

Course Overview

Civics and Justice is a course in which we will examine the foundations, structure, and function of the United States Government. Throughout this course will break down the influences on our founding fathers when they designed our government and drafted the most important documents in our country's history. Students will learn the function and process of the U.S. Supreme Court as well as critically examining Landmark Supreme Court Cases. Students will continue to develop skills in organizing information from primary and secondary materials, while further strengthening critical thinking and historical writing skills.

Honors Civics & Justice students will develop skills for annotating and closely reading documents for perspective and understanding of the historical context in which they were written. Provided there is time left in the trimester, we will examine and identify the United States foreign policy and how it has developed over the course of our history.

Key Skills

Over the course of this trimester, students will work to develop the following skills: Conducting research to gather information; analyzing evidence (including primary and secondary sources); analyzing and developing arguments; communicating clearly both speaking and writing; working collaboratively to develop solutions to problems.

Grading

Standard Course

Your Social Studies grade will be 75% assessment and 25% practice.
Your grade in Economics will be based on a combination of your assessments and practices. It's important that you complete your practice so that you will be successful during your assessment, all practice will be meaningful and directly relate to your assessments. *You MUST complete and pass practice before I will assign you the assessments for each unit.*

Honor's Course

Your grade in Honors class will be 100% assessment with that said you will not be assigned any assessments until you have demonstrated that you are ready for assessment by completing all practices.

Grading Scale

0= did not receive the assignment
1=incomplete, not enough evidence to assess
2=does not yet meet standard/learning target
3=meets standard/learning target
3.5=exceeds standard/learning target
4=master standard/learning target

Course Completion Policy

At the end of this semester if you do not pass the class, but earn a 2 or higher, I will enter an Incomplete in the grade book for two weeks allowing you time to make corrections to earn credit. If you do not complete the work within that timeframe or finish class with a grade below a 2, you will need to attend summer school to earn credit. If you do not attend summer school to complete the course you will be required to retake the course next school year.

*If you are an honor's student who receives an incomplete you will have two week after the semester to correct it for honors credit. After that time you will no longer be eligible to receive honor's credit for the course, instead you will earn standard credit.

Late Work Policy

You will have one week after assessment due dates to complete and turn in your assessment, after that, you will be required to complete an alternative assessment.

If you are assigned the assessment late because you didn't complete all practices on time, the deadline will not be changed. You will still have one week from the original due date to complete the assessment, otherwise, you will complete an alternative.

Assessment correction attempts will be allowed once and must be completed within one week of conferencing with Mrs. Day. If you do not correct your assessment within this time frame or your second attempt did not meet standards, you will complete an alternative assessment after conferencing and demonstrating sufficient understanding of the material.

Honor's Retake/Reassessment Policy

As an Honors student, the expectation is that you will demonstrate your understanding of content after completing all practice, utilizing the information available, taking thorough notes, asking questions, and participating in all discussions. It is expected that you will come into an assessment fully ready and completely prepared.

Should you earn a 3 (meets) on an assessment and you would like to improve your score you will have ONE WEEK after scores are posted to request ONE chance to improve your score.

You must also complete 2-3 independent practices that represent your further initiative to improve your learning. Examples of independent practice include additional research with notes, primary and secondary source analysis, interviews with people who have experience with the material, etc. After the one-week deadline, you will not be allowed to request a retake or reassessment for that unit.

If you earn less than a 3 (meets) on an assessment you will be required to set up a conference with me to come up with a plan for reassessment. This can be done during Friday school, after school, or during another class period that we mutually agree on.

Keys to Success

1 Be prepared for class. This means you have completed all assignments and are ready for discussions.

2 Actively participate in all discussions and group work.

3	Attendance is a must in order to be successful in class. Most of this class will be discussion and collaboration, if you are not in class to participate your grade will suffer greatly.
4	Do not be afraid to question history or what I teach you. History is all about the interpretation of the facts supported by evidence. I want you to think critically and not just accept what you learn.
5	Be willing to challenge yourself to do better and be better.

Civics & Justice Syllabus

I have read the entire syllabus and understand that if I have any questions or concerns throughout this course I agree to have a conversation with Mrs. Day to reach a solution.

Student Name

Student Signature

I have read the syllabus with my student and understand that if I have any questions or concerns throughout this course I agree to reach out to Mrs. Day so we can discuss possible solutions.

Parent/Guardian Name

Parent/Guardian Signature

Dear Parents/Guardians,

I am very thankful to have your student in person this year, I am hoping that we will be able to maintain a consistent on-campus learning environment. I wanted to include this letter with the syllabus to make sure

that we establish an open line of communication and to make sure you are continually informed about the learning your student is doing. This letter also serves as personal accountability for myself by giving you a list of what you can expect from me as your student's teacher.

Grades

I prefer to maintain a current gradebook because I believe it is important for students to know what their grade is at any given time. I think it is important for students to have access to their current grade, however, when I assign essays for your students it may take me a little more time to grade because I typically have high expectations and I provide a lot of feedback when I grade them.

I also feel it is important that parents are regularly notified of their student's grades. There are a few different ways this can happen, first, every parent has a Pinnacle login which is our gradebook provider. If you do not have your Pinnacle login, please contact Lauri Archer in the main office. Second, each week I will send home a grade report. On this grade report, you will see your student's overall grades, grades on individual assignments, and any assignments they are missing. One thing of importance on these grade reports is that if you see an R in the grade for any given assignment that means your students have submitted the assignment but I have not yet had the opportunity to grade it. If you have questions about the course grading policy or course completion policy, please refer to the attached syllabus.

Content

Because of the nature of Civics & Justice, we will be discussing multiple perspectives of different topics, including current events. These topics will be taught in an objective manner illustrating multiple perspectives of those impacted by the topics. There will be times throughout this course where students will be challenged to think about or put themselves in the shoes of people who have different opinions from their own. My personal practice is to email ahead of time to inform you of any time we will be working through any of these topics. This not only serves as communication to you but also gives you the opportunity to voice your concerns or ask for alternative instruction for your student.

In addition to the information above, there will also be some time where I use movies or clips from movies to provide a visual representation of what I am teaching. There may be some instances where those clips or movies may be rated R because of language. Again, my common practice is to send an email to you prior to showing these to not only inform you, but to give you the opportunity to ask for an alternative.

Please contact me if you have additions questions or concerns: tiffani.day@centrallinn.k12.or.us or (541)369-2811 ext 2206

Sincerely,
Tiffani Day