HIGH SCHOOL COURSE SYLLABUS

CONTEMPORARY ISSUES

Number of Credits: 1

Prerequisites

None

# Course Description

This class is designed to provide students with the opportunity to discuss, understand, and explore local,

national, international, political, economic and social issues in a respectful, meaningful, and active way.

Throughout the term, students will stay up to date on current issues and trends. Because the subject of

this class is “contemporary,” topics will vary considerably depending on the current news cycle. Students

will be challenged to defend their opinions on many different issues.

# Course Standards

\*\*\*9-12.GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.

\*\*\*9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.

\*\*\*9-12.GV.4.EC.A Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.

\*\*\*9-12.GV.4.GS.A Evaluate the role and influence of contemporary political parties on government.

\*\*\*9-12.GV.2.CC.D Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.

\*\*\*9-12.AH.1.CC.B Explain connections among historical context and peoples’ perspectives at the time in United States’ history.

\*\*\*9-12.AH.6.CC.C Evaluate the responses of United States’ leaders to the challenges of global tensions.

\*\*\*9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.

\*\*9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

\*\*9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

\*\*9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.

\*\*9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.

\*\*9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

\*\*9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.

\*\*9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level

\*\*9-12.GV.3.GS.C Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.

\*\*9-12.GV.3.GS.D Describe and give examples of how the constitutional principle of checks and balances limits the power of government and leaders.

\*\*9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

\*\*9-12.GV.3.GS.F Compare the structure and functions of local, state and federal governments.

\*\*9-12.GV.3.PC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society

\*\*9-12.WH.5.EC.A Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

\*\*9-12.AH.6.EC.A Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.

# Course Outline

Will adjust according to the events that unfold throughout the semester however, themes will include Media Bias, Demographics, Conflict, Economics, and Government.

# Methods of Assessment

Final exams will be cumulative in nature, emphasizing the most essential benchmarks for the course. General assessments will be given at the end of each chapter. Written assignments and projects will be included throughout the year. In addition, participation and classwork will be evaluated. Currently the grading scale includes the following:

Current Events---------------50% (Discussion)

Simulations-------------------30% (Formative)

Projects------------------------20% (Performance Based)

Grading scale may be adjusted to a cumulative scale with prior notice.

# Grading Scale

GRADING SCALE

1. = 90 - 100 percent
2. = 80 - 89 percent
3. = 70 - 79 percent
4. = 65 - 69 percent

F = 0 - 59 percent

# MAKE-UP WORK

Students submitting work up to seven school days late without prior approval may receive up to 80% on the work than they would have received if the work had been submitted on time. Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations.

# CLASS EXPECTATIONS

1. Respect yourself, the teacher & others
   * Show respect for the teacher, yourself and others at all times.
   * Respect others’ property. Avoid touching or writing on anything that does not belong to you (including desks, textbooks, teacher’s belongings, walls, chalkboard, etc.). Don't expect that others will clean-up your messes. Please pick-up after yourself.
   * Respect yourself and the rest of us by using appropriate language and wearing appropriate clothing.
   * Be a kind person.
2. Put forth your best effort at all times
   * Always do your own best work.
   * Put learning ahead of getting good grades.
   * Put quality ahead of just getting it done.

1. Be prepared for class each day
   * Come prepared with all materials necessary:
     + An organized class binder containing all necessary materials and handouts
     + Looseleaf paper, pens (blue or black), and pencils
     + A red or purple pen for grading in class or underlining important elements in note taking
     + Highlighters for emphasizing important text
     + A planner to help keep you organized - the most successful students are organized.

1. Follow directions when given
   * When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working.

1. Pay attention, participate and ask questions
   * Engage in what is going on in the classroom. If you have a question, ask it! Otherwise, I might not know until the test that you did not understand something. There are no stupid questions, and chances are, if you are wondering about it, someone else in the class is to. Be proactive about your learning and don’t be afraid to ask for help. If you feel most comfortable waiting until after class, that is okay, too, but do keep communication open between us.

1. Preserve a positive learning environment
   * Student actions that interfere with teaching or learning in the classroom will NOT be tolerated.
   * Use class time to learn history/government. Please do not spend your time grooming, sleeping, talking, writing notes, playing cards, listening to you Ipod, text-messaging friends, or doing work for other classes.
   * Minimize classroom interruptions by arriving to class on time and not leaving the classroom during the hour.

1. Take responsibility for your actions
   * If you are confronted about a rule infraction, own up to it. Don’t deny it, lie about it, or blame someone else.
   * Take responsibility for missed assignments.
   * All handbook rules will be enforced. Please read your handbook. Students that choose to break these rules, choose to have points taken away from their learning readiness grade, and face the possibility of additional consequences.

# CLASS RULES

1. No food or drink, except water
   * You may drink bottled of water in the classroom. If a spill occurs, please clean it up immediately and inform the teacher.
   * No other food or beverage is permitted without a doctor’s note.

1. Arrive to class on time & ready to learn
   * When the bell rings, you need to be sitting in your assigned seat.
   * You should immediately begin on the warm up activity or journal entry.  Be “physically” and “mentally” present in the classroom

1. Never line up/disengage before dismissal  Remember, I dismiss you, not the bell.

1. Do not cheat, plagiarize, or copy work  Cheating is completely unacceptable.
   * Plagiarism (copying work from another source without giving proper credit) is completely unacceptable. If you plagiarize on any assignment you will earn a “0” on that assignment with no opportunity to re-do the work for credit.

1. Use polite and appropriate language
   * Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable, no put downs, swear words, or slang words with demeaning connotations will be accepted. Remember, if you don’t have something nice to say, don’t say it at all!

1. Do your best work & turn it in on time
   * Remember that the work that you turn-in is a reflection of your effort on the assignment.

1. Pick up after yourself before you leave
   * Take all of your belongings, pick up any scrap papers around you, and put your desk back in line before you leave each day.