



Course Name	Instructor	Instructor E-mail & Availability
Law & Government	Reggie Manville	<a href="mailto:rjmanville@aps.k12.co.us">rjmanville@aps.k12.co.us</a> <a href="mailto:rjmanville@aurorak12.org">rjmanville@aurorak12.org</a> Availability: By appointment please 3rd & 6th Hours
Course Website	Class Meeting Times & Location:	Prerequisites
	Room 331	

### Course Description

Civics, the focus of Law & Government, is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

### Standards

- Explain points of agreement and disagreement experts have about concepts and ideas associated with a compelling question
- Analyze purpose of and limitations of the foundations, structures and functions of government.
- Analyze how public policy (domestic and foreign) is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government
- 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
- Develop claims and counterclaims while pointing out the strengths and limitations of both
- Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government
- Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
- Use analysis of sources to form personal opinions or arguments to either take or simulate civic action (such as writing a letter to government official or attending a city council or school board meeting)

### Learning Outcomes by Quarter

#### Quarter 1 and 2 - Students will be able to...

- Know the essential characteristics of limited and unlimited government.
- Understand the principles of the United States constitutional government
- Know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic, and
- Know and understand what government is and what purpose it serves

#### Quarter 3 and 4 - Students will be able to...

- Know how citizens can fulfill their responsibilities for preserving the constitutional republic
- Know how citizens can exercise their rights and participate in civic life
- Know the organization and functions of local, state, and national governments, and
- Know how public policy is developed at the local, state, and national levels

### Required Supplies

- Pen/Pencil for class every day
- Three-ring Binder, 1-inch width
- Spiral Notebook, 100 pages
- Plenty of curiosity

### Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

#### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

#### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

**Classroom Policies**

I have high expectations of all the learners in my classroom. I have high expectations of myself. Together we will accomplish great things, but apart we will struggle in meeting our potential.

The day to day classroom management of this class has been founded upon student input and discussion. In short, the rules that guide class are the rules the students themselves came up with for our class. I make every attempt possible to work with the students in my classroom in order to keep them in the classroom. I do not like to ask students to exit the classroom, but I will if the learning atmosphere will improve. I am fair, but I am firm. I make every attempt to work with students on behavior objectives, but when things seem as if they might be improved with a phone call home, I will call. Please make sure to document either a phone number or an email address so that you and I can communicate about how to best help your child(ren).

On a positive note, I will also be using your contact information to contact you when your child(ren) are displaying excellent behavior and learning. The parents are a vital part of the relationship. We all share a common goal. The parents, the students and the teacher all desire for the student to learn, grow and prosper. Let's work together as a team.

Please contact me if you have any questions or concerns.

**Tear off and return THIS PAGE only and return to Mr. Manville.**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_