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| **Limestone Community High School** | | | | | |
| **small_lchs2.gif** | | **APS**  **SYLLABUS**  **Year:** **2011-12** | | | **small_lchs2.gif** |
| **Instructor:** | Mr. Tim Ricca | | | | |
| **Classroom:** | Rm 93 | | | | |
| **Planning Period:** | 3rd Hour | | | | |
| **Office Phone:** | 697-6271 ext. 193 | | | | |
| **Email Address:** | tricca@limestone.k12.il.us | | | | |
| **A. Course Information** | | | | | |
| **Grade Level:** | | | 12 | | |
| **Prerequisite(s):** | | | None | | |
| **Length of Course:** | | | One semester | | |
| **B. Course Description** | | | | | |
| APS is a course designed to introduce students to the U. S Government. The students will be able to identify the 3 branches of government and list their specific powers. Also, the students will be able to synthesize each branch's structure and understand what the influences are for each of the branches. Plus, the students will know what topic each amendment refers to and understand how they affect their lives today. Furthermore, the students will learn how a bill becomes a law and track current bills that are in the congress. In addition, the students will analyze government policy and create possible solutions to our country's current problems. Finally, the students will analyze the Illinois Constitution section by section and compare and contrast it to the U.S. Constitution. Lastly, the students will learn the importance of voting and how they can be registered as well as other ways to get involved in our Democracy. | | | | | |
| **C. Course Standards** | | | | | |
| #1. Understand comparative political systems as they have existed and developed throughout the world, with an emphasis on the United States.  #2. Understand how different economic systems operate within the global community.  #3. Understand terms, events, trends, individuals and movements shaping the history of the U.S. and nations around the world.  #4. Understand world geography and the effects of geography on society.  #5. Understand social systems within the global community. | | | | | |
| **D. Course Benchmarks/Objectives/Goals/Topics** | | | | | |
| #1 Understand comparative political systems-  Benchmark No. 1 - Understand and explain basic principles of Government.  Benchmark No.2 - Understand the structures and functions of political systems.  Benchmark No. 3 - Understand the development of political ideas and traditions.  #2. Understand how different economic systems operate within the global community.  Benchmark No.1- Understand that scarcity neccessitates choices by consumers and producers.  Benchmark No. 2- Understandthat trade as an exchange of goods, services and in some cases jobs from one country to another.  Benchmark No.3 - Understand that the impact of government policies and decisions on production and consumption in the global economy.  #3.Understand terms, events, trends that shape history of U.S. and other nations.  Benchmark No. 1- Learn and apply the skills of historical analysis and interpretation.  Benchmark No.2- Understand the development and significance of global political events  Benchmark No.3- Understand the social and environmental history of the world.  #4. Undersdand World Georgraphy  Benchmark No.1- Locate , describ,e and explain places, regions, and features of earth.  Benchmark No.2- Explain how human activity is affected by geographical features.  Benchmark No.3- Understand the historical significance and role geography in human history.  #5. Understand social systems within the global community.  Benchmark No.1- Understand how social systems form and develop over time.  Benchmark No.2- Compare characteristics of culture as reflected in language, literature, art, traditions, and institutions.  Benchmark No.3- Understand the roles and interactions of individuals and groups in society. | | | | | |
| **E. Text and Required Supplies** | | | | | |
| **Textbook:** | | | American Government by MAGRUDER'S | | |
| **Workbook:** | | | Supplied | | |
| **Supplies:** | | | 3-ring binder or folder, pen or pencil, student planner | | |
| **Supplemental Material:** | | |  | | |
| **F. Nine-Weeks Term Grading Plan** | | | | | |
| Tests and Quizzes**:** | | | | 60% | |
| Classwork and Assignments**:** | | | | 20% | |
| **:** | | | |  | |
| **:** | | | |  | |
| **:** | | | |  | |
| **:** | | | |  | |
| Term Assessments**:** | | | | 20% | |
| **G. Semester Grading Plan** | | | | | |
| Term 1: | | | | 50% | |
| Term 2: | | | | 50% | |
| **H. Limestone High School Grading Scale** | | | | | |
| A: | | | | 94-100 | |
| B: | | | | 86-93 | |
| C: | | | | 77-85 | |
| D: | | | | 70-76 | |
| **I. Expectations** | | | | | |
| 1. No passes. 2. No electronic devices. 3. No food or beverage. 4. Tardies are unacceptable. | | | | | |
| **J. Tentative Schedule** | | | | | |
| Term 1 - Chapters 1-2, 10-12  Term 2- Chapters 13, 14, 18 and Illinois Handbook constitution | | | | | |
| **K. Other** | | | | | |
| \*The teacher reserves the right to change any time, dates, or punishments at his discretion. | | | | | |