests must go to the SSLRC when we are going over tests (not in the hallway). ***In order to be eligible to receive full credit, make-up quizzes must be taken by the day before the class takes the test, and make-up tests must be taken by the day before the class takes the next quiz/test. After that it is only eligible for partial credit.*** It is your responsibility to correct unverified absences. Removal from the classroom will result in zero credit being awarded for all points that day. Finally, in order to qualify for any leveler, curve, or bonus (if it applies), one must take the test or quiz the same time as the rest of the class. ***Make-up tests & quizzes can be given in a slightly different format. Make-up assignments will be due 1 day after the date of returning to school for a 1 day absence (generally 1 day for each day missed). Remember, all make-up work must be completed by the day before the class takes the test (after that it is awarded zero credit).***

Late Policy (come late with a pass or leave on a pass/with permission, is your responsibility to turn work in immediately) ***All work is due at the beginning of the period (if the teacher has to wait for something, it will be considered late).*** I will only grade assignments once (you make the choice). ***Assigned work that is late will receive half credit up until the day before the class takes the first day of the test (zero after).*** Label late work as such and please turn it in separately. In addition, papers & tests without names will be assigned half credit if the instructor cannot readily determine whose paper it is – a lesser reduction will occur if the instructor can easily determine whose it is. ***Please put first and last names on all papers (individual and group). All unapproved (tests too) will be considered/counted late!! All work missed due to being tardy will be considered/counted late!!!***

Homework Policy (due means completed ***and turned in on time*** to the instructor in person as a hard copy – not emailed, put in mailbox, put on office desk, etc.)

Not all homework may be returned to students after it is graded (especially lower level). This is to minimize time devoted to paper shuffling and to maintain security of assignments for future classes. Students will have periodic grade updates and are encouraged to ask the instructor when time permits how they scored on particular assignments. After each exam, students will be asked to turn in study materials (will be returned to study for the national exam). ***Unless directed by the instructor otherwise, all written work must be handwritten.***

Class Activity Grading – ***can lose more than 10 points in a day.***

If a student follows the basic classroom guidelines, and does not have any ***unexcused absences or tardies***, he/she will not have any problems. However, students participating in class verbally other than through the appropriate procedures will have problems. In addition, students who purposely try to sabotage or stifle the discussion will have problems. This also relates to small-group work (coops and presentations, etc.). Students are expected to do their fair share and utilize class time wisely. This also means staying awake at all times during class. The instructor will not notify a student if he/she has lost the points. At the grade update, the instructor will merely tell the student what his/her total is. The key is to stay quiet, follow directions & rules, follow the school attendance policy, and pay attention in class (excused absences?). ***Class activity points will not carry-over from unit to unit.***

### Extra Credit

You may choose to complete extra credit to supplement your grade. Extra credit may not be substituted for missing assignments. For each unit, I will evaluate extra credit on a maximum scale of 100 points. ***Extra credit is always at the discretion of the instructor. Extra credit will not carry-over from unit to unit.*** After the national exam, students may turn in to the instructor for extra credit both study materials and old homework assignments (in their organized binder). It will be national only items, items you had to study, and nothing in it will be graded as individual assignments/entries.

### Accommodations

If you need to sit in a particular area because of sight or sound, please notify me as soon as possible. If tests need to be split into parts due to time issues, the teacher must be notified before the test is started. If problems arise, or you need assistance, feel free to discuss them with me before or after class or school (you need to arrange a time that will work for both of us). To contact me, my e-mail address is joelmiller@dbqschools.org. My school phone number is 552-5350. My prep period is 1<sup>st</sup> hour (from 7:35-8:22 on a normal school day).