

This course will provide students with knowledge of the US Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

During the course of the year, we will cover the following areas: (not necessarily in this order)

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| 1) Foundations of American Government (Ch1-4) | 4) The Judicial Branch (Ch13-16) |
| 2) The Legislative Branch (Ch5-8) | 5) Participating in Government (Ch17-20) |
| 3) The Executive Branch (Ch9-12) | 6) Government in Action (Ch21-24) |



American Government Textbook:

Remy, Richard C., et al. (2018). *United States Government: Our Democracy*. McGraw-Hill Education.

Class Behavior:

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in the classroom.

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Be in seat with all materials when bell rings
4. No teasing, swearing, or obscene gestures
5. No severe behavior

Faith Grading Scale

A+→100-98%
A→96-97%
A-→94-95%
B+→93-92%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83-%
C-→77-79%
D+→75-76%
D→73-74%
D-→72-70%
F→69% & below

Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion/participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

Cumulative Semester Exam:

In order to gauge information learned during the semester, a cumulative semester exam will be given at the end of each semester.

Class Projects & Experiences

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is www.mrsfischbach.weebly.com. Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **nlkmthd** and will also be given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Technology (Student Use)

Technology can be a fundamental tool in the education process if it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

Email Address

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is deanna.fischbach@k12.sd.us.

Extra Credit:

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be posted on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used in class, you will be awarded two points for that week.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS (9-12) GOVERNMENT/CIVICS STANDARDS (9-12)

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

9-12.C.1.1 Rationalize the purposes of government throughout world history through the use of compelling questions,

9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government

9-12.C.1.3 Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government

9-12.C.1.4 Describe the influence of religion on western political thought

9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

9-12.C.2.1 Differentiate between a constitutional or limited government and unconstitutional or unlimited government

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

9-12.C.2.3 Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation

9-12.C.2.4 Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society

9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view

9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights

K-12.C.3 Students will explain how the Constitution organizes the government of the United States.

9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of checks and balances

9-12.C.3.2 Outline the law making process

9-12.C.3.3 Make arguments for and against the use of the Electoral College given its intended purpose

9-12.C.3.4 Cite historical evidence justifying the power of judicial review

9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions,

K-12.C.4 Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise.

9-12.C.4.1 Define the concept of civic virtue through the use of compelling questions

9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government

9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism

9-12.C.4.4 Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict

K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.

9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue

9-12.C.5.2 Identify ways of becoming a United States citizen including the keys steps in the naturalization process and recognize the intended and unintended consequences of this process

9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources

9-12.C.5.5 Explain the role of political parties and special interest groups in the political process

9-12.C.5.6 Critique consistencies and inconsistencies throughout a variety of media sources

9-12.C.5.7 Explain how civil disobedience has been used to influence policy making in United States government

9-12.C.5.8 Assess options for action to address local, regional, and global problems by volunteer engagement

9-12.C.5.9 Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence

K-12.C.6 Students will describe the elements of how U.S. foreign policy is made and understand the international challenges and influences of the United States government

9-12.C.6.1 Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives

9-12.C.6.2 Identify the purpose of various international organizations in which the United States is involved