**Barry Goldwater High School, A+ School of Excellence**

# 2024-25 School Year

**Teacher Name: J. Trevor Jacklin**
***Teacher Email: trevor.jacklin@dvusd.org**
**Name of Course: American Government**
**Web page: mrjacklin.com**

**Email is the preferred method and all emails will be returned within 48 hours. A phone call or Zoom call can be arranged.*
**Office Hours: Before school and 5th lunch by appointment**

**Cultural vision- BGHS** is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness. To this end, we embrace standards-based practices and focus on student learning and growth.

## SUPPLIES LIST

- Paper, Blue or Black pens,Pencil, Notebook or Folder
- Chromebook and charging cord provided by the School District

## GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their reading, writing, speaking and listening skills by utilizing analysis, organization, production and language skills in innovative and creative ways. These skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability.

There are state standards, district curriculum expectations and a scope and sequence to ensure students are learning alongside their peers and at Goldwater, we focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Please check Canvas, Power Schools, and/or the BGHS course website for the Standards, Performance Objectives and Rubrics for grading.

## CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. Anyone who does meet these expectations will face the consequences of their Academic honesty is expected and is taken seriously. A student who is academically dishonest will face the consequences outlined in the DVUSD Student Handbook.

**What to do immediately upon entering this classroom:**

1. Take your seat.
2. TURN OFF ELECTRONIC DEVICES AND REMOVE YOUR EARBUDS AND PLACE THEM IN YOUR BACKPACK* until the instructor says otherwise.
3. Take out all necessary materials and put backpack away.
4. Read the planned learning for the day

## COURSE OUTLINE of Units and Expected Time Frames*

| American Government | | | |
|---|---|---|---|
| Unit Title | **Essential Standards** | **Assessments** | Expected Timeframe |
| **Foundations of Government** | • Knowledge and Understanding<br>• Thinking Critically<br>• Communicating | • Vocabulary Quiz<br>• Reading Quizzes<br>• Lecture Quizzes<br>• Unit Exam | Weeks 1-5 |
| **Functions of Government** | • Knowledge and Understanding<br>• Thinking Critically<br>• Communicating | • Vocabulary Quiz<br>• Reading Quizzes<br>• Lecture Quizzes<br>• Unit Exam | Weeks 6-13 |
| **Branches of Government** | • Knowledge and Understanding<br>• Thinking Critically<br>• Communicating | • Vocabulary Quizzes<br>• Reading Quizzes<br>• Lecture Quizzes<br>• Mock Legislature<br>• Unit exam | Weeks 13-15 |
| **Rights and Responsibilities** | • Knowledge and Understanding<br>• Thinking Critically<br>• Communicating | • Vocab Quiz<br>• Amendment Quiz<br>• Lecture Quizzes<br>• Reading Quizzes<br>• Unit Exam | Weeks 16-18 |
| **Community Service** | • Communicating | • 8 hours of Community Service<br>• Reflection | Weeks 1-18<br>Due Wed Dec 18 |

+ All titles subject to change at the discretion of the teaching team++The student or parent may request a meeting with the teacher if there are questions regarding the resources or to request alternative assignments

## GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a positive attitude and strong work ethic driven by the goal of continuous improvement are essential for student success both in high school and in life. Each piece of a student's work is crucial as it provides an opportunity for feedback to foster improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth. In order to ensure that teachers provide feedback based on student learning, DVUSD uses levels of proficiency based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, and Arizona content standards. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency. Our expectation is that each student achieves mastery of each concept measured on a summative assessment.

Students will receive marks for their overall performance in each course of study using the following letter grade scale.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

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Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course. No course credit will be awarded for a failing course grade (F).

Students will receive marks for their proficiency towards the standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

**4** = Highly Proficient **3** = Proficient **2** = Partially Proficient **1** = Minimally Proficient

Proficiency marks for each standard measured will use the following guide to assign a score to the assignment. Parents will be able to view the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal or by the student PowerSchool site.

| **Highly Proficient A 100%-90%** | | | **Proficient B 89%-80%** | | **Proficient C 79%-70%** | |
|---|---|---|---|---|---|---|
| 100-97 | 96-94 | 93-90 | 89-85 | 84-80 | 79-75 | 74-70 |
| **All 4's on standards** | All 4's except for one 3 | Mostly 4's with some 3's and/or 2's | Mostly 3's with some 4's **All 3's on standards** | Mostly 3's and 4's with a 2 | Mostly 3's with some 2's | Mostly 2's with 3's and/or 4's |
| **Partially Proficient D 69%-60%** | | | **Minimally Proficient F 59%-50%** | | | |
| 69-65 | | 64-60 | 59-56 | | 55-50 | |
| Mostly 2's and 3's with a 1 | | **All 2's on standards** | Mostly 2's and some 1's | | **All 1's on standards** | |
| **No Evidence** | | | | | | |
| 49% - 0% | | | | | | |

**Gradebook Categories:**

**ASSESSMENT (80%)** This category includes ALL items used to measure a student's proficiency towards the learning standards once the student has had sufficient practice and at a specified point in time. Items in this category include, but are not limited to, summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

**COURSEWORK (20%)** This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. Items in this category include in-class assignments, quizzes, exit tickets, checks for understanding, and daily activities.

**PRACTICE (0%)** This category includes formative student work that a student completes while in the process of learning specific skills.

## Reassessment & Reperformance

**Retakes:** A student completes another assessment of the same standard. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook. To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Within 5 school days, the student must communicate with the teacher to create a reassessment plan. If required by the teacher, the plan can be submitted.

**Retakes:**: The student will be reassessed on the same standard multiple times during a semester. All reperformance scores related to the targeted standard may be changed to reflect this new evidence of learning in the gradebook.

## Missing Work

An assignment is considered missing when the assignment is not submitted by the due date

Missing work will be treated as such:

- The assignment will be marked with the "Missing" special code in the gradebook
- A zero ("0") will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see terms below), the zero ("0") assignment score will be changed to reflect the student's actual score with no deductions or penalties
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment can be changed from a zero ("0") up to a 49%, dependent upon the school's processes, by the end of the term

## Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the parameters listed below.

In order for Late Work to be accepted, the assignment must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is submitted prior to the end of the instructional unit

## Make Up Policy

Students are expected to complete and submit all assignments missed as a result of an absence. A student has one (1) day to make up assignments for each day of absence. Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned. It is the student's responsibility to check in with teachers via email or to review Canvas for work missed and a possible adjustment of due dates. Teachers may choose to schedule an appointment with the student to arrange due dates as needed. Make-up work for an extended or any absence can be accessed via our Learning Management System (LMS) called Canvas. (per BGHS Student and Parent Handbook)

**All Makeup and Retakes must be completed within TWO Weeks of the Unit Exam. It is your responsibility to be aware of this policy and make the appropriate arrangements.**

## Reporting Timeline

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a "snap shot" of where a student is for the purpose of feedback; a final mark can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

| **Fall Semester**<br>**Progress Report**<br>**End of Semester Mark**<br>**Reporting Dates**<br>***(Grading is reported in Power Schools)*** | **Spring Semester**<br>**Progress Report**<br>**End of Semester Mark**<br>**Reporting Dates**<br>***(Grading is reported in Power Schools)*** |
|---|---|
| August 16th<br>September 6th<br>September 27th<br>October 25th<br>November 15th<br>December 6<br>December 20th<br>**January 6th - End of Semester in PowerSchools** | January 24th<br>February 14th<br>March 7th<br>March 28th<br>April 17th<br>May 9th<br>May 22nd<br>**May 23rd - End of Semester in PowerSchools** |

