



## 9<sup>th</sup> GRADE GOVERNMENT

Mr. Michael C. Fernandez – Room F107/Online

[Mfernandez@cpsk12.org](mailto:Mfernandez@cpsk12.org)

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The best way to reach us is by email, I am also available after school by appointment.

**Course Overview:** This course explores how government is effectively developed and utilized by the people it serves, including in-depth study of U.S. governmental principles and structures at the national, state, and local levels. Students will examine the historical, geographical, cultural, civic, and economic dimensions of government. They will hone their reading, writing, and disciplinary thinking skills as they engage in inquiries such as how do the rights and responsibilities of individuals change within different governmental systems or how American citizens ensure that their government remains responsive to their needs.

Units will focus on the U.S. Constitution, three branches of government, federalism, state and local government functions, the election process, and the foundations of our government in the United States. The U.S. and Missouri Constitution tests are also given this year. By state mandate, Missouri students are required to pass both exams in order to graduate. An End of Course Exam for U.S. Government will also be given to comply with recent changes in state guidelines. Throughout the year we will also be examining current events and their connection to our modern government.

**Course Textbooks & Laptops:** Laptops are scheduled to be distributed the first day of school. Each student will have access to a laptop and use the established school policy concerning issues that arise. It is imperative that the laptops are charged and ready to go each day.



## **Laptop/cell phone Discipline Guidelines**

- 1<sup>st</sup> offense: Verbal warning
- 2<sup>nd</sup> Offense: Parent/Guardian Contact
- 3<sup>rd</sup> Offense: Referral for technology abuse

**Grading Policies:** 9<sup>th</sup> Grade Government Block will use high school grading scale. (See the Battle High School Handbook)

**Classroom Expectations:** There are three major rules that guide our classroom.

**Rule #1:** Do not disrupt the ability to learn.

**Rule #2:** Be respectful to others at all times.

**Rule #3:** Please put cell phones and ear buds away when you enter the room either in class or online. They are not allowed in class unless authorized by Mr. Fernandez.

**Respect and Participation:** A learning environment works best when we respect each other. To learn and grow, we must be willing to take risks and enter uncharted territory, and we cannot do that if we are afraid of ridicule or judgment. Respect includes our tone of verbal and nonverbal communication, as well as our willingness to participate in what we are doing.

### ***Tardy Policy:***

**In Class:** Students are expected to be in their seats and quietly working on the class warm up when the bell rings.

**Online:** Students are expected to be online at the designated times posted by the Instructor.

**Tardy Sweeps: (In class Only)** When the bell rings teachers are required to close their doors. Students who are not in class at this time will be swept and taken to the lower office. Students will be escorted back to class once they have checked in with an Assistant Principal.



**Hall Pass Policy:** Passes are not regularly issued due to safety concerns as well as maximizing class time. Students should take care of all bathroom or other needs during passing time. If you are allowed to use the restroom, you will need to sign out and take the designated pass. No student will be allowed to leave class for the first ten minutes per school policy. If you are having an issue because of your schedule and find it difficult to get to class on time, please see me as soon as possible.

**Absences:** You must check Schoology for assignments and responsibilities when you are absent. If additional clarification is needed, it is your responsibility to meet with me or email me. It is your responsibility to make up your work within an appropriate time frame.

**Absent on Exam or Project due date:** If you are absent on the day of an exam, you will have to arrange a time to take an alternate exam. Email me so we can schedule a time to take it.

### Other Common Questions

- **Class phone?** Students may use the classroom phone before or after school only or with special permission.
- **What can you bring to class?** Yes, food or drink is ok, however, if you do not do it quietly and cleanly, the privilege will be taken away for everyone in class! In order to maintain the learning environment, several behaviors and items are not allowed in class. “Beauty salon” behavior such as applying make-up, fixing hair, or applying lotion is also not allowed. This applies to both ladies and gentlemen!
- **Where do I check my grade?** You should use Home Access to review your most recent work and grades.
- **Class Grade Breakdown:**
  - 90% Summative Assessment
  - 10% Formative/Classwork Assessments



## **STANDARD REFERENCED GRADING**

1. A consistent 4-point interval grading scale will be used.
2. Letter grades, derived from the 4-point scale, will be based solely on achievement of course/grade level standards. Student participation, work completion, and ability to work with others will be reported separately.
3. Scores will be based on a body of evidence. Summative Assessments such as exams, projects, verbal quizzes, and written academic responses.
4. Achievement will be organized by standard/learning topic and reported as a scale score. Cross topic scale scores will be converted to a letter grade for the course.
5. Students will have multiple opportunities to demonstrate proficiency. 6. Accommodations and modifications will be provided to students with special needs.

