

CLASSROOM EXPECTATIONS

The overall guidelines for this class are: **BE RESPECTFUL, RESPONSIBLE and SAFE.**

Be responsible for your learning:

BE HERE.

BE ON TIME.

BE FOCUSED UPON WHAT WE ARE LEARNING and BE ENGAGED IN WHAT WE ARE DOING as a class in order to learn.

Be respectful of your classmates and teacher, and create a safe environment :

Same 3 things mentioned above, plus . . .

COMMUNICATE DIFFERENCES WITHOUT MAKING IT PERSONAL (no putdowns, name calling, or sexist, racist or homophobic stereotypes).

NO FOOD OR DRINK WHEN USING iPads (and cover your iPad with a freezer bag when you are sick, or recovering from illness); **NO NUTS OR NUT BUTTERS IN THE CLASSROOM** (to protect those with allergies); **PROPERLY THROW AWAY OR RECYCLE ANY TRASH.**

PUT AWAY PHONES OR PERSONAL DEVICES during lessons, instructions, discussions, group and individual work, and Song of the Day.

LEARNING STANDARDS

Oregon Social Studies Standards addressed in this course:

HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.

HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.

HS.27. Examine functions and process of United States government.

HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, *Marbury v. Madison*, Bill of Rights, Constitutional amendments, Declaration of Independence).

HS.24. Analyze and critique the impact of constitutional amendments.

HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.

HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.

HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).

HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.

HS.33. Explain the role of government in various current events.

HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.

HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.

HS.54. Explain the function of the stock market.

Common Core literacy standards addressed in this course:

Common Core Reading Standard 1 for Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Common Core R4: Determine the meaning 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 (e.g., Madison's use of "faction" in *The Federalist* (No. 10)).

Common Core Writing Standard 1 for Social Studies: Write arguments on discipline-specific content [evaluated for argument, organization, and evidence & citations].

OTHER IMPORTANT ITEMS

No credit will be given for work that is simply copied from another person or source of information, **unless** they are notes and I have specifically said it is okay. Additionally:

Test Retakes and Makeup Tests:

If you score a 1 or 2 on a unit test, you have about 2-3 weeks (pay attention in class for specific cutoff dates) to complete **one retake** test. The maximum score that will be awarded for a *retake* test is a 3 (Meets). *Makeup tests* (you were absent when the test was given) must be taken within two weeks of the end of the absence in order to avoid a "NC" (Not Completed) mark of zero, and may be earned up to a 4.

Reading Assessment Retakes:

If you score below a 4 (Exceeds) on a reading standard assessment, you may come in after school to do one retake assessment on a completely new reading. This must be completed before the end of the current quarter. Scores up to 4 *may* be earned on *reading assessment* (not unit test) *retakes*.

Essays:

Essays must be submitted electronically to Turnitin.com (and JupiterEd) in order to be graded for credit. This process will be explained and demonstrated in class. *No passing grade will be awarded for work that exceeds a 40% match on Turnitin*, and the match must be less than 5% to earn a 4 (Exceeds) on a product. Fortunately, *you may revise your work* to paraphrase more completely and cite sources more accurately, and thus improve your grade. Note: *Late essays will not receive personalized comments*. See me for specific feedback if you have questions.

You may revise essays to attempt to raise any writing standard score (the three areas are: Arguments, Evidence, Organization) if it is below a 4. Depending on the score and situation, you might only need to make a few additions or revisions to raise a given score, or the paper may need to be thoroughly rewritten. Check JupiterEd and Turnitin for specific feedback and see me with any questions. There is a Semester Cutoff for turning in essay revisions (usually 2-3 weeks before the end of the semester). Listen closely for this information in class.

An important note about TAG:

To ensure that students designated as "Talented and Gifted" (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (this will be different work of a complementary nature and NOT extra work on top of existing assignments). At any time, TAG students are encouraged to meet with me if they feel the rate or level of learning in the class does not meet their needs. If you can do it quickly and easily, you are not building the neural pathways that will help you later in life.