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

## Consequences of Positive Choices

| **Increased Learning** | **Positive feelings** | **Positive attention** |
|---|---|---|
| Higher achievement levels | Increased confidence | Positive Peer relationships |
| More/ higher level skills | Increased success | Positive Relationships with staff |
| Scholarships, better jobs | Increased respect | Internships and Opportunities |

## Consequences of Poor Choices

| Tier | Minor Offences | Major Offenses |
|---|---|---|
| 1st | • Conference with student to reteach expectations<br>• Documented in PBIS Rewards as a minor referral | 1. Staff member completes a major referral in PBIS Rewards<br>2. Administrator completes Due Process<br>3. Consequences are assigned<br>4. Data entry completed |
| 2nd | • Conference with student to reteach expectations<br>• Documented in PBIS Rewards as a minor referral<br>• Staff contacts guardian | |

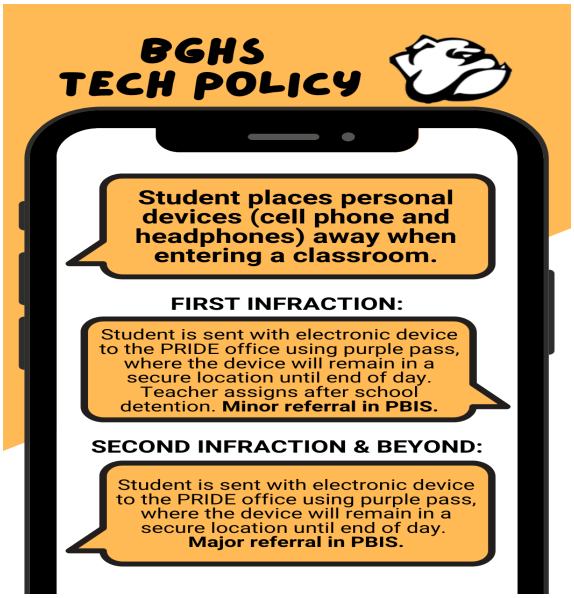
| | | |
|---|---|---|
| 3rd | • Conference with student to reteach expectations<br>• Documented in PBIS Rewards as a minor referral<br>• Staff contacts guardian<br>• Staff assigns after school detention | |
| 4th | • Conference with student to reteach expectations<br>• Documented in PBIS Rewards as a major referral<br>• Staff contacts guardian<br>• All future offenses of this nature are documented as major referrals | |

## BULLDOG PACK MATRIX

| | CLASSROOM | COMMON AREA | RESTROOM/LOCKER ROOM |
|---|---|---|---|
| **PRIDE** | • Support your peers<br>• Produce work you are proud of<br>• Be actively engaged | • Use positive language<br>• Clean up after yourself | • Respect school property<br>• Clean up after yourself |
| **ACCOUNTABILITY** | • Be on Time<br>• Personal devices away<br>• Ready to Learn | • Move with purpose<br>• Have pass and ID | • Use Restroom Before/After Class or at Lunch<br>• Use for intended purpose |
| **COURAGE** | • Stand up for what's right<br>• Try something new | • If you see something, say something | • If you see something, say something |
| **KINDNESS** | • Treat ALL with Respect | • Include everyone | • Respect others space and privacy<br>• Wash hands |

## BGHS ELECTRONICS PROCEDURES

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technology while at the same time helping them learn how to use these powerful tools responsibly. All students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will not need to use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we require students to silence their phones and put away all personal electronics during instructional time**.




## Academic Integrity Statement

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words.

If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

## Academic Dishonesty Statement

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;
- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.

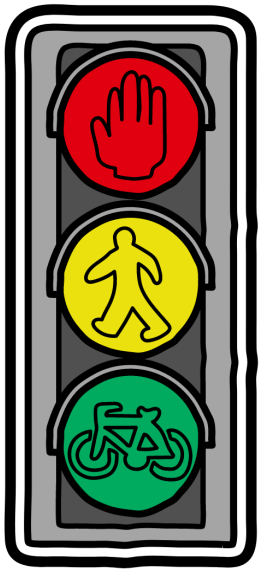
Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

## Use of Generative AI Tools

In the Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for students.

Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the "restrictive" level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

# Levels of Generative AI Use by Students

| AI Use Traffic Light | Level | Description | Example Instruction |
|---|---|---|---|
|  | **Restrictive** **No!** | AI tools are prohibited for the assignment, and all work must be the student's original creation. | "Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism." |
| | **Moderate** **Whoa!** | Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content. | "You can employ AI tools to assist brainstorming or initial research, however, the main content, arguments, and conclusions should be your own." |
| | **Permissive** **Go!** | Students can utilize district-approved AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content. Proper citation is required for any AI-generated content. | "You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic." |

## Attendance/Tardies

Our school motto is "Attend Today, Achieve Tomorrow." This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of lectures, discussion and participation is lost forever to those who are absent. Everyday Counts! Students who miss more than 10% of the class or school year are at risk of losing credit. (9 Class Periods)

Students are expected to arrive on time to each class daily. Remember, the school day starts at 7:30 am. Students who arrive to class, after the bell, but within the first TEN minutes of class, are tardy. Students who arrive later than 10 minutes will be marked absent. Excessive tardiness will result in a major referral.

Being punctual or being respectful of another's time is an important part of a culture of kindness.

1. If you struggle to be on time… **BE EARLY**.
2. Once you arrive, don't leave… **ENTER CLASS ONCE**
3. No hall passes during the first and last…**5 MINUTES** of class.
4. All students who are not in class can be approached by… **FACULTY and STAFF**.

**Remember, Attend Daily, On Time, Ready to Learn!**

## Out-of-Class Policies

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell.

We ask that students limit the number of passes they request in a semester.

Students are expected to utilize the 5-minute passing periods and the 30-minute lunch period to check messages, and use the restroom, etc.

If students need to leave class, they must get teacher approval and fill out an eHall pass.

## Advisory Periods

At BGHS, learning is the constant expectation however, the time and support provided is what varies. Student mastery of content and each student's social and emotional well-being are equally important.

Advisory time on Fridays helps to ensure we develop a sense of belonging and connectivity at Goldwater.

# CONFIRMATION OF SYLLABUS 2024-25

My signature is provided to confirm I have received the Course Syllabus for **American Government**. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes.

Written materials such as articles, stories, excerpts and the novels as well as videos and technology are used in the classroom to support the teaching of the State Standards and this level of information may be found in the Canvas course that accompanies the class.

I am aware that I am invited to **Meet the Teacher Night, 8/15,** and I am also able to speak directly with a teacher if I have questions.

BGHS also provides intervention staff, social workers and counselors who are available to provide information and support. Please contact the main office for more information or see the parent tab on the BGHS Website.

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I understand the late Work Policy- see policy within syllabus

**Parent Initials_____** **Student Initials_____**

I understand that in order to retake any assessment I must complete makeup work or retakes within two (2) weeks of the Unit Exam

**Parent Initials_____** **Student Initials_____**

I understand that **cell phones and/or other personal electronic devices or accessories are not allowed** and will be confiscated and turned over to the office immediately following the BGHS Electronics Policy.

**Parent Initials_____** **Student Initials_____**

I understand the importance of attendance and that I may not receive credit for the class after accumulating more than **12 absences (excused and/or unexcused).**

**Parent Initials_____** **Student Initials_____**

I understand that any communication regarding assignments, grading, absences, or any coursework should be communicated to the teacher, preferably via email

**Parent Initials_____** **Student Initials_____**

**A signature indicates that you have reviewed the syllabus for this class. A missing signature does not communicate that your student will not participate in the activities and course lessons and outcomes.**

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STUDENT'S SIGNATURE PRINTED NAME DATE

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PARENT/GUARDIAN SIGNATURE PRINTED NAME DATE