

Gateway STEM High School
Learners Today, Leaders Tomorrow!



American Government 150E Sheltered for English Language Learners

Instructor Contact Information:

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Welcome to American Government 150! This class is a survey course in which you will study the origins and developments of the government of the United States. Students will examine selected topics and themes about the government of the United States throughout the course. This syllabus gives you information that you can use as a guide to this class.

Course Framework:

Course Description: In this course, we will examine the foundations of government and law in the United States and the State of Missouri. We will also examine how local, state, and federal governments operate. Studying both the historical foundations and the workings of government will help you engage in discussion and debate of civic issues that affect our community, state, and nation. In that way, the course will help you to become a more engaged and responsible member of the American society.

This survey course is designed to make the content of American Government more comprehensible for English Language Learners and to help you to develop academic skills.

In this class, you will practice the skills of historical thinking and historical geography needed to understand American Government. Finally, *American Government* will complement your studies in communication arts, literature and composition, by developing skills in reading, research, speaking and writing.

There are no prerequisites for this class. However, the class is designed for students in 11th or 12th grade who are receiving ESOL services.

Learning Objectives:

1. to survey American Government - To survey a subject means to take a wide look at many events. We will study many events, people and developments in American Government.
2. to examine American culture and government - When we examine culture and government, we will take a closer look at different aspects of American society and the ways in which it is governed.
3. to develop skills in research - To develop skills in research, we will read primary and secondary sources and write about American Government. We will use tools of Social Science inquiry such as timelines, maps, statistics, and other documents. You will also gain practice in producing oral and visual presentations.
4. to expand and develop academic language - As we study history, we will also expand our academic language which means we will learn vocabulary and reading strategies that will help in learning history. Special emphasis will be placed on writing and speaking.
5. to prepare for college or other further studies - By engaging in these goals and skills, we will also prepare for college or other further studies.

Course Outline

First Semester topics:

1. Origins, Purposes, and Types of Government (August)
2. Historical Influences of Government (September)
3. The Constitution (September-October)
4. Legislative Branch (October)
5. The Presidency & the Bureaucracy (November)
6. The Judicial Branch & Civil Liberties (December)

Second Semester topics:

1. Campaigns, Elections and Voting (January)
2. Political Parties & Interest Groups (January-February)
3. Missouri Constitution (February)
4. EOC Re-teaching and Review (March-April—2-3 weeks)
5. Economic Systems, Fiscal & Monetary Policy, Economic Indicators & Policy (March-April)
6. Action Research/Capstone Project

Required Materials:

Please come to class ready to work! You will need to bring your school laptop, pencil or pen and a notebook or folder to keep class notes and hand-outs organized.

Textbooks: We will use a variety of textbooks, primary sources and other readings for our class such as:

- *United States Government: Principles in Practice*. Holt McDougal, 2012.
- *Civics Today*. Glencoe/McGraw Hill, 2007.
- *We The People: The Citizen and the Constitution, Level 2*. Center For Civic Education, 2007.
- *The Constitution of the United States*
- other readings, videos, and podcasts as assigned by the teacher

Laptop – You should bring your school laptop computer to class daily. Most of our assignments, lessons, and readings will be posted online through the class Teams. You should check the class Team daily and use a planner or calendar to keep track of your assignments and lesson. You should also check your SLPS school email daily. Email is also a great way to contact your teachers. You are responsible for all assigned work.

Class Expectations/Policies:

Gateway High School Expectations:

1. Be in your assigned seat/area, ready to work when the bell finishes ringing.
2. Have paper, pencils/pens, books and all needed supplies every day.
3. Keep hands, feet, books, and objects to yourself.
4. No profanity, rude gestures, teasing, or put downs.
5. Follow directions of the Student Discipline Handbook and all school adults unless the request is illegal, immoral, or unsafe.

Classroom Expectations:

1. Be curious!
2. Be polite!
3. Follow all school rules and Gateway expectations.
4. Actively participate in class.
5. Submit homework and assignments on time.
6. Cell phones – NOT to be used without permission.
7. Use complete sentences.
8. Put your FIRST and LAST name on all assignments unless directed otherwise.

Class Expectations/Policies: (continued)

You should attend class daily and participate in all class activities. When you miss class, please send me an email.

Sometimes, you may be expected to revise and resubmit assignments in order to demonstrate mastery of the lesson objective(s).

