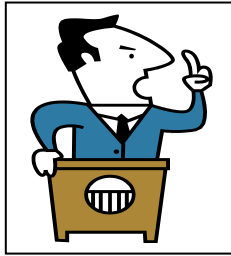
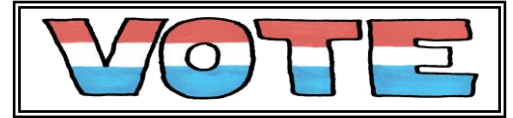


American Government Syllabus

Mrs. Crabtree



Roseville High School



Course Length: Nine week term
80 minute daily block classes

Required Textbook: Macgruder's American Government (Prentice Hall)

Course Description: This class is designed to teach the California/ RJUHSD Standards in American Government. The students will learn about the formation and foundation of the U.S. government through primary documents, literature, projects, and other forms of media. Through this learning, students will gain understanding in the ways the U.S. government impacts and shapes the world they know and live in today, and how they can influence and shape their government.

California/RJUHSD Curriculum Standards:

- Trace the rise of the United States political system as influenced by different government systems in history.
- Demonstrate an understanding of the major ideals that influenced the founding of the United States as expressed in the U.S. Constitution and other documents.
- Demonstrate an understanding of the role, duty, and rights as a citizen of the U.S.
- Analyze various procedures, powers, and responsibilities of the three branches of federal government, as well as local, state, and tribal governments.
- Demonstrate an understanding of political campaigns and the issues they discuss.
- Evaluate and summarize landmark Supreme Court cases and their impact of the Constitution and its amendments.

Course Objectives:

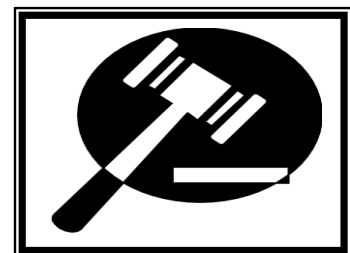
- Master a broad body of historical and present day knowledge on U.S. government
- Demonstrate understanding of historical chronology on the U.S. government.
- Effectively use analytical skills of evaluation, persuasion, cause and effect, and compare and contrast.
- Work effectively with others to solve problems and produce products.
- Use historical data to support an argument or position.
- Interpret and apply data from original/primary source documents, including letters, cartoons, graphs, etc.
- Assess and disseminate information in written and oral form.

Student Responsibilities/Behavior Expectations:

A positive learning environment where all students can achieve their greatest potential is my highest priority. I expect all students to help create this environment in the classroom. Any behavior that disrupts student learning will not be tolerated. To ensure a positive learning environment for all students, the following rules will be enforced.

Students will:

- Show courtesy and respect for everyone.
- Raise your hand to ask or answer questions.
- Come to class prepared to learn
- Be on time and seated when the bell rings.



Behavior that violates these rules will be dealt with using logical consequences, including (based on number and frequency of infractions): verbal warning, parent contact, detention, and administrative referral.

Required Materials:

- 3-ring binder with dividers, and a section for U.S. Government
- Course textbook, fully covered
- Paper, pens, pencils, highlighters
- Colored pencils, glue stick

Homework and assignments:

Students will be required to do homework/studying every night. The amount of homework will vary, but should not exceed 30 minutes, except in rare instances. There may be homework/studying assigned on weekends. Homework may take the form of note-taking on reading, research projects, writing assignments, skill building activities, and studying for class discussions, quizzes, and tests. Homework will be graded and become part of the student's overall class grade. With the exception of excused absences, assignments turned in 1 day late will be 80% credit, anything later will receive maximum of half-credit. If students have an excused absence, one day's make-up time will be granted for each day absent.

Assessment/Grading methods: Essays
Objective quizzes and tests
Projects
Cornell Notes
In-class participation
Homework activities

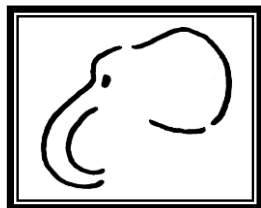
Grades are assigned according to the percentage of points earned for the term.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
50-59% = F

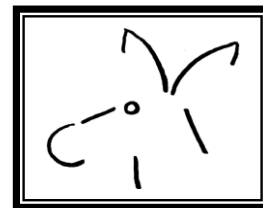
Student/Parent/Teacher Communication: I believe in the importance of frequent communication in order to contact parents in order to congratulate exemplary work or express concerns. However, if you find yourself with a concern or questions, please contact me via e-mail or by phone. If you are aware of an issue that might impact your student's achievement in my class, please inform me as soon as possible so that I might work more effectively to accommodate your student and encourage his/her ultimate success.

I look forward to working with you and your student.

Carol Crabtree
782-3753
ccrabtree@rjuhsd.us



Google Classroom Code: cx1h3h



RHS Government

Mrs. Crabtree, ccrabtree@rjuhsd.us (916) 782-3753 Room 903

SCHOOL RULES	RESPECT	ON TASK	AWARE	RESPONSIBLE
EXPECTED STUDENT BEHAVIOR	<p>Use appropriate language and tone with everyone</p> <p>Respect others' personal space and property</p> <p>Follow and respond appropriately to directions</p>	<p>Be present - physically and mentally</p> <p>Be prepared for class each day with assignments and materials</p> <p>Take an active, positive role in classroom activities</p>	<p>Be mindful of others' feelings, opinions, and experiences</p> <p>Help those around you</p> <p>Keep your workspace clean and organized</p>	<p>Be on time and ready to learn</p> <p>Write down due dates for all classes</p> <p>Use technology responsibly</p> <p>Be proactive</p>
Classroom Routine/Behavioral Expectations				
Entering the Classroom	<p>How can students be welcomed to the class? Enter the class calmly, turn your phones off and put them away, and find your seats before the bell.</p>			
Starting the Class	<p>How can instruction begin quickly? The Daily News Minute will be presented each day at the beginning of class. If you are the presenter, have your form filled out and ready to go. Otherwise, be attentive audience members by focusing on the presenter and not being distracted by other work/tasks.</p>			
Working Independently	<p>What are the expectations for students when they are working independently? You need to use your time wisely. When working independently, you are expected to work quietly, remaining on-task until the assignment is completed. If you complete an assignment before the rest of the class, you may quietly work independently on other work.</p>			
Working in Groups	<p>What are the expectations for students when they are working in groups? You are expected to collaborate with other students in class; this will entail being a cooperative member, being an equal contributor, remaining on task.</p>			
Asking for Help	<p>How will students ask the teacher for help? In-Class: raise your hand and wait to be called on. Outside Class: come before school, after school, or ROAR Priority period for additional help.</p>			
End of Class	<p>What does the last 5 minutes of class look like? Do not pack up until I tell you it's time. At that time, please tuck in your chair and clean up your work space. Do NOT line up at the door.</p>			

Mrs. Crabtree