



Course Name	Instructor	Instructor E-mail & Availability
Civics	Nichole Rouached, Ms. Rouached, "Ms. R"	nsrouached@aps.k12.co.us Monday 4:00pm -5:00 pm Wednesday 4:00pm - 5:00 pm All By Appointment
Course Website	Class Meeting Times & Location:	Prerequisites
n/a	1st Period: Room 215 2nd Period: Room 215 7th Period: Room 215	n/a

Course Description

Civics teaches the complexity of the origins, structure, and functions of governments: the rights, roles and responsibilities of ethical citizenship, the importance of law, and the skills necessary to participate in all levels of government.

Students will explore civics with a lens around culture, race and prejudice in political systems.

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

Unit 1: Foundations of Government

Quarter 2
Unit 2: Civic Engagement
Unit 3: Public Policy

Required Supplies

Student will need the following items:

- Pencil/Pen
- Spiral Notebook (Journal) *For This Class Exclusively*
- Folder

Students are encouraged to create their own folders for class, where they can leave their Journals and classwork.

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, truancies, 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.

Ms. Rouached's Class: All classwork, including journal activities and worksheets, are kept in the back of the classroom in the Student Center. A calendar that drafts coursework is above the model journal and course documents. Students who have planned and unplanned absences are expected to check-in with their table liaison. If there are extended absences (more than three days), a conversation with Ms. Rouached is required to ensure student is well and changes that may need to be changed due to coursework,

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.

Ms. Rouached requires all students tardy to class, excused or not excused, to sign-in to the tardy book in the Student Center. This ensures students won't be incorrectly marked absent as attendance is taken at the beginning of class.

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.

Ms. Rouached expects all students to "Free Themselves from personal technological devices when they come into the classroom. The act "of "Freeing" yourself of the technology in class is meant to have students let go of the constraints and habits of technology so that they may be fully present in class, prepared to invest in their learning and future. Students are asked to be in the moment, attentive to their learning and respectful to their peers. The class is given one warning, after which if a device is used it is confiscated until the end of class. After three times a phone has been confiscated, a referral may be given to student.

Classroom Policies

Classroom Expectations will be set as a class the first week of each semester.

Grading:

- Students are asked to keep a Journal. The journals include classwork, such as: Daily Learning Objectives, Warm-Ups, Exit Notes, Classnotes, Group work and other class assignments as they come up. Journals are graded weekly, on a 4 point scale. The Journal is a reflection of work and effort from class.
- The only grades that go in Infinite Campus (IC) are from assessments. However, Journal grades are considered in their overall success in the course. If a student has not done well on class assessments, their Journal grade and work can help override potential low grades.

Cell Phones & Headphones are prohibited, per school policy.

Tear off and return THIS PAGE only and return to _____(teacher).

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: _____