

Principles of American Governance

Omaha Public Schools - Zoo Academy

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Term: Spring 2018
Meeting Time: B2



I. Description

Principles of American Governance goes further in depth to a number of themes related to American Government. The overarching purpose of the course is to aid in the preparation for the AP examination. The course is taken second semester - after completion of AP US Government and Politics. The enrichment activities with a focus on vocabulary and application of principles of American government will give students a deeper understanding of concepts connected to the course.

II. Content Objectives

- a. Political Action: Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.
- b. Government Institutions: Compare a variety of different content including political parties, forms of government, demographic groups, etc.
- c. Political Trends: Use data to make predictions and draw conclusions by conducting research on voting patterns, voter demographics, and examine Supreme Court decisions.
- d. Political Process: Identify how public policy is shaped by governmental and non-governmental institutions and political processes.
- e. Core American Values: Explain the current and historical interpretations of principles related to American core values (such as due process and equal protection of the law); synthesize why/how those interpretations changed over time.
- f. Government Levels: Demonstrate skills that enable people to monitor and influence state, local and national affairs. For example: Working with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus.
- g. Political Bias: Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

III. Approximate Grade Breakdown

Summative (65%)	Formative (35%)
<ul style="list-style-type: none">- State/Local Government Project (Quarter 2) 30%<ul style="list-style-type: none">o Has a x3 multiplier- Review Tests (1 per quarter) 20%<ul style="list-style-type: none">o Each has a x1 multiplier- Research Paper (Quarter 1) 15%<ul style="list-style-type: none">o Has a 1.5x multiplier	<ul style="list-style-type: none">- Vocab Quizzes (Every Tuesday for a total of 13) 15%<ul style="list-style-type: none">o Each has a x1 multiplier- Weekly Current Events Recaps (Every Thursday for a total of 15) 20%<ul style="list-style-type: none">o Each has a x1 multiplier

IV. Omaha Public Schools Evaluation

Omaha Public Schools students' coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric.

A final score for each reporting topic/standard will be determined using a trend score. A trend score looks at the progression of learning throughout the unit of study or the course and puts greater emphasis on the increased achievement at the end of learning. All coursework and assessments are important for student learning and should be completed to provide evidence of learning. If multiple assignments or major assessments (final exam) are not completed, zeros will be given and the grade for the topic/standard will be determined by averaging.

At the end of a grading period, trended scores for each reporting topic/standard will be averaged using assigned folder weights. This weighted average is converted to a letter grade using this grading scale for the 2017-2018 school year. Proficiency scales for this course are available upon request (teacher will identify location such as parent portal, teacher website, attached, etc.)

V. Grading Procedures

- a. Redoing/Revising Coursework: Students are allowed redos and revisions of coursework for full credit during that unit of study. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.
- b. Late Coursework: Students are expected to complete missing coursework. Late coursework is accepted for full credit until the end of the unit. Once late coursework is turned in, the zero will be replaced with the score earned by the student. Late work completed during the unit of study will not result in a reduction in grade. Work that is not turned in during the unit of study will receive a score of zero.

Missing Coursework: Work not turned in at all will receive a score of M. An M is weighted the same as a zero in the gradebook. Students have until the end of the unit to hand in any missing assignments. Accommodations due to extended illnesses are to be arranged with the teacher.

VI. Grading Scales

Omaha Public Schools	Papillion La Vista Community Schools
A = 3.51 – 4.00	A = 100% - 90%
A- = 3.01 – 3.50	B = 89% - 80%
B = 2.51 – 3.00	C = 79% - 70%
B- = 2.01 – 2.50	D = 69% – 60%
C = 1.51 – 2.00	F = 59% - 0%
D = 0.76 - 1.50	
F = 0.00 – 0.75	

VII. Course Requirements

- a) Vocabulary Quizzes: Every Tuesday there will be a vocabulary quiz based off a prescribed list of vocabulary words and definitions from the previous week. Quizzes will be comprised of 10 selected vocabulary words where definitions will be read aloud and students have to select appropriate word from a word bank.
- b) Weekly Current Events: Students will complete current event updates to be handed in and discussed every Thursday. Assignment paper and rubric to be handed out separately.
- c) Tests: Tests will be taken in class on a designated date. If a student is unable to complete the test during the testing time due to illness or other factors it is the student's responsibility to communicate with the instructor to come up with alternate arrangements for the test.
- d) State/Local Government Project: Mapping project related to a state/local government issue to be completed by students during second quarter. Assignment paper and rubric to be handed out separately.

- e) Research Paper: Governmental research paper to be completed by students during first quarter. Assignment paper and rubric to be handed out separately.

VIII. Academic Dishonesty/Cheating

Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

IX. Targeted Learning Standards

SS12.1.1 *Students will analyze and evaluate the foundation, structures, and functions of the United States Government as well as local, state, and international governments. (Indicator 12.1.1a, 12.1.1b)*

SS12.1.2 *Students will address local, state, national or international issues and policies through meaningful civic participation. (Indicator 12.1.2 a, 12.1.2b, 12.1.2 c, 12.1.2e)*

SS 12.2.10: *Students will analyze the role and responsibilities of government in various economic systems (Indicator 12.2.10.d)*

SS 12.2.11 *Students will examine the government's influence on economic systems through fiscal policy (Indicator 12.2.11 b)*