**How will this system impact GPAs?** Students will be given a score 1-4 for each reporting period to demonstrate the learning is still “In Progress”. All scores will be converted to a grade at the end of each semester. Student GPAs will be figured the same way they always have and college transcripts will look the same.

### **How will feedback be given beyond a score in the grade book?**

Because teachers and students operate from common scales that define what each level 1-4 means, the feedback can be targeted. Example: “You received a score of 2 because you have sufficiently stated your claim. In order to get a 3, you will need to support your claim with text evidence.”



<b>Topic: SRG Implementation and Learning</b>	
<b>4.0</b>	In addition to 3.0 content, the teacher and teams demonstrates in-depth inferences and applications that go beyond the learning goal and have accomplished significant mastery
<b>3.5</b>	In addition to 3.0 content, the teacher and teams show key growth in developing an implementation model for their buildings and partial success at 4.0 content
<b>3.0 Learning Goal</b>	<p><b>Teachers and teams demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li><b>A. Explain and Evaluate Grade-Level Standards as they relate to Proficiency Scales</b></li> <li><b>B. Explain the use of Proficiency Scales in the development of assessments both obtrusive and unobtrusive</b></li> <li><b>C. Describe how you can use Proficiency Scales in developing lessons plans, learning targets and success criteria</b></li> </ul>
<b>2.5</b>	No major omissions regarding score 2.0 content, and partial success at 3.0 content
<b>2.0</b>	<p><b>Teachers and teams demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li><b>A. Identify Grade-Level Standards</b></li> <li><b>B. Describe the relationship between standards and scales</b></li> <li><b>C. Exemplify a growth mindset as a teacher and team (be willing to take a risk)</b></li> <li><b>D. Utilize proficiency scales in the development of assessments both <u>obtrusive and unobtrusive</u></b></li> <li><b>E. Identify how you can use proficiency scales in developing <u>lessons plans, learning targets and success criteria</u></b></li> </ul>
<b>1.5</b>	Partial success at 2.0 content but still missing key pieces in learning of SRG (standards referenced grading)
<b>1.0</b>	Teachers and teams reflect and believe they have made little or insufficient progress toward developing foundational skills in learning of SRG (standards referenced grading)
<b>0</b>	Teachers and teams reflect and believe they have not made any progress toward developing foundational skills in implementation of SRG (standards referenced grading)
	<p><b>Academic Vocabulary</b></p> <p>Calibrate, collaborative scoring, evidence, monitoring, tracking, feedback, scale, learning goal, learning target, proficiency scale, critical concept, standard, taxonomy, SRG (standards referenced grading), success criteria</p>



## TRADITIONAL vs. STANDARD REFERENCED LEARNING SYSTEM

Traditional System	Both Systems	Standards Referenced System
<ul style="list-style-type: none"> <li>→ Based on ALL assessment types</li> <li>→ % of ALL grades</li> <li>→ Extra credit, group grades, and zeros inflate and deflate grades</li> <li>→ Single number of letter reported grade</li> <li>→ Behavior or compliance may be averaged into the grade (late work/missing assignments)</li> </ul>	<ul style="list-style-type: none"> <li>→ Use a letter or number to communicate student status</li> <li>→ Can convey progress</li> <li>→ Used across all grade levels</li> <li>→ Multiple pieces of evidence collected about students</li> </ul>	<ul style="list-style-type: none"> <li>→ The score that a child receives is based on the body of evidence gathered and submitted—with the most recent scores having the greatest weight.</li> <li>→ Is not inflated by extra credit, or deflated by zeroes or missing assignments</li> <li>→ Based on proficiency scales</li> <li>→ Behavior and compliance is reported separately (Success Ready)</li> </ul>