



**Mountain Range High School**  
 12500 Huron Street Westminister, CO 80234  
 Office: (720) 972-6300 Fax: (720) 972-6529  
<http://www.mountainrange.adams12.org>



## Course Syllabus

<b>School Year</b>	2020-2021	<b>Teacher Name</b>	Alisha Cody
<b>Office</b>	Room 228 North Side Teacher Work Area	<b>ACCESS ROOM</b>	C-111
<b>Phone</b>	720-972-6380	<b>Classroom Office Hours</b>	Virtual Classroom-Schoology In-Person Classroom-C-111 Periods 1, 7, 8 and Wednesday ACCESS period
<b>Email Address</b>	alisha.cody@adams12.org		

<b>Course Name</b>	CP U.S. Government/Civics (1st Semester) U.S Foreign Policy (2nd Semester)
<b>Course Description</b>	<p>Government is a semester course paired with Economics. It examines the basic principles of the American constitutional, legal, and political systems. Students will explore topics that have immediate impact on their lives and will be able to look at government from a variety of perspectives. The Government program is committed to helping students develop and improve academic skills in reading, writing, speaking and critical thinking skills. (This is a required social studies course for graduation.)</p> <p>This second semester course will analyze U.S. foreign policy from a variety of approaches, including theories about world politics, American politics, and decision-making. The course focuses on analysis of important concepts, events, and people in the development of U.S. foreign policy over the last century utilizing a case-study approach. Course activities and instruction are designed to develop the academic skills which will help the student better comprehend this and other areas of study. The student is asked to use the historical method and to examine carefully the social, political and economic forces which shaped foreign policy decisions as the U.S. rose to power in the last century.</p>

<b>Unit of Study</b>	<b>Grade Level Expectations/Content Standards</b>	<b>Approximate Time Spent or Percent of time Spent</b>	<b>Targeted Date of assessment</b>
Civics: Origins & Purposes of Government	<ul style="list-style-type: none"> <li>-Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (CSS-2a.)</li> <li>-Analyze and explain the importance of the principles of democracy and the inherent competition among values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (CSS-2c.)</li> <li>-Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (CSS-2e.)</li> <li>-Compare and contrast how different systems of government function (CSS-3f.)</li> </ul>	2 weeks	January 16 <sup>th</sup>
Civics: Roles, Duties, and Responsibilities of Citizenship	<ul style="list-style-type: none"> <li>-Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (CSS-1a.)</li> <li>-Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (CSS-1c.)</li> </ul>	2 weeks	January 30 <sup>th</sup>



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	-Analyze and discuss multiple perspectives on issues and options for participating in civic life (CSS-3a. and 3b.)		
Civics: Structure & Principles of US Constitution	-Identify the structure, function, and roles of members of government and their relationship to democratic values (CSS-2b.) -Analyze and explain the importance of the principles of the U.S. Constitution and the inherent competition among values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (CSS-2c.) -Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (CSS-2e.)	3 weeks	February 20 <sup>th</sup>
Civics: Bill of Rights	-Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases (CSS-2d.) -Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (CSS-2f.) -Evaluate the effectiveness of our justice system in protecting life, liberty, and property (CSS-2g.)	3 weeks	March 13 <sup>th</sup>
Civics: Development of Public Policy	-Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (CSS-1b.) - Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (CSS-1d.) -Explain how public policy is influenced (CSS-3c.) -Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world policies (CSS-3e.)	8 Weeks	May 15 <sup>th</sup>
Unit 1 Tools of Foreign Policy	Standard I: Students understand the chronological organization of history and know how to group people and events into major eras to identify and explain historical relationships.	3 weeks	End of Semester
Unit 2 History of U.S Foreign Policy	Standard II: Students know how to use various processes and resources of historical inquiry. Standard III: Students understand that societies are diverse and have changed over time.	3 weeks	
Units 3-6 Case Studies of U.S Foreign Policy	Standard IV: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	10 weeks	



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### SRG: Standards Referenced Grading

Assessment/Practice Proficiency Levels	
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard

Course Grade Scale	
A	89.5 - 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4
F	0 – 59.4

	Scale Score Percentages
4	100%
3.5	92%
3	85%
2.5	77%
2	70%
1.5	60%
1	50%
M	0
S	100%
I	75%
U	50%

Grade Reporting Criteria/Weights	
Content Knowledge	45%
Skills	45%
Practice	10%
Grades are based on achievement of Content Standards and Grade Level Expectations. *Weekly progress grades are posted at <a href="https://ic.adasm12.org/campus/portal/adams12.isp">https://ic.adasm12.org/campus/portal/adams12.isp</a>	

### General Expectations

- Grades are based upon the demonstration of proficiency on units associated within specific grade reporting criteria.
- **Assessment:** Assessments are a means to determine a student’s mastery and understanding of information, skills, concepts, or processes.
- **Practice: 10%** Practice includes opportunities for students to receive clear, specific, and timely feedback as they are developing knowledge and skills, prior to assessments.
- Assessments will be graded based on teacher/district/state rubrics.
  - o Multiple opportunities will be offered on some assessments through the practice of looping content.
  - o There will be no multiple opportunities on assessments that are considered finals.
  - o Multiple opportunities does not mean endless opportunities.
  - o Students are held to Academic Integrity Policy for Mountain Range High School.

Attendance policy will be followed in the administration of assessments.

### Class Expectations

**Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work will be followed for this course. **They state that it is the student’s responsibility to request and obtain missing work.** When a student has an excused absence, the student has the same number of days they were absent plus one day to make up assignments. Students who are unexcused may not be able to receive feedback from practice prior to required assessments.



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