Grading/Proficiency Scale:

There are two categories of assignments – formative and summative. Daily DO NOWs, quizzes, homework, etc. are formative. Tests, major projects, performances, or other major assignments are summative. You will be encouraged to revise assignments and all summative assignments may be repeated to demonstrate mastery of the material and for a higher grade. **Formative assessments are 40% of your total grade. Summative assessments are 60% of your grade.**

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60-69 = D
0 – 50 = F

Grades will be calculated using the standard grading scale of SLPS.

Assignments will vary but will include daily DO NOW activities, worksheets, vocabulary work and other class activities, homework assignments, quizzes, projects, and tests. You will be expected to use technology to record and submit a variety of assignments, including recording your voice. Point values for lesson activities will vary according to the assignments.

Late assignments will be accepted but may receive reduced credit. Students may retake any test and most summative assessments. Retests must be scheduled in advance.

A comprehensive final exam will be given at the end of each semester.

Policy Statement about Academic Integrity/Plagiarism:

PLAGIARISM AND ACADEMIC DISHONESTY.

Obtaining credit for work that is not your own, is considered academic dishonesty. Plagiarism is a form of cheating or academic dishonesty that happens when someone uses another person's words, ideas, or work and presents them as their own. The action may include, but not be limited to, the following:

- Submitting another student's work as your own work.
- Obtaining or accepting a copy of tests or scoring devices.
- Giving or obtaining test questions or answers from a member of another class.
- Copying from the internet or using artificial intelligence tools from the internet.

Plagiarism: (continued)

- Using materials that are not permitted during a test.
- Copying from another student's test or computer file or allowing another student to copy during a test or computer program.
- Copying, or having someone other than the student, prepare the student's homework, paper, project, or assignment for which credit is given.
- Permitting another student to copy from your work or writing another student's homework, project, assignment, paper, or computer file.

Plagiarized work will NOT be accepted and will receive a grade of ZERO. You will then be expected to do the assignment again.

Instructional Methods:

The Instructional methods will vary but will include:

1. methods and strategies of the *Sheltered Instruction Observational Protocol (SIOP)*
2. methods and strategies of the *Modern Classrooms Project*
3. lecture and note-taking
4. a variety of assignments involving reading, writing, speaking, and listening
5. individual work and group work
6. research projects and oral presentations
7. analysis of primary source documents and images
8. viewing video documentaries and listening to digital audio

Technology:

We will use technology and media in a variety of ways. The teacher will use a blend of media and technology tools to deliver lessons. You will also use technology and multimedia when making presentations and completing assignments.

You will be expected to make both audio and video recordings of yourself speaking or reading aloud.

Final Thoughts:

To Succeed in Class: Strive for excellence, practice perseverance, and be curious.

To strive for excellence, do your best on assignments and in class activities. To practice perseverance, you should always complete assignments. If you miss class, make sure to make up any missing work. If you get a low score on a quiz or test, you should retake it. You may also complete extra credit assignments when they are assigned. To be curious or inquisitive means that you should ask lots of questions and actively work to understand all concepts and assignments. If you do not understand something about the class, be sure to ask for clarification.

Make Mistakes! Don't be afraid to make mistakes! This shows that you are learning. Think of mistakes as just a first attempt. One of the best ways to learn is by making mistakes. So, please don't be afraid to try new things, especially new vocabulary. It is okay to make mistakes. It is NOT okay to not try! It is okay to make mistakes, but it is not okay to give up!

If you have questions: I encourage students and parents to contact me and to frequently ask questions! Students or parents may contact Mr. Johnston directly by email. You may also leave text messages or voice mails. See the contact information on the first page of this syllabus. Parents may also feel free to contact one of our translators through the ESOL office at (314) 231-3720.

Syllabus Acknowledgement Form:

Complete and sign the syllabus acknowledgement form on the next page.



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Syllabus Acknowledgement Form

Please read the attached syllabus from Mr. Johnston.

Please complete and sign below. Return this form to Mr. Johnston.

STUDENT

Student Name (printed) _____

Student's Signature _____ Date: _____

Students: Is there anything that you would like me to know about you to help you be successful in my class? If yes, please describe here:

PARENT/GUARDIAN

Parent/Guardian Name (print): _____

email address: _____

cell phone: _____

Do you prefer a translator? ___ Yes / ___ No What language? _____

Parent/Guardian Signature _____ Date: _____

Parent/Guardian: Is there anything that you would like me to know about your child to help him/her to be successful in my class? If yes, please describe here: