



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	AP Government and Politics		
<i>Instructor Info</i>	Name: David Marsh	Contact Info: Email: Dmarsh1@pps.net Phone: (503) 916-5140 Ext. 84426	
<i>Grade Level(s)</i>	12		
<i>Room # for class</i>	Room: SS-228		
<i>Credit</i>	Type of credit: Social Studies - Government	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	N/A		
<i>General Course Description</i>	<p>This is a Semester course in which we will be studying how the United States Government and how it functions. We will also be following current events. In this course we will be taking notes, writing essays, studying maps, watch videos, debate, discuss material, play games and much more.</p> <p>We The People Competition: If you are taking this course you will be participating as a member of Franklin High School's "We the People Team" (also known as "Con Law"). This team will meet on Mondays at 6-9, parent volunteers will provide dinner, The competition is in January and it will act as your final.</p>		
Section 2: Welcome Statement & Course Connections			



<i>Personal Welcome</i>	Welcome to AP Government and the Franklin High School Constitution Team. This course is really built around the constitution team and I believe it is a great opportunity for students to gain in depth knowledge on the United States Government while also challenging themselves in new ways.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	<ul style="list-style-type: none"> ● Unit 1 - Philosophy of Government ● Unit 2 - Writing the Constitution ● Unit 3 - Amending the constitution and political influence ● Unit 4 - How Government works ● Unit 5 - Constitutional Rights ● Unit 6 - Government moving Forward
<i>Course Connections to PPS Reimagined Vision</i>	The Franklin High School Social Studies Department believes in creating engaging, positive and safe environments where all students are able to maximize achievement, conduct critical analysis and make connections between themselves and our collective global history. We believe in building responsible citizens, and nurturing self-confidence and self-competence through valuing lived experience and cultural heritage. We believe in awarding grace and compassion to students, families and ourselves.

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <ul style="list-style-type: none"> ● HS 61 - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements. ● HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change
<i>PPS Graduate Portrait Connections</i>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> ● Communication ● Critical Thinking ● Racial Equity



	<ul style="list-style-type: none"> ● Lifelong Learning ● Sense of Self ● Global Stewardship ● Reflective Empathy ● The Future
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <ul style="list-style-type: none"> ● Note Taker aids ● Check-ins ● Group work ● All resources are available on Canvas <p><i>504 Plans:</i></p> <ul style="list-style-type: none"> ● Note Taker aids for those who need ● Check-ins ● Group work ● All resources are available on Canvas <p><i>English Language Learners:</i></p> <ul style="list-style-type: none"> ● Note Taker aids ● Check-ins ● Group work ● All resources are available on Canvas <p><i>Talented & Gifted:</i></p> <ul style="list-style-type: none"> ● Tiered questions that allow TAG students to answer more in depth. ● Group work to encourage discussion. ● Participation on the Con Law Team allows students to take on greater leadership roles and the ability to dig really in-depth into their unit questions.
<p><i>Personalized Learning Graduation Requirements (as</i></p>	<ul style="list-style-type: none"> ● Argumentative Essay Writing Skills ● Leadership, and Team Collaboration Skills



applicable in this course):

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies

Shared Agreements

I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender identity in the following way(s):

- Everyone is free to be who they are and want to be.
 - No put down language.
 - No homophobic, sexist, racist, or transphobic language is allowed.
- Freedom to speak your mind.
 - Students are allowed and encouraged to speak their opinions and engage in conversation.
 - Debate ideas and not attack the person.

I will display our Agreements in the following locations:

- On the wall to the left hand side of the whiteboard.

My plan for ongoing feedback through year on their effectiveness is:

- Build relationships so students can communicate their needs with me and I will take these comments and be responsible.
 - If a problem with the course is affecting one student it is affecting multiple students.
- Check in with individual students when I can.
 - Checking for understanding and ensuring clear directions.
- Reading the room.
 - If students look confused, distracted or lost then there is something about the lesson that is not working.



	<ul style="list-style-type: none"> ● End of semester surveys
<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Check in with students individually during individual and group time. ● Making content relevant to students and the world students live in today. ● Ensuring content is culturally relevant to students. ● Encouraging student voice in lessons.
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Email is the best way to reach me and I would be happy to discuss any insights about your student you want to share with me.
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Showcase student work on the classroom walls ● Congratulate students for extracurricular achievements (sports teams, arts events, club activities, etc) ● Share student work with the school community when possible and appropriate
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular anonymous polls on class as well as individual opportunities to communicate.
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● A reminder of the correct behavior. ● A private discussion if the behavior continues. ● If the behavior continues beyond a one-on-one conversation then I will reach out to the student's parents. ● Following all of these steps, I will contact admin for assistance.



<i>Showcasing Student Assets</i>	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> • A chance to share their work with the class. • Some assignments are jigsaw puzzles and require students to share with the class. • Discussion groups after students have had an opportunity to write and think on their own so they can share with a larger group. • Games will require students to interact with each other and share their ideas.
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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	N/A
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<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> • Ask to leave the room respectfully, • Take a hall pass. • Return as quickly and as respectfully as possible to class. • Take your seat without causing a disturbance.
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<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> • I will collect notebooks following the conclusion of a unit. Students have a full week to turn in their notebook to me for full credit. After that point I will reduce the point value of the assignment by 50%. • There will be assessments and essays on Canvas and those will be due on Canvas.
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> • I will check in with the student and create a plan in order to give that student a path of passing the class. • I will chunk the work so the student has clear goals as to what they need to complete in order to reach



	the next assignment to help them pass the class.
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <ul style="list-style-type: none"> • Notebooks are returned at the latest the next day they return to class. • Essays and larger assignments will be completed within two weeks of being turned in. <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> • Each page of the notebook is out of 10 points. A check is a full credit for that day. A minus will indicate if points are missing either from the notes or the EQ Answer. <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> • Students have a week to turn in their notebooks. If the notebooks are turned in before the last day they can make revisions and resubmit their notebooks for more points. • Essays and projects will only be allowed to be revised if it has resulted in a failing grade.
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Notebook Page Format</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> • All notes and daily activities can be found on Canvas under that unit. The slides for every unit are available in Canvas under the top item in every module.
Section 6: Course Resources & Materials	
<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> • Slides • Video links • Any supporting documents
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> • A single-subject notebook



	<p>Text Books: We the People 4th Edition, AP Government Textbook</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
Course Resources	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> • Canvas - please see Canvas as it will have all course resources.
Empowering Families	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> • All class resources are on Canvas. Families are welcome to get on Canvas and look at what is going on in class.
<h2>Section 7: Assessment of Progress and Achievement</h2>	
Formative Assessments	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> • Synergy will have the student's current grade in class • I am available to discuss a student's grade either in person with the student or via email with parents or students.
Summative Assessments	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> • Notebook check • End of Unit Assessments • Projects
Student Role in Assessment	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> • I am available during tutorial to help students who need assistance with the assignments. • In tutorial I often talk students through the essential questions or mini-essays and help them come to the answers.
<h2>Section 8: Grades</h2>	



Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> • Synergy 												
	<p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> • During Notebook Checks at the end of a Unit • End of Unit Mini-Essays upon being graded • Two weeks after Essays have been turned in they will be graded and grades posted on synergy. 												
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: A and B</i> <i>Meaning of the mark: Exceeding Proficiency and Passing</i></p> <p><i>Mark: C</i> <i>Meaning of the mark: Proficient and Passing</i></p> <p><i>Mark: D</i> <i>Meaning of the mark: Barely proficient and Passing</i></p> <p><i>Mark: F</i> <i>Meaning of the mark: Not Proficient and not Passing</i></p>												
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;">Grade Weight:</td> <td style="width: 50%; padding: 5px;">Grading Scale:</td> </tr> <tr> <td style="padding: 5px;">Essays and Quizzes - 45%</td> <td style="padding: 5px;">90% and above A</td> </tr> <tr> <td style="padding: 5px;">Essential Questions and Daily assignments - 45%</td> <td style="padding: 5px;">80%-89% B</td> </tr> <tr> <td style="padding: 5px;">We the People Competition - 10%</td> <td style="padding: 5px;">70%-79% C</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">60-69% D</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">59% and below F</td> </tr> </table>	Grade Weight:	Grading Scale:	Essays and Quizzes - 45%	90% and above A	Essential Questions and Daily assignments - 45%	80%-89% B	We the People Competition - 10%	70%-79% C		60-69% D		59% and below F
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Essays and Quizzes - 45%	90% and above A												
Essential Questions and Daily assignments - 45%	80%-89% B												
We the People Competition - 10%	70%-79% C												
	60-69% D												
	59% and below F												



	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none">• A,B,C,D are all passing grades which means the student has proven they are proficient in the skills taught during the course.• F is a failing grade which means the student has not shown enough evidence to show me that they are proficient.
Other Needed info (if applicable)	

