

Challenger High School
Civics SST 201/202
CEDARS Code: 4151, 9/7/21
2021-2021

Instructor: Shawn Parks

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Grade Level: 11,12

Credit: Social Studies .5 per section

NCAA Approved

Time Requirements:

Students will be required to do 15 hours per week of class work and to do 10 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

Course Description:

This course is designed to give students a foundation in local, state, and federal political systems that include, but are not limited to, fundamentals of the United States Constitution; political processes and the separate functions of executive, legislative, and judicial branches of government; political culture; party systems; interest groups; bureaucracies; institutions (military, etc.); civil society; media roles; public policy (civil liberties, rights). Emphasis will be on the study of local government and factors influencing policy making in the United States and other nations in the world.

- **Course content:** student will demonstrate a basic understanding of the following:
(Over a 9 week period of time to earn a .5 credit.)

SST 201:

- Power, Politics, and Government
- The United States Constitution
- Lawmakers and Legislation
- Chief Executives
- Courts, Judges, and the Law
- Parties, Interest Groups, and Public Policy
- The Bill of Rights and Civil Liberties

SST 202:

- Comparing Forms of Government
- The Roots of American Democracy
- Citizen Participation in a Democracy
- Public Opinion and the Media
- Political Campaigns and Elections
- Confronting Global Issues

Materials (may include but are not limited to)

- District approved textbook: Government Alive! Power, Politics, and You (TCI)
- Internet sites, social studies lab experiences, computer based learning models, reading materials, video clips
- Other materials will be provided by the instructor

Assessment (may include but not limited to)

- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs, quizzes, participation, and group and individual projects.
- Progress reports will be issued monthly by the instructor.

Progress

- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students' ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students' educational progress in meeting the course learning standards.
- At a minimum, students must turn in at least one assignment per week to maintain a status of "making monthly progress," but will need to complete all the instructor is asking for each week in order to complete the course on time.

Grading Scale: (Progress reports will be done monthly)

- **A (90-100%)** Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
- **B (80-89%)** Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
- **C/P (70-79%)** Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
- **D (69% or below)** Student unable to demonstrate mastery of expected skills.
- **F (59% or below)** Student unable to demonstrate mastery of skills and will not receive credit for the course.

Relationships to other Content Areas

- Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

Common Core Standards for English Language Arts and Literacy in Social Studies

Students will be able to

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideas and ideas.
3. Evaluate various explanations for actions and events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or issue.
8. Evaluate the author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.