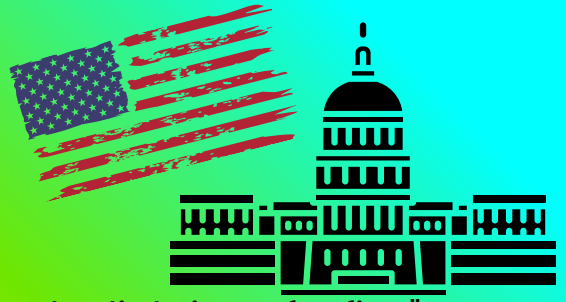


# Government



"Education is not the filling of a pail, but the lighting of a fire."  
— William Butler Yeats

To succeed in a rapidly changing world, Nebraska's next generation of citizens must be informed, engaged, and prepared to participate in civic life. High school government empowers students to understand the foundations, functions, and responsibilities of our democratic system. Beyond simply knowing "How does it work?", students will explore *why* government matters and *how* it shapes their daily lives. Through the study of constitutional principles, current events, and public policy—paired with 21st-century research tools and critical thinking—students will strengthen their ability to analyze issues, evaluate evidence, and make informed decisions. This understanding will equip them not only to interpret the past and present but also to actively contribute to the future of their communities, state, and nation.

## Course Overview

**Government is a semester course.**

### Topics to Discuss:

- Unit 1: Foundations & Principles of Government
- Unit 2: Origins of American Government
- Unit 3: The Constitution & Federalism
- Unit 4: Civil Rights & Civil Liberties
- Unit 5: Political Participation & Elections
- Unit 6: Legislative Branch
- Unit 7: Executive Branch
- Unit 8: Judicial Branch
- Unit 9: State & Local Government
- Unit 10: Review & Final Assessment

## Learning Goals

**The following goals will guide our learning and growth in this social science class.**

- Analyze Foundational Documents** – Read and interpret primary sources such as the Constitution, Federalist Papers, and landmark Supreme Court decisions, connecting their historical context to modern governance.
- Evaluate Government Structures and Functions** – Explain the roles, powers, and relationships of the three branches of government, federalism, and key agencies through written and oral analysis.
- Develop Evidence-Based Arguments** – Write structured, well-supported essays that use credible sources to address questions about governmental policies, processes, and issues.
- Interpret Data and Political Information** – Read and analyze charts, graphs, polling data, and policy briefs to understand how information shapes public perception and decision-making.
- Connect Civic Knowledge to Real-World Applications** – Apply understanding of governmental systems and civic responsibilities to contemporary events through research projects, debates, and reflective writing.

## Required Supplies

**Each student needs to bring the following:**

Supply	Use
<p><b>5 - subject notebook OR a 1.5" Binder</b> (if using binder, please include 5-tab dividers and loose lined paper for each section)</p>	<p>In this class, we will use a <b>5-subject notebook or binder</b> as our primary learning tool.</p> <p>This notebook will be used <b>every day</b> and is required for <b>participation and grading</b>.</p>
<p><b>Plastic 2-pocket folder</b></p>	<p>This will be kept with our notebook/binder to hold handouts, ongoing projects or assignments, and graded work.</p> <p>Your <b>folder</b> is where you will keep handouts or graded work.</p>
<p><b>Writing Utensils</b></p>	<p>Students will use a <u>pencil</u> <b>every day</b>. Other utensils such as highlighters, colored pencils and pens are optional, and if pertinent to the lesson will be provided by the teacher.</p>
<p><b>Kleenex</b></p>	<p>We go through Kleenex like they're going out of style. Please allow your child to bring at least 1 box for classroom use throughout the semester.</p>

# Grading Categories and Weights

Category	Weight
<i>Portfolio (Notebook/Binder)</i>	<b>30%</b>
<i>Tests/Major Projects</i>	<b>30%</b>
<b>Assignments/Classwork</b>	<b>20%</b>
<b>Quizzes</b>	<b>20%</b>

# Technology Policies

This classroom is designed for focused, hands-on learning with minimal distractions. Please read the following expectations carefully:

Technology	Acceptable Uses	Consequence
<b>Cell Phone</b>	None; phones must be left in students <b>backpack</b> and remain in the <b>hallway</b> during class.	1 <sup>st</sup> warning is given on the first day of school. 2 <sup>nd</sup> offense will result in a 30-minute detention with the teacher. 3 <sup>rd</sup> offense will result in admin. referral.
<b>School issued iPad</b>	<p>Will be used for <b>substitute days</b> or to <b>catch up on missing work</b> outside of the classroom.</p> <p>There will be occasions when the iPad is required for class – your teacher will let you know when it is appropriate.</p>	<p>Bringing your iPad into class without permission will result in the device being taken away for the remainder of the class.</p> <p>Repeat offenders will be referred to admin.</p>
<b>Ear buds</b>	None; music must be accessed from a device, therefore these are not necessary or permitted in the classroom.	1 <sup>st</sup> warning is given on the first day of school. 2 <sup>nd</sup> offense will result in a 30-minute detention with the teacher. 3 <sup>rd</sup> offense will result in admin. referral.

## Absent Work Policy

- **Excused Absences:** Students get **one extra school day for every day missed** to turn in assignments without penalty.
- **Unexcused Absences:** Work is due **the next day** and may receive a late penalty.
- **Responsibility:** Students must check the **class website/Google Classroom** or **absent work folder** for missed assignments and see the teacher for clarification.
- **Tests/Quizzes:** Must be made up within **3 days** of returning unless prior arrangements are made.
- If you are absent from class please see **Google Classroom** for notes, exit tickets, or any other assignments/resources. Daily activities will be **logged in the Calendar tab** for your convenience.
- **Google Classroom code:** [gq6jqaty](#)

# Late Work Policy

## Full Credit Window

- Work turned in **1 day late** may receive up to a **10% deduction**.

## Reduced Credit Window

- Work turned in **2–5 days late** may receive up to a **30% deduction**.

## After 5 Days

- Work submitted **more than 5 days late** will only be accepted for a **maximum of 65% credit**.

## Major Projects & Essays

- Major assignments may lose **10% per day late**, with a maximum penalty of **50%**.
- Students are encouraged to make arrangements ahead of time if an extension is needed.

## Special Circumstances

- Students with **IEPs, 504 plans, or documented emergencies** receive accommodations.
- **Communication is key** – students must **email or speak with the teacher** if they anticipate a delay - asking for an extension is perfectly acceptable, however please be respectful and responsible. Lack of communication will result in a lack of grace.

## Questions or concerns

### Amanda Deal

[amanda.deal@lexschools.org](mailto:amanda.deal@lexschools.org) or through **TalkingPoints**

**(308) 324-4681** ext. 2113

Available before/after school and also during my plan period (9:45 - 10:30).

Please feel free to reach out with any questions or concerns. Your child's success is highly reliant on your support and participation in their learning experience.

# Syllabus Acknowledgement

**Please sign and date on the lines below to acknowledge that you have read the syllabus and understand the policies that will be enforced in this classroom.**

**Parent:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**[Notice:** Credit cannot be given for the Syllabus Acknowledgement if I cannot read your signature.]