

Integrated 1 A
New Vision High School
Teacher: Mr. Josh Hansen
Google Classroom Code: **clw5hogw**

Dear Parents/Guardians,

Welcome to Integrated Math 1 A. This two-quarter course builds the foundation for advanced mathematics by working on solving multistep equations with rational numbers, equations in slope-intercept form, systems of equations, inequalities, functions, angle relationships, transformations, parallel lines with a transversal, triangle similarity, and area of shapes

Please review the attached policies, sign, and return by Thursday, September 10th. I am committed to keeping you informed and supporting your student's success.

Questions? Contact me anytime:

Email: josh.hansen@sd273.com
Phone: (208) 773-3541

Sincerely,
Josh Hansen

Students: Please complete the following with your Parent/Guardian by Thursday, September 10th. Returning this is your first grade!

Classroom Expectations

- **Be Prepared:** Arrive ready to work. Use the classroom folders to store your notes and assignments.
- **Be Respectful:** Disagree respectfully; don't talk while others are talking
- **ALL WORK MUST BE SHOWN** to receive credit. If you do not include the process, you will not receive credit. No work = incomplete = not ready to turn in.
- **Punctuality:** Be in your seat when the bell rings. Two tardies in one week result in lunch detention.
- **Productivity:** Stay on task until dismissed. Class time is sufficient to finish assignments. Respect for class time ensures we don't need to use your break time.
- **Behavior:** Disruptive behavior will lead to seat changes and detention; repeated issues result in parent contact and office referral.
- **Dismissal:** Stay seated until I dismiss you—not the clock.
- **Cleanliness:** Leave your area clean, including tables and floors.
- **Food/Drink:** Allowed, but the privilege is revoked if you leave a mess behind or when it becomes a distraction
- **Leaving Class:** Permission required for all exits (medical emergencies excepted).
- **Teacher Desk:** Please respect my workspace; stay clear unless given explicit permission. Violation results in detention.
- **Students will use the student bathroom,** not the classroom bathroom.

Cell Phones

- Cell phones, earbuds, and smartwatches are strictly forbidden in class. Unauthorized use will result in immediate confiscation; you may pick up the device at the end of the day. Second offense: a parent will pick up the device.
-

Grading

- **Academic Integrity & Completeness:** All work must be completed in class to ensure authenticity. Please show your complete work on every assignment—if you get stuck, showing your thinking helps Mr. Josh support your learning. **Incomplete work is not accepted**, and cheating, plagiarism, or AI use is strictly prohibited.
- **Grade Breakdown (Placeholder):** Grades are calculated using the following weightings:
 - Classwork: 30%
 - Quizzes & Tests: 50%
 - Participation: 20%
- **Late Work & Absences:** Assignment packets are due once the packet is complete. The turn-in date will be announced at least 3 days before the assignment is due.
 - **If absent**, get missing notes from the designated “**note wall**”.
 - **Late work** from past units will not be accepted until the current unit work is complete.
- **Notes:** Notes are graded and should be kept in your assigned classroom folder.
- **Assessment Corrections:** To recover points on a quiz or assessment, submit a separate sheet with:
 - 1) The full question,
 - 2) The correct solution showing all work, and
 - 3) A brief explanation of your initial error.
- **Assessment Corrections** can only be done if the assessment score is less than 70%

Movie permission: During the quarter, there may be time to watch educational movies. In my class, students may watch Moneyball, which shows how statistics changed modern-day thinking about the makeup of baseball teams. The other movie is Hidden Figures. This movie shows the importance of human computers (mathematicians) during the space race in the 1960s. **Please mark ‘yes’ to allow your student to participate, or ‘no’ if you do not wish them to participate.**

YES _____ NO _____

Student Signature: _____

Parent’s Signature: _____

Algebra 1 A
New Vision High School
Teacher: Mr. Josh Hansen
Google Classroom Code: **joqwo54x**

Dear Parents/Guardians,

Welcome to Algebra 1 A. This two-quarter course builds the foundation for advanced mathematics by introducing the language and structure of algebra. Topics include solving equations and inequalities, functions, polynomials, factoring, graphing, quadratic equations, systems of equations, and critical thinking.

Please review the attached policies, sign, and return by Thursday, September 10th. I am committed to keeping you informed and supporting your student's success.

Questions? Contact me anytime:

Email: josh.hansen@sd273.com
Phone: (208) 773-3541

Sincerely,
Josh Hansen

Students: Please complete the following with your Parent/Guardian by Thursday, September 10th. Returning this is your first grade!

Classroom Expectations

- **Be Prepared:** Arrive ready to work. Use the classroom folders to store your notes and assignments.
- **Be Respectful:** Disagree respectfully; don't talk while others are talking
- **ALL WORK MUST BE SHOWN** to receive credit. If you do not include the process, you will not receive credit. No work = incomplete = not ready to turn in.
- **Punctuality:** Be in your seat when the bell rings. Two tardies in one week result in lunch detention.
- **Productivity:** Stay on task until dismissed. Class time is sufficient to finish assignments. Respect for class time ensures we don't need to use your break time.
- **Behavior:** Disruptive behavior will lead to seat changes and detention; repeated issues result in parent contact and office referral.
- **Dismissal:** Stay seated until I dismiss you—not the clock.
- **Cleanliness:** Leave your area clean, including tables and floors.
- **Food/Drink:** Allowed, but the privilege is revoked if you leave a mess behind or when it becomes a distraction
- **Leaving Class:** Permission required for all exits (medical emergencies excepted).
- **Teacher Desk:** Please respect my workspace; stay clear unless given explicit permission. Violation results in detention.
- **Students will use the student bathroom,** not the classroom bathroom.

Cell Phones

- Cell phones, earbuds, and smartwatches are strictly forbidden in class. Unauthorized use will result in immediate confiscation; you may pick up the device at the end of the day. Second offense: a parent will pick up the device.

Grading

- **Academic Integrity & Completeness:** All work must be completed in class to ensure authenticity. Please show your complete work on every assignment—if you get stuck, showing your thinking helps Mr. Josh support your learning. **Incomplete work is not accepted**, and cheating, plagiarism, or AI use is strictly prohibited.
- **Grade Breakdown (Placeholder):** Grades are calculated using the following weightings:
 - Classwork: 30%
 - Quizzes & Tests: 50%
 - Participation: 20%
- **Late Work & Absences:** Assignment packets are due once the packet is complete. The turn-in date will be announced at least 3 days before the assignment is due.
 - **If absent**, get missing notes from the designated “**note wall**”.
 - **Late work** from past units will not be accepted until the current unit work is complete.
- **Notes:** Notes are graded and should be kept in your assigned classroom folder.
- **Assessment Corrections:** To recover points on a quiz or assessment, submit a separate sheet with:
 - 1) The full question,
 - 2) The correct solution showing all work, and
 - 3) A brief explanation of your initial error.
- **Assessment Corrections** can only be done if the assessment score is less than 70%

Movie permission: During the quarter, there may be time to watch educational movies. In my class, students may watch Moneyball, which shows how statistics changed modern-day thinking about the makeup of baseball teams. The other movie is Hidden Figures. This movie shows the importance of human computers (mathematicians) during the space race in the 1960s. **Please mark ‘yes’ to allow your student to participate, or ‘no’ if you do not wish them to participate.**

YES _____ NO _____

Student Signature: _____

Parent’s Signature: _____

Senior Math

New Vision High School

Teacher: Mr. Josh Hansen

Google Classroom Code: **shne5ju5**

Dear Parents/Guardians,

Welcome to Senior Math. In this class, students apply basic mathematics to problems related to business applications, consumer situations, and personal money management.

Attached is an acknowledgment of my classroom policies, procedures, and expectations. Please have students read through these with you, sign, and return them by Thursday, September 10th.

Please contact me should you have any questions or concerns at all:

Email: josh.hansen@sd273.com

School Phone: (208) 773-3541

I look forward to partnering with you in the coming quarter!

Sincerely,

Josh Hansen

Students: Please complete the following with your Parent / Guardian by Thursday, September 10th!
Responding to the Syllabus is your first point in the Gradebook!

Classroom Expectations

- **Be Prepared:** Be ready to work when class starts. Use classroom bins to store your notebook, notes, and daily assignments.
- **ALL WORK MUST BE SHOWN** to receive credit. If you do not include the process, you will not receive credit. No work = incomplete = not ready to turn in.
- **Punctuality:** You are tardy when the bell rings. Two tardies in a week will result in lunch detention.
- **Class Time:** Work productively until dismissed. Sufficient time is provided to complete assignments in class.
- **Behavior:** Disruptions lead to seat changes and lunch detentions. Continued issues result in phone calls home and office referrals.
- **Dismissal:** Remain seated and continue working until I explicitly dismiss you.
- **Cleanliness:** Keep your workspace clean. Pick up trash, wipe tables, and return materials before leaving.
- **Food & Drinks:** Allowed only if you clean up. Messes result in a one-week privilege loss; repeat offenses cause permanent loss.
- **Leaving Class:** Permitted only with explicit permission (except for sudden medical emergencies).
- **Teacher Space:** Respect my desk area. Do not go behind the desk or take items without asking.
- **Students will use the student bathroom,** not the classroom bathroom.

Cell Phones/Ear buds

- Cell phones, earbuds, and smartwatches are strictly forbidden in class. Unauthorized use will result in immediate confiscation; devices can be picked up at the end of the day. Second offense: parent will pick up device.
- **Personal Electronics:** Because NVHS provides 1-to-1 devices, students must not bring personal laptops or tablets to school.

Grading

1. **Academic Integrity & Completeness:** All work must be completed in class to ensure authenticity. Please show your complete work on every assignment—if you get stuck, showing your thinking helps Mr. Josh support your learning. **Incomplete work is not accepted**, and cheating, plagiarism, or AI use is strictly prohibited.
2. **Grade Breakdown (Placeholder):** Grades are calculated using the following weightings:
 - a. Classwork: 30%
 - b. Quizzes & Tests: 50%
 - c. Participation: 20%
3. **Late Work & Absences:** Assignment packets are due once the packet is complete. The turn-in date will be announced at least 3 days before the assignment is due.
 - a. **If absent**, get missing notes from the designated “**note wall**”.
 - b. **Late work** from past units will not be accepted until the current unit work is complete.
4. **Notes:** Notes are graded and should be kept in your assigned classroom folder.
5. **Assessment Corrections:** To recover points on a quiz or assessment, submit a separate sheet with:
 - a. 1) The full question,
 - b. 2) The correct solution showing all work, and
 - c. 3) A brief explanation of your initial error.
6. **Assessment Corrections** can only be done if the assessment score is less than 70%

- **Movie permission:** During the quarter, there may be time to watch educational movies. In my class, students may watch Moneyball, which shows how statistics changed the modern-day thinking of the makeup of baseball teams. The other movie is Hidden Figures. This movie shows the importance of human computers (mathematicians) during the space race in the 1960s. **Please mark ‘yes’ to allow your student to participate, or ‘no’ if you do not wish them to participate.**

YES _____

NO _____

Student Signature: _____

Parent's Signature: _____

English 3A

Instructor: Sherene Schilling

E-mail: sherene.schilling@sd273.com

Phone Number: (208) 773-3541 ext. 1106

COURSE DESCRIPTION:

English language skills—reading, writing, speaking, and listening—are fundamental in all academic disciplines, in the world of work, and in everyday life. This class is designed to improve written composition, research skills, reading comprehension, and oral communication skills. This course explores the essential question: *When is self-determination possible?* Emphasis is placed on reading nonfiction and narrative writing. Students will be expected to be on time, to be prepared for class, to participate willingly, and to have a positive attitude.

TEXTS AND COURSE MATERIALS:*Into Literature Grade 11**Born a Crime* by Trevor Noah

Essays, excerpts, and news articles

Movies, YouTube videos, and *TED Talks***STANDARDS COVERED:**

1. RC.11-12.3 Cite strong and thorough textual evidence to support claims and inferences.
2. RC.11-12.5d Relate literary works and their authors' points of view to the political events and seminal ideas of their eras.
3. RS.11-12.1 Conduct multi-day research projects to share findings orally and in writing.
4. VD.11-12.3 Acquire and use accurately general academic and content-specific words and phrases. Use these words in discussion and writing.
5. W.11-12.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
6. W.11-12.4 Write a personal narrative that establishes a situation and narrator, engages and orients the reader to the context; uses a variety of techniques to capture the action and convey sequence; and provides a conclusion that follows from the narrated events.
7. W.11-12.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre.
8. ODC.11-12.1 Engage in collaborative discussions with peers about grade-level topics and texts.
9. ODC.11-12.4 Present information, findings, and supporting evidence orally.
10. GC.11-12.1d Vary syntax for effect.

CLASSROOM MATERIALS:

All classroom materials (worksheets, notes, etc.) will be available on Google Classroom; therefore, it is important that you check Google Classroom every day, even when you are absent, in order to avoid late work. NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school.

GRADING PROCEDURES:

Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades will be weighted as follows:

Assignments—40%

Entry Tasks/Participation—15%

Summative Assessments—35%

Final Exam—10%

If your grade drops below 60% in this class, you are advised to come in for extra help before school, after school, during lunch, and/or during study hall until your grade is proficient.

LATE WORK POLICY:

Late work will be accepted for partial credit. Work that is up to one week late will receive 70% credit. Work that is more than one week late will receive 50% credit.

EXTRA CREDIT:

Bonus points may be offered on tests, quizzes, and projects. As a general rule, no other extra credit will be offered.

CLASSROOM RULES:

1. Come to class prepared. Be on time, sit in your assigned seat, and be ready to learn. Please attend to personal needs before you come to class. This includes restroom visits, trips to Teresa's office, etc. Students will be given a punch card for emergencies. Once all of your punches have been used, you will not be allowed to leave class.
2. Respect and be polite to other people. No talking when others are speaking. No put downs. Be respectful of others' property.
3. Food and drinks are allowed in class; however, you must clean up after yourselves. The second I have to clean up your wrappers, crumbs, spills, etc. you will lose this privilege. The recycling box is for paper only. Make sure everything else goes in the garbage can.
4. Cell phones and other electronic devices must be turned off and out of sight. This means that cell phones should not be sitting on your desk. If personal technology is used in the classroom without permission, the device will be confiscated. This includes AirPods, earbuds, and headphones. The first offense will result in a warning, and the student may retrieve the item from Teresa at the end of the day. Subsequent offenses will result in a parent or guardian having to pick up the item.
5. Cheating and plagiarism are not accepted in any form. This includes sharing your work with another student, copying work from another student, copying and pasting from the Internet or any other outside source, copying and/or paraphrasing content produced by AI platforms, etc. In short, students **MUST** be the authors of their own work.

I have read and I agree with the materials and policies outlined in this syllabus.

Student Signature _____

Parent/Guardian Signature _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

English 4A

Instructor: Sherene Schilling

E-mail: sherene.schilling@sd273.com

Phone Number: (208) 773-3541 ext. 1106

COURSE DESCRIPTION:

English language skills—reading, writing, speaking, and listening—are fundamental in all academic disciplines, in the world of work, and in everyday life. English 4A will focus on the senior project. The senior project is designed to be the culmination of each student's academic experience. It is a genuine opportunity for students to merge their various interests, passions, and curiosities with the community, the modern workplace, and their academic lives. It is my sincere hope that you will all leave NVHS with a better understanding of your goals and a plan of action to achieve those goals. Students will be expected to be on time, to be prepared for class, to participate willingly, and to have a positive attitude.

TEXTS AND COURSE MATERIALS:*Twelve Angry Men* by Reginald Rose

Numerous websites and online resources. Links to these materials will be provided on Google Classroom. There will also be multiple guest speakers throughout the quarter.

Movies, *YouTube* videos, and *TED Talks*

STANDARDS COVERED:

1. RC11-12.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences.
2. RS.11-12.1 Conduct multi-day research projects to share findings orally and in writing.
3. VD.11-12.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content.
4. W.11-12.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre.
5. W.11-12.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. ODC.11-12.1 Engage in collaborative discussions with peers about grade-level topics and texts.
7. GC.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.

CLASSROOM MATERIALS:

All classroom materials (worksheets, notes, etc.) will be available on Google Classroom; therefore, it is important that you check Google Classroom every day, even when you are absent, in order to avoid late work. NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school.

GRADING PROCEDURES:

Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades will be weighted as follows:

Assignments—40%

Entry Tasks/Participation—10%

Projects—50%

If your grade drops below 60% in this class, you are advised to come in for extra help before school, after school, during lunch, and/or during study hall until your grade is proficient.

LATE WORK POLICY:

Late work will be accepted for partial credit. Work that is up to one week late will receive 70% credit. Work that is more than one week late will receive 50% credit.

EXTRA CREDIT:

Bonus points may be offered on tests, quizzes, and projects. As a general rule, no other extra credit will be offered.

CLASSROOM RULES:

1. Come to class prepared. Be on time, sit in your assigned seat, and be ready to learn. Please attend to personal needs before you come to class. This includes restroom visits, trips to Teresa's office, etc. Students will be given a punch card for emergencies. Once all of your punches have been used, you will not be allowed to leave class.
2. Respect and be polite to other people. No talking when others are speaking. No put downs. Be respectful of others' property.
3. Food and drinks are allowed in class; however, you must clean up after yourselves. The second I have to clean up your wrappers, crumbs, spills, etc. you will lose this privilege.
4. Cell phones and other electronic devices must be turned off and out of sight. This means that cell phones should not be sitting on your desk. If personal technology is used in the classroom without permission, the device will be confiscated. This includes AirPods, earbuds, and headphones. The first offense will result in a warning, and the student may retrieve the item from Teresa at the end of the day. Subsequent offenses will result in a parent or guardian having to pick up the item.
5. Cheating and plagiarism are not accepted in any form. This includes sharing your work with another student, copying work from another student, copying and pasting from the Internet or any other outside source, copying and/or paraphrasing content produced by AI platforms, etc. In short, students **MUST** be the authors of their own work.

I have read and I agree with the materials and policies outlined in this syllabus.

Student Signature _____

Parent/Guardian Signature _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

English 2A

Instructor: Sherene Schilling

E-mail: sherene.schilling@sd273.com

Phone Number: (208) 773-3541 ext. 1106

COURSE DESCRIPTION:

English language skills—reading, writing, speaking, and listening—are fundamental in all academic disciplines, in the world of work, and in everyday life. This class emphasizes skill building in writing complete sentences, correct use of grammar, reading comprehension, incorporating textual evidence and citing sources, and oral communication. This course includes the study of novels, poetry, and non-fiction. Further focus on informative essay writing will be included. Students will be expected to be on time, to be prepared for class, to participate willingly, and to have a positive attitude.

TEXTS AND COURSE MATERIALS:

Into Literature Grade 10

Lord of the Flies by William Golding

Essays, excerpts, and news articles

Movies, YouTube videos, and TED Talks

STANDARDS COVERED:

1. RC.9-10.3 Draw ample evidence from texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
2. RC.9-10.5a Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
3. VD.9-10.1a Use context as a clue to the meaning of a word or phrase.
4. VD.9-10.3 Acquire and use accurately general academic and content-specific words and phrases. Use these words in discussions and writing.
5. W.9-10.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
6. W.9-10.3 Write informational texts.
7. W.9-10.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre.
8. W.9-10.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9. W.9-10.7 Write by hand or with technology to produce, publish, and update individual or shared writing products.

CLASSROOM MATERIALS:

All classroom materials (worksheets, notes, etc.) will be available on Google Classroom; therefore, it is important that you check Google Classroom every day, even when you are absent, in order to avoid late work. NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school.

GRADING PROCEDURES:

Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60).

Grades will be weighted as follows:

Assignments—40%

Entry Tasks/Participation—15%

Summative Assessments—35%

Final Exam—10%

If your grade drops below 60% in this class, you are advised to come in for extra help before school, after school, during lunch, and/or during study hall until your grade is proficient.

LATE WORK POLICY:

Late work will be accepted for partial credit. Work that is up to one week late will receive 70% credit. Work that is more than one week late will receive 50% credit.

EXTRA CREDIT:

Bonus points may be offered on tests, quizzes, and projects. As a general rule, no other extra credit will be offered.

CLASSROOM RULES:

1. Come to class prepared. Be on time, sit in your assigned seat, and be ready to learn. Please attend to personal needs before you come to class. This includes restroom visits, trips to Teresa's office, etc. Students will be given a punch card for emergencies. Once all of your punches have been used, you will not be allowed to leave class.
2. Respect and be polite to other people. No talking when others are speaking. No put downs. Be respectful of others' property.
3. Food and drinks are allowed in class; however, you must clean up after yourselves. The second I have to clean up your wrappers, crumbs, spills, etc. you will lose this privilege.
4. Cell phones and other electronic devices must be turned off and out of sight. This means that cell phones should not be sitting on your desk. If personal technology is used in the classroom without permission, the device will be confiscated. This includes AirPods, earbuds, smartwatches, etc. The first offense will result in a warning, and the student may retrieve the item from Teresa at the end of the day. Subsequent offenses will result in a parent or guardian having to pick up the item.
5. Cheating and plagiarism are not accepted in any form. This includes sharing your work with another student, copying work from another student, copying and pasting from the Internet or any other outside source, copying and/or paraphrasing content produced by AI platforms, etc. In short, students **MUST** be the authors of their own work.

I have read and I agree with the materials and policies outlined in this syllabus.

Student Signature _____

Parent/Guardian Signature _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: New Vision High School

Course title and description: Biology This is a laboratory course emphasizing the process and skills of scientific investigation through the study of living things.	Teacher names and contact information: Rich Raynor Richard.raynor@sd273.com
Suggested student supplies: I will have some supplies but it is helpful if students bring their own if able. Strongly suggested: pencils, composition book/notebook, folders/binders, highlighters Other supplies to consider: colored pencils,	
Board-approved curriculum and supplemental resources: HMH Science Dimensions - Biology	
Standards covered: HS-LS-1.1, HS-LS-1.2, HS-LS-1.3, HS-LS-1.4, HS-LS-1.5, HS-LS-1.6, HS-LS-1.7, HS-LS-2.1, HS-LS-2.2, HS-LS-2.3, HS-LS-2.4, HS-LS-2.5, HS-LS-2.6, HS-LS-2.7, HS-LS-3.1, HS-LS-3.2, HS-LS-3.3, HS-LS-4.1, HS-LS-4.2, HS-LS-4.3, HS-LS-4.4, HS-LS-4.5	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: Yes No If yes, grades are weighted as follows: Tests: 50% Classwork, Labs, Projects: 50%	

Other information:

Topics Covered:

Quarter 1:

Topic 1 - Introduction to Biology - Characteristics of life, levels of organization, homeostasis (Chapters 1 and 2)

Topic 2 - Cells - Carbon compounds, cell structures, cell types, tissues (Chapter 1)

Topic 3 - Cell Division - Cell cycle, mitosis, cell differentiation (Chapter 5)

Quarter 2:

Topic 4 - Matter and Energy in Living Systems - ATP, photosynthesis, cellular respiration (Chapter 3)

Topic 5 - Structure and Function of DNA - DNA structure and replication, protein synthesis, gene expression and regulation (Chapter 6)

Quarter 3:

Topic 6 - Genetics and Heredity - Meiosis, heredity, traits and probability, mutations, diversity of life (Chapter 7)

Topic 7 - Evolution - Theory of Natural Selection, evidence of evolution, changes in species, evolution of behavior (Chapters 8 and 9)

Quarter 4:

Topic 8 - Ecology and Human Impacts on the Environment - movement of energy and matter in ecosystems, population ecology, human impacts on the environment

Lab Safety: In labs there will be times when we will be using laboratory equipment, chemicals, and other items that can be dangerous if not used properly. To keep everyone safe in the classroom the following rules and procedure must be followed. If a student does not follow the safety rules, then it will result in the student not being able to participate in the lab and will be given a grade of 0 for the lab.

General Safety Rules:

- Follow all instructions carefully. If you do not understand a direction or part of a procedure, **ASK YOUR TEACHER BEFORE MOVING ON IN THE ACTIVITY.**
- Be responsible! Horseplay, and pranks will not be tolerated.
- Keep the area you are working in clutter free.
- Clean up your lab area when you have completed the lab.
- Report any broken equipment, accidents, or injuries to the teacher **IMMEDIATELY.**
- Know the locations and operating procedures of all safety equipment including safety showers, sinks, first aid kits, and fire extinguishers
- Dress properly—avoid loose or baggy clothing, tie back hair, and wear closed toed shoes
- **NO FOOD OR DRINK IN THE LAB.**

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: New Vision High School

Course title and description: <u>Earth Science</u> is a two semester physical science course which introduces students to dynamic system interactions of oceanography, geology, meteorology and astronomy. Students will learn how science, technology and exploration have influenced current understanding of the formation of the Earth, Solar System, and Universe.	Teacher name and contact information: Rich Raynor Email: Richard.raynor@sd273.com		
Suggested student supplies: ● Binder ● Pencil ● Highlighters ● Color Pencils ● Glue Sticks			
Board-approved curriculum and supplemental resources: ● Houghton Mifflin Harcourt HMH Science Dimensions: Earth and Space Science			
Standards covered: ● Idaho Science Standards: HS-ESS-1.1, HS-ESS-1.2, HS-ESS-1.3, HS-ESS-1.4, HS-ESS-1.5, HS-ESS-1.6, HS-ESS-2.1, HS-ESS-2.2, HS-ESS-2.3, HS-ESS-2.4, HS-ESS-2.5, HS-ESS-2.6, HS-ESS-2.7, HS-ESS-3.1, HS-ESS-3.2, HS-ESS-3.3, HS-ESS-3.4, HS-ESS-3.5, HS-ESS-3.6			
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: Yes No If yes, grades are weighted as follows: ● Categories: ○ Classwork, labs, projects–50% of final grade ○ Tests and Quizzes–50% of final grade			
Other information: Topics Covered: <table border="1" data-bbox="123 1661 1508 1875"><tr><td> ● Introduction to Earth and Space Science ● Systems of Matter and Energy ● Earth in the Solar System ● Space ● Plate Tectonics </td><td> ● Earth’s Changing Surface ● Earth’s Water ● The Atmosphere ● History of Earth ● Human Activity and Earth/Natural Resources </td></tr></table>		● Introduction to Earth and Space Science ● Systems of Matter and Energy ● Earth in the Solar System ● Space ● Plate Tectonics	● Earth’s Changing Surface ● Earth’s Water ● The Atmosphere ● History of Earth ● Human Activity and Earth/Natural Resources
● Introduction to Earth and Space Science ● Systems of Matter and Energy ● Earth in the Solar System ● Space ● Plate Tectonics	● Earth’s Changing Surface ● Earth’s Water ● The Atmosphere ● History of Earth ● Human Activity and Earth/Natural Resources		

Cell Phone Policy: CELL PHONES AND HEADPHONES ARE NOT ALLOWED DURING CLASS TIME as per school policy.

Lab Safety: In labs there will be times when we will be using laboratory equipment, chemicals, and other items that can be dangerous if not used properly. To keep everyone safe in the classroom the following rules and procedure must be followed. If a student does not follow the safety rules, then it will result in the student not being able to participate in the lab and will be given a grade of 0 for the lab.

General Safety Rules:

- Follow all instructions carefully. If you do not understand a direction or part of a procedure, **ASK YOUR TEACHER BEFORE MOVING ON IN THE ACTIVITY.**
- Be responsible! Horseplay, and pranks will not be tolerated.
- Keep the area you are working in clutter free.
- Clean up your lab area when you have completed the lab.
- Report any broken equipment, accidents, or injuries to the teacher **IMMEDIATELY.**
- Know the locations and operating procedures of all safety equipment including safety showers, sinks, first aid kits, and fire extinguishers
- Dress properly—avoid loose or baggy clothing, tie back hair, and wear closed toed shoes
- **NO FOOD OR DRINK IN THE LAB.**

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School:

Course title and description: Health	Teacher name and contact information: Nick Groth nick.groth@sd273.com
Suggested student supplies: Writing utensil, folder/binder (optional), paper (provided as needed) ***NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school	
Board-approved curriculum and supplemental resources: Movies shown: “No One Would Tell” shows teen dating violence, and how it can escalate. “Osmosis Jones” depicts what happens inside the body when the immune system is trying to kill off bacteria that enters the body.	
Standards covered: 9-12.H.1.1.1 through 9-12.H.1.1.8 9-12.H.2.1.1 through 9-12.H.2.1.6 9-12.H.3.1.1 through 9-12.H.3.1.5 9-12.H.4.1.1 through 9-12.H.4.1.4 9-12.H.5.1.1 through 9-12.H.5.1.7 9-12.H.6.1.1 through 9-12.H.6.1.4 9-12.H.7.1.1 through 9-12.H.7.1.5 9-12.H.8.1.1 through 9-12.H.8.1.4	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: • Yes • No If yes, grades are weighted as follows: Classwork/quizzes/tests= 90%, participation= 10%	

Other information:

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: New Vision High School

Course title and description: <u>Meteorology</u> : This course provides an introduction to atmospheric phenomena and weather. It is designed to provide comprehensive knowledge of the earth's atmosphere and its changing behavior as it relates to human activities and how it influences our daily lives.	Teacher name and contact information: Rich Raynor Email: Richard.raynor@sd273.com		
Suggested student supplies: I will have some supplies but it is helpful if students bring their own if able. ● Binder ● Pencil ● Highlighters ● Color Pencils ● Glue Sticks			
Board-approved curriculum and supplemental resources: ● Houghton Mifflin Harcourt HMH Science Dimensions: Earth and Space Science			
Standards covered: ● Idaho Science Standards: HS-ESS-1.1, HS-ESS-1.2, HS-ESS-1.3, HS-ESS-1.4, HS-ESS-1.5, HS-ESS-1.6, HS-ESS-2.1, HS-ESS-2.2, HS-ESS-2.3, HS-ESS-2.4, HS-ESS-2.5, HS-ESS-2.6, HS-ESS-2.7, HS-ESS-3.1, HS-ESS-3.2, HS-ESS-3.3, HS-ESS-3.4, HS-ESS-3.5, HS-ESS-3.6			
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: Yes No If yes, grades are weighted as follows: ● Categories: ○ Classwork, labs, projects–50% of final grade ○ Tests and Quizzes–50% of final grade			
Other information: Topics Covered: <table border="1" data-bbox="123 1696 1500 1906"><tr><td> ● Introduction to Meteorology ● Systems of Matter and Energy ● Environments ● Weather types </td><td> ● Earth's Water ● The Atmosphere ● Human Activity and weather </td></tr></table>		● Introduction to Meteorology ● Systems of Matter and Energy ● Environments ● Weather types	● Earth's Water ● The Atmosphere ● Human Activity and weather
● Introduction to Meteorology ● Systems of Matter and Energy ● Environments ● Weather types	● Earth's Water ● The Atmosphere ● Human Activity and weather		

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: NVHS

Course title and description: Physical Education	Teacher name and contact information: Nick Groth nick.groth@sd273.com
Suggested student supplies: comfortable close toed shoes and attire to move in	
Board-approved curriculum and supplemental resources: Various sporting good items	
Standards covered: 9-12.PE.1.1.1 9-12.PE.2.1.1 through 9-12.PE.2.1.3 9-12.PE.3.1.1 through 9-12.PE.3.1.4 9-12.PE.4.1.1 through 9-12.PE.4.1.5 9-12.PE.5.1.1 through 9-12.PE.5.1.5	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: • Yes • No If yes, grades are weighted as follows: Tests/Quizzes = 70%; Classwork = 30%	
Other information:	

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: NVHS

Course title and description: Sports History	Teacher name and contact information: Nick Groth nick.groth@sd273.com
Suggested student supplies: Writing utensil, folder/binder (optional), paper (provided as needed) ***NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school	
Board-approved curriculum and supplemental resources: Movies shown: Eight Men Out- Historical true story event related to baseball Bigger Faster Stronger- In depth look at doping in sports Ali- Historical look at some of the biggest figures in boxing Glory Road- Historical true story about college basketball during tense racial times We Are Marshall- True story about a college football team rebuilding after a plane crash decimated their program Miracle- True story about the 1980 Olympic hockey team Invictus- True story about Nelson Mandela and the 1995 Rugby World Cup in South Africa Race- True story about Jesse Owens, and the 1936 Olympics	
Standards covered: 9-12.US2.29 6-12.HT2.3 6-12.HT2.1 6-12.HT2.6 6-12.HT2.2 6-12.HT2.7	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: • ~~Yes~~ • No If yes, grades are weighted as follows: Classwork/quizzes/tests= 90%, participation= 10%	

Other information:

This class takes a historical look at the role sports has had in society. The class will also examine how sports have reflected larger trends as well as influenced American history. Sports History will also research the origins and development of various sports along with cultural aspects of sports from a variety of countries.

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School:

Course title and description: Speech	Teacher name and contact information: Nick Groth nick.groth@sd273.com
Suggested student supplies: Pencil/Pen, spiral notebook, folder ***NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school	
Board-approved curriculum and supplemental resources: Movie Shown- "The King's Speech" is a movie that depicts the struggles of someone who is struggling with public speaking, and how they overcame it. Strong language	
Standards covered: 9/ 10.OC.1.1 through 9/ 10.OC.1.5 9/ 10.RS.1.1 through 9/ 10.RS.1.3 9/ 10.L.1.1 through 9/ 10.RC.1.1	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: • ~~Yes~~ • No If yes, grades are weighted as follows: Speeches = 60%; Classwork = 30%; Participation= 10%	
Other information:	

Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Post Falls School District Course Syllabus

School: NVHS

Course title and description: Walkfit	Teacher name and contact information: Nick Groth nick.groth@sd273.com
Suggested student supplies: Writing utensil, folder/binder (optional), paper (provided as needed), shoes comfortable to walk long distance in, clothes that are weather appropriate ****NVHS has one-to-one devices; therefore, students should not bring personal laptops, tablets, etc. to school	
Board-approved curriculum and supplemental resources: Movies shown: Obesity Epidemic documentary Sugar Is Killing Us documentary	
Standards covered: 9-12.PE.2.1.1 9-12.PE.3.1.1 9-12.PE.3.1.4 9-12.PE.4.1.4	
Grading: Grades will be assigned based on the following scale: A (93–100), A– (90–92), B+ (86–89), B (83–85), B– (80–82), C+ (76–79), C (73–75), C– (70–72), D+ (66–69), D (63–65), D– (60–62), and F (below 60). Grades in this course are weighted: • ~~Yes~~ • No If yes, grades are weighted as follows: Classwork/quizzes/tests= 30%, participation= 70%	
Other information: Walk Fit is a class for the student who prefers not to play individual or team games. The course is designed to develop attitudes and behaviors which promote healthy lifestyles and positive self-image through walking, stretching, and strength activities. Students will learn about achieving and maintaining ideal body weights, diet, nutrition, and personal fitness.	



Return this page to your teacher.

Student Name: _____

Course: _____

Parent/Guardian Opt-In Consent (Per Idaho Code 33-1611)

As part of the school curriculum, students may be introduced to educational content related to human development, including topics such as reproduction, personal safety, and healthy relationships. These topics may be integrated into various courses, including health, science, English/language arts, or other relevant subjects.

Instructional content may include:

- Basic understanding of human anatomy and the reproductive system
- Information about abstinence
- Age-appropriate discussions related to personal boundaries, safety, and respectful behavior

Please indicate your preference below:

- Yes, I give permission for my student to receive instruction that includes content related to human development, reproduction, and personal safety across applicable subject areas.
- No, I do not give permission for my student to receive such instruction. I understand that an appropriate alternate assignment or activity will be provided during this time.

Parent/Guardian Acknowledgment

I have reviewed the course syllabus and understand the outlined expectations and content. I understand I may contact the teacher with any questions or concerns throughout the semester.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

American Government - Syllabus

Andrew Diaz - New Visions High School

Email: Andrew.diaz@sd273.com

About the Course

Description:

Students will be expected to learn about the foundations, structure, and functions of the United States government.

What you should expect from this course:

Students will build an understanding of how the United States government was created and how it continues to operate today. This course will focus on the foundations of American government, the Constitution, the Legislative, Executive, and Judicial branches, and the relationship between citizens and their government. Students will also examine the rights and responsibilities of American citizens, civil liberties, civil rights, elections, political participation, the economy, state and local government, and different political systems around the world.

Course Schedule

Unit	Description	Dates
Foundation of Government	Examining the ideas, values, and historical influences that shaped American government and democracy. *Sept 16th Pretest for Civics Exam*	September 9th – September 15th
The Beginnings of American Government	Exploring the Declaration of Independence, Articles of Confederation, Constitutional Convention, and debates over the Constitution.	September 17th – September 28th
Article 1: Legislative Branch	Examining the structure, powers, responsibilities, and lawmaking process of Congress.	September 29th – October 8th
Article 2: Executive Branch	Exploring the powers, responsibilities, organization, and election of the president and executive branch	October 12th – October 20th

Article 3: Judicial Branch	Examining the federal court system, Supreme Court, judicial review, and different approaches to interpreting the Constitution.	October 21st – October 29th
Federalism & Bill of Rights	Exploring how power is divided between governments and how the Constitution limits and balances government power	November 2nd – November 10th
Civil Rights & Liberties	Examining individual freedoms, equal rights, and how the Supreme Court has interpreted constitutional protections.	November 11th - November 23rd
Citizenship & Civic Responsibility	Exploring citizenship, civic responsibilities, naturalization, and how citizens can participate in government and their communities. .	November 24th - December 8th
Economics and Government	Examining the government's role in the economy, taxation, free enterprise, markets, and monetary policy	December 9th - January 12th
Local & International Government	Exploring Idaho and local government while comparing political systems and examining America's role in world affairs	January 13th- January 22nd
FINAL	Prep and take the final Civics test *Must pass with 80% to get Credit*	January 20th - January 28th

The school year is broken up into 10 units that directly cover the main themes and objectives of early United States history while also creating a flexible pace for students to effectively operate. This course covers events in chronological order as the units flow from one era to the next. The final week of each unit is dedicated to review and assessment, allowing students to reflect on and solidify their understanding before moving forward.

Grading

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F= 59% and below

Weighted Scale

30% Tests

35% Projects

20% Classwork

15% Participation

Grading Policy:

Late assignments are brought down to a letter grade unless there was a prearranged agreement between me and the student. EX.) If you turn in an A + assignment late, your grade will be brought down to a B+. I will accept late work, the important thing is that you fully complete assignments and turn them in. If you need to make up an exam, you will be required to either come in during advisory or study hall to finish the exam. If there is an emergency or you need additional time in certain cases, we can work something out but it must be discussed with me **immediately**, not days later.

- There will be opportunities to gain extra credit in the class.

Diversity

My class is all inclusive in teaching different perspectives on government, citizenship, and political systems. We will examine the development of the American government from multiple perspectives and consider how different groups have experienced the rights and responsibilities provided by the American political system. Students will examine topics including the experiences of Indigenous peoples, African Americans, women, immigrants, and other groups in relation to American government and civil rights.

Classroom Rules:

- 1. Effort and Participation:** Putting in effort means; trying your best, asking questions when needed, and taking responsibility for your learning. If a student is proving to me that they are at least putting in effort to be successful and they should be able to pass this class. When you do not put in effort to turn in assignments, is when you will begin to fall behind. I am not always going to expect students to get the right answer but I do want to know where you are and what your ideas are. This also means being prepared before the class starts by having the proper materials (SEE MATERIALS BELOW).
- 2. Respect:** To have a positive classroom environment, respect needs to be established on the 1st day of class. I expect students to respect me and their peers, just as students can expect me to be respectful of them. Being Respectful in the classroom looks like:
 - Positive words and behavior (foul language will lead to lunch detention)
 - Raising your hand before speaking
 - Listen attentively with eyes on the speaker
 - Taking care of materials
 - Keeping the classroom clean
 - No sleeping during class (Consistently sleeping in class will lead to a lunch detention)

3. **Use Class time Wisely:** I personally do not believe in always assigning homework, however, the work that I will assign in a class period should have you working to the bell if you are focused in the class. Most times if you do have homework it is because you did not finish the work in class. My expectation is that you do not have to take in class assignments home for homework.
4. **Food:** Having food in the class is a privilege, not a right. I will allow you all to have some type of snack in the classroom if you would like. However, if students are not cleaning up after themselves and leaving the classroom messy or making a lot of noise with it, this privilege will be taken away.
5. **Cellular devices and earbuds/headphones:** I will not allow for cellular devices or earbuds to be used in class. You guys know to put all electronic devices away. If I see it I will be taking it for the day and giving it to the front office. You will then be able to pick it up from the front office. If you need to use the restroom just leave your phone on my desk before you go. Only devices allowed are chromebooks in the back

Resources

Required Materials:

- Paper, pencil/pen, and a notebook and access to the school computer system as well as internet access outside of school

Content Standards

Unit 1: Foundation of Government

9-12.GOV.1: Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman republicanism, and the English legal tradition on the American Founding.

9-12.GOV.10: Define the concepts of democracy and republic and examine the relationship between the two.

9-12.GOV.11: Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.

Unit 2: The Beginnings of American Government

9-12.GOV.2: Examine the Declaration of Independence and American grievances against British rule.

9-12.GOV.3: Identify the strengths and weaknesses of the Articles of Confederation.

9-12.GOV.4: Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.

9-12.GOV.4: Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.

9-12.GOV.5: Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.

Unit Review & Test

Unit 3: Article I Legislative Branch

9-12.GOV.30: Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.

9-12.GOV.31: Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr*.

9-12.GOV.32: Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice President, and the Speaker of the House.

9-12.GOV.33: Describe the process of how a bill becomes law.

9-12.GOV.34: Describe the powers of the United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.

9-12.GOV.53: Explain the impact of reapportionment and redistricting on elections and governance.

Unit Review & Test

Unit 4: Article II Executive Branch

9-12.GOV.35: Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession, the 25th Amendment, executive orders, treaties, and length of term.

9-12.GOV.35: Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession, the 25th Amendment, executive orders, treaties, and length of term.

9-12.GOV.36: Identify major departments of the executive branch, including cabinet and non-cabinet level departments and agencies, along with the development and growth of the federal administrative state.

9-12.GOV.37: Explain the Electoral College system, how it has evolved over time, and compare arguments for and against it.

9-12.GOV.37: Explain the Electoral College system, how it has evolved over time, and compare arguments for and against it.

Unit Review & Test

Unit 5: Article III Judicial Branch

9-12.GOV.38: Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.

9-12.GOV.39: Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.

9-12.GOV.40: Explain the processes of selection and confirmation of Supreme Court justices.

9-12.GOV.41: Describe the Supreme Court's role, established by *Marbury v. Madison*, in determining the constitutionality of laws and acts of the legislative and executive branches.

9-12.GOV.42: Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.

Unit Review & Test

Unit 6: Federalism & Constitutional Principles

9-12.GOV.6: Describe the purposes and functions of government as outlined in the Preamble of the Constitution.

9-12.GOV.7: Describe limited government within the Constitution, including checks and balances, popular sovereignty, rule of law, federalism, separation of powers, judicial review, majority rule, and protection of minority rights.

9-12.GOV.8: Describe the structure of the Constitution and the process to amend it.

9-12.GOV.43: Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, *McCulloch v. Maryland*, *Gibbons v. Ogden*, and evolution from dual federalism to cooperative federalism.

9-12.GOV.44: Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights and land leasing.

Unit Review & Test

Unit 7: Civil Rights & Civil Liberties

9-12.GOV.9: Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.

9-12.GOV.22: Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.

9-12.GOV.23: Evaluate the Supreme Court's interpretations of the freedoms articulated in the First Amendment, including *Schenck v. United States*, *New York Times v. United States*, *Engel v. Vitale*, *Miller v. California*, *Tinker v. Des Moines*, *Texas v. Johnson*, and *Kennedy v. Bremerton*.

9-12.GOV.24: Evaluate the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona*.

9-12.GOV.25: Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses including *Plessy v. Ferguson*, *Roe v. Wade*, *Dobbs v. Jackson Women's Health Organization*, *Gitlow v. New York*, *Loving v. Virginia*, *Obergefell v. Hodges*, and *Brown v. Board of Education, 1954*.

9-12.GOV.15: Evaluate the roles of the federal and state governments in the Civil Rights Movement.

Unit Review & Test

Unit 8: Citizenship & Civic Responsibility

9-12.GOV.13: Describe at the national, state, and local level what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation.

9-12.GOV.19: Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.

9-12.GOV.20: Explain the history and significance of dual citizenship regarding American Indians.

9-12.GOV.21: Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.

9-12.GOV.14: Compare and contrast major American political ideologies.

9-12.GOV.18: Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning, demonstrating, running for office, lobbying, and voting.

Unit Review & Test

Unit 9: Elections, Media & Economics

9-12.GOV.16: Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.

9-12.GOV.17: Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.

9-12.GOV.49: Describe the evolution of voting and enfranchisement including key amendments and laws that have extended the right to vote to previously disenfranchised Americans.

9-12.GOV.50: Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.

9-12.GOV.51: Describe the nomination and election process in American national and state elections, including the Electoral College.

9-12.GOV.52: Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.

9-12.GOV.55: Evaluate the challenges of the election process.

9-12.GOV.26: Explain the government's limited role in free enterprise and how that affects individual economic freedoms.

9-12.GOV.27: Evaluate the government's establishment and maintenance of the rules and institutions in which markets operate, including property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.

9-12.GOV.28: Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.

9-12.GOV.29: Describe how the Federal Reserve can use monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.

Unit Review & Test

Unit 10: Idaho, Local & International Government

9-12.GOV.45: Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing legislative, executive, and judicial branches.

9-12.GOV.46: Compare the lawmaking process at the national, state, and local level.

9-12.GOV.47: Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.

9-12.GOV.48: Compare partisan and non-partisan offices and elections.

9-12.GOV.56: Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs. parliamentary, unitary vs. federal, and autocracy vs. democracy.

Final Review & CIVICS FINAL

Dear Parents and Guardians,

As we prepare for the upcoming school year, we want to share an important graduation milestone with you regarding **The Idaho Civics Test (2026-2027)**. Under state educational mandates, all high school students must successfully complete this assessment to earn their required civics credit and qualify for graduation.

To ensure our students thoroughly master these foundational concepts, our school has set a target passing standard of **80%** on this exam. Please rest assured that if a student does not achieve an 80% on their first attempt, state guidelines allow them to retake the test as many times as necessary to meet the requirement.

The test consists of **50 total questions** split into two main formats:

- **Part 1: Short Answer (12 Questions):** Focuses on core definitions of democracy, republics, liberty, separation of powers, and citizen responsibilities.
- **Part 2: Multiple Choice (38 Questions):** Focuses on historical government foundations, the branches of government, the election process, and federalism.

A copy of the full course syllabus has been provided to your student so they can track the specific historical and constitutional topics covered on the exam. Once your student successfully passes the assessment, the completion will be permanently recorded on their official high school transcript.

If you have any questions about the material or testing dates, please feel free to reach out.

Sincerely,

Andrew Diaz/ Social Studies Teacher

New Visions High School

Please sign this syllabus and turn it in to receive a grade

Parent/Guardian Signature : _____

Student Signature: _____

United States History - Syllabus

Andrew Diaz - New Visions High School

Email: Andrew.diaz@sd273.com

About the course

Description:

Students will be expected to learn the History of the United States from the Reconstruction era and will end with the final unit being the Modern era.

What you should expect from this course:

Students will build an understanding of the social and cultural developments that begin in the Reconstruction era starting off with the result of the Civil War and its influence on the Americas. This will eventually lead to the Industry and immigration which changes the social and cultural norms that were there before the Civil War. New political systems will emerge from this result around the world leading to armed conflicts like World War I, World War II and the Cold War. This class will focus on more modern events leading to the United States as we see it today.

Course Schedule

Unit	Description	Dates
Review	Looking at prior knowledge learned from the 13 colonies to the Civil War	September 9th – September 15th
Reconstruction	Examining how the United States rebuilt after the Civil War and the political, social, and legal changes that followed.	September 16th – September 24th
Challenges of Late 1800s	Exploring westward expansion, industrialization, immigration, big business, labor, and the changing American economy	September 28th – October 13th
Imperialism and WWI	Examining Progressive Era reforms, American expansion overseas, imperialism, and U.S. involvement in World War I.	October 14th – October 27th

Great Depression & New Deal	Exploring the cultural changes of the 1920s, the causes and effects of the Great Depression, and the New Deal response.	October 28th – November 9th
WWII & Postwar America	Examining the causes, major events, American involvement, Homefront, Holocaust, and effects of World War II	November 10th – November 23rd
Cold War & Social Change	Exploring the conflict between the United States and Soviet Union and its effects on American society, Civil Rights, Vietnam, and government.	November 24th – December 17th
America Transition: 1970s-1991	Examining Watergate, economic challenges, Reagan, changing foreign policy, and the end of the Cold War	January 4th – January 14th
Modern America	Exploring globalization, technology, terrorism, economic changes, civil rights, immigration, and political polarization in modern America.	January 19th - January 28th

The school year is broken up into 9 units that directly cover the main themes and objectives of early United States history while also creating a flexible pace for students to effectively operate. This course covers events in chronological order as the units flow from one era to the next. The final week of each unit is dedicated to review and assessment, allowing students to reflect on and solidify their understanding before moving forward.

Grading

Grading Scale:

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

Weighted Scale

30% Tests
 35% Projects
 20% Classwork
 15% Participation

Grading Policy:

Late assignments are brought down to a letter grade unless there was a prearranged agreement between me and the student. EX.) If you turn in an A + assignment late, your grade will be brought down to a B+. I will accept late work, the important thing is that you fully complete assignments and turn them in. If you need to make up an exam, you will be required to either come in during the advisory or study hall to finish the exam. If there is an emergency or you need additional time in certain cases, we can work something out but it must be discussed with me **immediately**, not days later.

- There will be opportunities to gain extra credit in the class.

Diversity

My class is all inclusive in teaching different historical perspectives such as including Indigenous perspectives of Colonialism and Western expansion and, the liberation of Women as well as African American perspectives of the Civil Rights era. We will be reviewing primary documents and sources to analyze these perspectives that are not our own to understand the full nature of what history is telling us.

Classroom Rules:

1. **Effort and Participation:** Putting in effort means; trying your best, asking questions when needed, and taking responsibility for your learning. If a student is proving to me that they are at least putting in effort to be successful and they should be able to pass this class. When you do not put in effort to turn in assignments, is when you will begin to fall behind. I am not always going to expect students to get the right answer but I do want to know where you are and what your ideas are. This also means being prepared before the class starts by having the proper materials (SEE MATERIALS BELOW).
2. **Respect:** To have a positive classroom environment, respect needs to be established on the 1st day of class. I expect students to respect me and their peers, just as students can expect me to be respectful of them. Being Respectful in the classroom looks like:
 - Positive words and behavior (foul language will lead to lunch detention)
 - Raising your hand before speaking
 - Listen attentively with eyes on the speaker
 - Taking care of materials
 - Keeping the classroom clean
 - No sleeping during class (Consistently sleeping in class will lead to a lunch detention)
3. **Use Class time Wisely:** I personally do not believe in always assigning homework, however, the work that I will assign in a class period should have you working to the bell if you are focused in the class. Most times if you do have homework it is because you did not finish the work in class. My expectation is that you do not have to take in class assignments home for homework.
4. **Food:** Having food in the class is a privilege, not a right. I will allow you all to have some type of snack in the classroom if you would like. However, if students are not cleaning up after themselves and leaving the classroom messy or making a lot of noise with it, this privilege will be taken away.
5. **Cellular devices and earbuds/headphones:** I will not allow for cellular devices or earbuds to be used in class. You guys know to put all electronic devices away. If I see it I will be taking it for the day and giving it to the front office. You will then be able to pick it up from the front office. If you need to use the restroom just leave your phone on my desk before you go. Only devices allowed are chromebooks in the back

Resources

Required Materials:

- Paper, pencil/pen, and a notebook
- Access to the school computer system as well as internet access outside of the school

Standards

Unit 1: Reconstruction: Rebuilding a Nation

- **6-12.US1.42** — Analyze the outcomes of the Civil War and the legal, political, and social implications of Reconstruction.
- **6-12.US1.43** — Analyze the Compromise of 1877 and the end of Federal Reconstruction.
- **6-12.US1.45** — Analyze the social and political impacts of the Civil War during the war and immediate aftermath.

Unit 2: The West, Industry & the Gilded Age

- **6-12.US1.44** — Analyze competition for western land and resources, including the Homestead Act, Transcontinental Railroad, fur trade, cattle drives, open range, destruction of the bison, and Land Rush of 1889.
- **6-12.US1.46** — Analyze the religious, political, and economic motives of 19th-century immigrants.
- **6-12.US1.47** — Analyze how the Second Industrial Revolution changed manufacturing, agriculture, transportation, and communication.
- **6-12.US1.48** — Analyze relations between American Indians and the U.S. government after the Civil War, including conflict, treaties, reservations, and assimilation.
- **6-12.US1.49** — Analyze how resources, technology, inventions, and transportation networks contributed to industrialization and urbanization.
- **6-12.US1.50** — Analyze business leaders, laissez-faire economics, corporations, monopolies, and trusts.
- **6-12.US1.51** — Analyze the effects of industrialization and laissez-faire economics on labor.
- **6-12.US1.52** — Analyze labor unions, strikes, and conflicts between labor and management.
- **6-12.US1.53** — Analyze the relationship between immigration, urbanization, and labor relations after the Civil War.
- **6-12.US1.54** — Analyze geographic expansion in the late 19th century and its effects on the rights of different groups.

Unit 3: Progressivism, Imperialism & World War I

- **6-12.US2.1** — Analyze Federal Indian policies and their effects on American Indians.
- **6-12.US2.2** — Analyze the causes, goals, and effects of the Progressive Movement.
- **6-12.US2.3** — Analyze American imperialism and expansion overseas.
- **6-12.US2.4** — Analyze the causes and effects of World War I.
- **6-12.US2.5** — Analyze the reasons for U.S. involvement in World War I and its impact on the United States.
- **6-12.US2.6** — Analyze the social, political, and economic effects of World War I on the United States.

Unit 4: The Roaring Twenties, Great Depression & New Deal

- **6-12.US2.10** — Analyze the social, cultural, and economic changes of the 1920s.
- **6-12.US2.11** — Analyze the causes and effects of the Great Depression.
- **6-12.US2.12** — Analyze the causes and effects of the New Deal.
- **6-12.US2.13** — Analyze the impact of the New Deal on American society and government.

Unit 5: World War II & Its Aftermath

- **6-12.US2.14** — Analyze the causes and effects of World War II.
- **6-12.US2.15** — Analyze U.S. involvement in World War II.
- **6-12.US2.16** — Analyze the impact of World War II on the American home front.
- **6-12.US2.17** — Analyze the Holocaust and its impact.
- **6-12.US2.18** — Analyze the effects of World War II on the United States and the world.
- **6-12.US2.19** — Analyze the creation of the United Nations and the postwar international order.

Unit 6: The Cold War & Social Change

- **6-12.US2.20** — Analyze the causes and effects of the Cold War.
- **6-12.US2.21** — Analyze U.S. containment policies and conflicts during the Cold War.
- **6-12.US2.22** — Analyze the Korean War and its significance.
- **6-12.US2.23** — Analyze the Civil Rights Movement and efforts to achieve racial equality.
- **6-12.US2.24** — Analyze the causes, events, and effects of the Vietnam War.
- **6-12.US2.25** — Analyze the social and political changes of the 1960s.
- **6-12.US2.26** — Analyze the impact of social movements on American society and government.

Unit 7: America in Transition: 1970s–1991

- **6-12.US2.27** — Analyze the Watergate scandal and its impact on American government.
- **6-12.US2.28** — Analyze economic and social challenges facing the United States during the 1970s.
- **6-12.US2.29** — Analyze the policies and impact of the Reagan administration.
- **6-12.US2.30** — Analyze changes in U.S. foreign policy during the late Cold War.
- **6-12.US2.31** — Analyze the collapse of the Soviet Union and the end of the Cold War.

Unit 8: Modern America: 1990s–Present

- **6-12.US2.32** — Analyze the effects of globalization on the United States.
- **6-12.US2.33** — Analyze the impact of information technology on American society and the economy.
- **6-12.US2.34** — Analyze the causes and effects of terrorism, including September 11, 2001.
- **6-12.US2.35** — Analyze political, economic, and social changes in the United States since 1990.
- **6-12.US2.36** — Analyze immigration and demographic changes in modern America.
- **6-12.US2.37** — Analyze political polarization and its effects on American government and society.

Please sign this syllabus and turn it in to receive a grade

Parent/Guardian Signature : _____

Student Signature: _____

Modern World History - Syllabus

Andrew Diaz - New Visions High School

Email: Andrew.diaz@sd273.com

About the Course

Description:

Students will be expected to learn the History of the World through the study of major civilizations, cultures, political systems, economic developments, and conflicts that have shaped the modern world.

What you should expect from this course:

Students will build an understanding of the major events and developments that have shaped societies around the world. This course will examine how civilizations developed and interacted with one another and how political, religious, economic, and cultural ideas spread throughout different regions. Students will study major events including the Enlightenment, French Revolution, Industrial Revolution, imperialism, World War I, World War II, the Cold War, decolonization, and the development of the modern global world.

Unit	Description	Dates
Foundations of Ideological & Political Revolutions	Political revolutions, shifting of power structures, Industrial revolution (society and technology)	September 9th – September 17th
Imperialism and Global Friction	Motives of imperialism, colonial resistance, Europe builds military, the start of WWI	September 21st – September 24th

World War I	Industrialized Warfare, Total War, Global economic collapse and the rise of totalitarianism.	September 28th – October 1st
World War II and Human rights	Fascist Aggression, Global turning points, The holocaust, Justice & International Law	October 5th – October 8th
The Cold War	Ideological clash, The divided map, nuclear crisis, proxy conflicts	October 12th – October 15th
Decolonization and Birth of New Nations	Push for sovereignty, methods of protest, creation of modern territories, post economical and political struggles.	October 19th - October 22nd
The Modern World	How technology links the world, modern global crises, international corporations, and analyzing how history repeats itself	October 26th - October 29th
Final Project	Review and Building your final project binder	November 2nd - November 5th

The school year is broken up into 8 modules that directly follow the major themes and objectives of Modern World History. The course is organized chronologically so that students can see how civilizations, political ideas, economic systems, religions, and cultures developed and influenced one another over time. The final portion of each module will generally be dedicated to reviewing and putting the pieces together for the final project. We will be creating a portfolio with assignments from each week that summarize the World History we learned in class.

Grading

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F= 59% and below

Weighted Scale

30% Tests

35% Projects

20% Classwork

15% Participation

Grading Policy:

Late assignments are brought down to a letter grade unless there was a prearranged agreement between me and the student. EX.) If you turn in an A + assignment late, your grade will be brought down to a B+. I will accept late work, the important thing is that you fully complete assignments and turn them in. If you need to make up an exam, you will be required to either come in during the advisory or study hall to finish the exam. If there is an emergency or you need additional time in certain cases, we can work something out but it must be discussed with me **immediately**, not days later.

- There will be opportunities to gain extra credit in the class.

Diversity

My class is all inclusive in teaching different perspectives on government, citizenship, and political systems. We will examine the development of the American government from multiple perspectives and consider how different groups have experienced the rights and responsibilities provided by the American political system. Students will examine topics including the experiences of Indigenous peoples, African Americans, women, immigrants, and other groups in relation to American government and civil rights. We will also examine primary documents and sources, including the Declaration of Independence, Constitution, Bill of Rights, Supreme Court decisions, and other historical and political documents.

Classroom Rules:

- 1. Effort and Participation:** Putting in effort means; trying your best, asking questions when needed, and taking responsibility for your learning. If a student is proving to me that they are at least putting in effort to be successful and they should be able to pass this class. When you do not put in effort to turn in assignments, is when you will begin to fall behind. I am not always going to expect students to get the right answer but I do want to know where you are and what your ideas are. This also means being prepared before the class starts by having the proper materials (SEE MATERIALS BELOW).

2. **Respect:** To have a positive classroom environment, respect needs to be established on the 1st day of class. I expect students to respect me and their peers, just as students can expect me to be respectful of them. Being Respectful in the classroom looks like:
 - Positive words and behavior (foul language will lead to lunch detention)
 - Raising your hand before speaking
 - Listen attentively with eyes on the speaker
 - Taking care of materials
 - Keeping the classroom clean
 - No sleeping during class (Consistently sleeping in class will lead to a lunch detention)
 -
3. **Use Class time Wisely:** I personally do not believe in always assigning homework, however, the work that I will assign in a class period should have you working to the bell if you are focused in the class. Most times if you do have homework it is because you did not finish the work in class. My expectation is that you do not have to take in class assignments home for homework.
4. **Food:** Having food in the class is a privilege, not a right. I will allow you all to have some type of snack in the classroom if you would like. However, if students are not cleaning up after themselves and leaving the classroom messy or making a lot of noise with it, this privilege will be taken away.
5. **Cellular devices and earbuds/headphones:** I will not allow for cellular devices or earbuds to be used in class. You guys know to put all electronic devices away. If I see it I will be taking it for the day and giving it to the front office. You will then be able to pick it up from the front office. If you need to use the restroom just leave your phone on my desk before you go. Only devices allowed are chromebooks in the back

Resources

Required Materials:

- Paper, pencil/pen, and a notebook
- *Folders for the Final Project *
- Access to the school computer system as well as internet access

Standards

6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.

6-9.WH.1.9 Explain the relationship between religion and belief systems and people's understanding of the natural world.

6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.

6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.

6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.

6-9.WH.1.8 Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, Early-Modern, and Modern.

6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.

6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.

6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.

6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.

6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.

6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

6-9.WH.3.4 Analyze the impact of economic growth on society.

6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.

6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.

6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.

6-9.WH.5.4 Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.

6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.

6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.

6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

6-9.WH.2.2 Identify the main reasons for major migrations of people.

6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.

6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.

6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.

6-9.WH.3.3 Analyze the role of money and alternative means of exchange.

6-9.WH.2.6 Explain the impact of waterways on civilizations.

6-9.WH.5.2 Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and decolonialism movements.

6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.

Please sign this syllabus and turn it in to receive a grade

Parent/Guardian Signature : _____

Student Signature: _____