**2023-24 Principles of American Democracy (Government)**

**Instructor**

Elaine Huynh

Room 405

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**Tutoring:** Thursdays 3:45pm-4:45pm; speak to Ms. Huynh if this time does not work for you

**Overview**

In this class, we will develop real-life skills in reading, writing, listening, speaking, and historical thinking by analyzing historical sources and developing historical arguments. In the fall semester, we will examine U.S. history from the arrival of Europeans to Reconstruction through the lens of resistance and oppression. Through this lens, we will focus on how systems of oppression were created in the U.S. to strip certain groups of their power, and how these groups have both successfully and unsuccessfully resisted. Ultimately, by studying U.S. history, we will develop a better understanding of ourselves and the society we live in today, gaining a sense of responsibility, inspiration, and guidance in how to change the course of history for the better.

Successful completion of both semesters of this course is a LAHSA graduation requirement and satisfies the CSU/UC social studies requirement. Failure to complete both semesters of this course will result in retaking the course in the summer or the next year.

**Course Materials:**

Students should plan to bring to class the following materials:

* Spiral notebook or composition book
* School-assigned Chromebook OR personal computer
* Pen, pencil, and highlighter

**Units of Study**

Below is a brief overview of the units of study this semester:

* Unit 1: Fundamentals of U.S. Democracy – How does our system of government either succeed or fail in upholding democratic ideals?
* Unit 2: Political Parties and Elections – How do I vote? What is the impact of my vote?
* Unit 3: Navigating Local Government – How can I get my community more engaged in politics?

**Assessments and Grading**

This course uses Equity-based Grading and Instruction (EGI) to assign grades based on demonstration of proficiency in certain skills, called Learning Targets.

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| Learning Target | Description | Type of Assessment |
| LT1 - Content Knowledge | I can recall key elements and processes in the U.S. government | Notes, quizzes |
| LT2 - Determining Central Idea and Evidence | I can identify and analyze the central idea and evidence of an informative text. | Source analysis worksheets and activities |
| LT3 - Research and Reliability of Sources | I can research information, determine the reliability of my sources, and discuss how bias can affect the author's message. | Source analysis worksheets and activities |
| LT4 - Speaking and Listening | I can explain my ideas in whole-class presentations, and I can discuss my ideas in small and large group discussions. | Presentation, discussions |
| LT5 -Writing Argumentative Texts | I can argue my perspective using sufficient and credible evidence in writing. | Argumentative essays |
| LT6 - Writing Informational Texts | I can share my knowledge clearly and concisely through writing and graphics. | Informative projects and essays |
| LT7 - Personal Reflection | I can reflect on my personal growth and identity as a participant of U.S. democracy. | Preparation for Senior Defense |

Grades will be based on the proficiency of ALL learning targets completed by the end of the grading period. Final grades will be based on proficiency levels (not averaging) of LTs.

Opportunities for redos and retakes of assignments will be granted if students attend tutoring. However, submission of redos, retakes, and late assignments will be cut off one week before the end of the grading period.

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| **EGI Rubric for Learning Targets:**  A score of 0 will not be entered into the grade book. Students may see an M (Missing) or I (Incomplete). Students will have the opportunity to complete the work and demonstrate growth towards mastery of the Learning Targets. | |
| **4: Advanced** | Evidence demonstrates complete, detailed, and consistent understanding |
| **3: Proficient** | Evidence demonstrates understanding |
| **2: Approaching** | Evidence demonstrates significant, but incomplete understanding: |
| **1: Developing** | Evidence does not demonstrate understanding: |
| **0: No Evidence** | With assistance from teacher, the students shows no understanding of material or no evidence is presented |

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| Grading Scale: Report card and final letter grades will be assigned based on the following criteria | |
| **Letter Grade** | **Description** |
| A | I have demonstrated Advanced (4) in MOST LTs covered during the course. |
| B | I have demonstrated Proficiency (3) in MOST LTs covered during the course. |
| C | I am Approaching proficiency by receiving a score of 2 in MOST LTs covered in the course. |
| D | I am Developing proficiency in the course by scoring at least a 1 in MOST LTs covered in the course. |
| F | Has not demonstrated understanding or there is no evidence. |

**Tutoring**

After-school tutoring is available every Thursday from 3:45pm-4:45pm. Late work will not be accepted. If you are unable to complete work in class, you will be required to attend tutoring to make up time lost in class.

**Tardies**

If you arrive after the class period begins (even if it’s only a minute late!), you must fill out the late sign-in form at the entrance of the classroom before you take a seat. I use this form to change your absences to tardies at the end of class, so if you do not fill out this form, your tardy will be marked as an absence instead. If I notice a consistent pattern of late arrivals, you will receive a phone call home.

As a senior, if you receive too many tardies, you will be violating your Senior Contract, which is grounds for removal of senior privileges, such as prom and Grad Nite. Please speak to me if you have a circumstance that prevents you from arriving to class on time.

**Classroom expectations**

Show respect to yourself by pushing yourself to participate, learn, and grow.

* Be prepared with all the required materials
* Arrive on time
* Participate!
* Keep your cellphone in your bag or it will be confiscated

Show respect to other students and the teacher by being conscious of how your words and actions affect others.

* Give many compliments!
* Avoid hateful language

Show respect to the classroom by cleaning up after yourself and returning any borrowed materials

* Food will be prohibited if I see crumbs; a broom is located by the door
* Gum will be prohibited if I see or touch it
* Plug in Chromebooks after use

All LAHSA school-wide rules and policies apply in the classroom.

After reading the syllabus, please sign, complete, and return the portion below:

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| * I have read the syllabus and understand the expectations of the course   Student name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * I have read the syllabus and understand the expectations of the course. I can contact Ms. Huynh at elaine.huynh@lausd.net for further questions   Do you prefer call or text? \_\_\_\_\_\_\_\_\_  When is the best time to call you? \_\_\_\_\_\_\_\_\_\_\_\_\_  Parent name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |