

COURSE SYLLABUS

Balboa High School 2020-2021

Name: _____

Date: _____

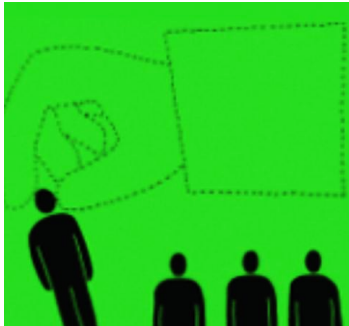
Teacher: **Sergio Robledo-Maderazo** aka **Robledo**

Support: **Breayana Jackson** aka **Ms. B.**

Email: **RobledoS@sfusd.edu**

Email: **JacksonB2@sfusd.edu**

_____ 3° _____ 4°



PULSE GOVERNMENT AND ECONOMY is a social science class that explores how **political**, **cultural**, and **economic** institutions are designed to work, as well as the impact these institutions have on people's lives. This course will push PULSE Seniors to apply all that they've learned about World and US History, Literature, and the Arts as we study **how decisions are made in our society**, **how power is wielded**, and **the impact all this will have on PULSE Seniors** as they transition from high school to adult life. By applying their reading, writing, presentation, collaboration, questioning, reflection, critical thinking, and creative skills, students will gain insight into what it means to participate more deeply in the local, regional, state, national and global political economy.

COURSE OBJECTIVES

- To examine the key features of various government and economic systems, including those we live in
- To be familiar with the foundation of the US government and economic systems, including key documents, case studies, and historical developments, all to better understand the moment we are living in
- To empower students as critical thinkers, readers, writers, and members of their school community and the world beyond
- To provide students with practical understanding and experience navigating political and economic activities, including but not limited to the following: accessing government documents and meeting schedules, identifying and contacting their elected representatives, considering local issues and electoral campaigns, exploring the housing market, doing career research, preparing a resume and job application, working with budgets, and preparing a grant application
- To deepen your existing academic and communication skills

What sounds interesting to you about the course or course objectives?

TEACHERS' OBJECTIVES

- Foster an engaging classroom experience to promote student achievement
- Exercise fairness, respect, and concern
- Give clear and meaningful assignments that build into a fair method of grading
- Be sensitive to individual differences among students
- Challenge each student to work to their growing edge
- Be open to student suggestions for changing or improving the course

Do you have any questions about your Teachers' objectives? Do you have any suggestions of ones that should be added?

WHAT YOU WILL NEED FOR THIS CLASS

Due to the COVID Pandemic, this school year has started using Distance Learning as the primary mode of instruction. A laptop, Zoom, Google Classroom, and the Google Suite of tools (Docs, Forms, Slides, Sheets) will be the key resources. Along the way we will be using other tools like Mentimeter, Padlet, SoundTrap, and others.

If you have understandable concerns about using technology, please contact your teacher asap so that they can be especially thoughtful about supporting you.

Supplies

For this class we require the following items. Please have them ready by _____*.

- ~~A composition notebook, which will stay in the classroom (provided by your teacher)~~
- ~~Three-ring binder*~~ (at least 1.5") _____
- ~~Five section dividers*~~ for binder (each label should correspond with headings below)
- ~~Notebook paper~~ (at least 400 sheets for the year)
- ~~Blue or black ink pens and pencils (just in case, bring two of each, every day)~~
- ~~Color highlighters~~
- ~~Post-it notes~~

* ~~If there are any obstacles to getting supplies for school, please see your teachers privately to get support. Your teachers and Balboa HHS will do what they can to make sure you have what you need.~~

*Your Binder

~~You MUST have a binder solely for this class.~~ In order to help you stay organized and to develop your organizational strategies, we require you to keep your class binder organized in a particular way. Label your dividers with the following bolded words:

- ~~Current Unit~~ — for notes and readings and handouts related to the current unit
- ~~Core Concepts~~ — handouts you will need to keep in your binder the entire year
- ~~Assessments to Revisit~~ — where you will store recent assessments (ie quizzes, tests, projects, etc.) that have feedback and/or scores that you can revisit to improve your course grade
- ~~Reflection~~ — for your metacognitive (“thinking about how you think”) logs
- ~~Notebook Paper~~ — you should always have extra blank paper at the back of your binder

~~NOTE: You should put anything that is older than the current unit, with the exception of handouts or notes we tell you to keep for the semester, into your folder in the file cabinet on your own time.~~

~~Does having your supplies and an organized binder with you in class each day affect your ability to learn and be successful? How? Why?~~

KEY CLASS PROCEDURES

(FOR WHEN WE RETURN TO THE CLASSROOM)

Inbox & Outbox

The first thing you should do upon entering the classroom is to turn in any work that is due into the appropriate course inbox and check the two course outboxes for any handouts you need for the day.

Warm-up Activity / Connector / Do-Now

Each class will begin with a warm-up activity listed in the appropriate space on the board or the first slide during a Zoom meeting. Students are expected to look at the board each day when they enter the class. Warm-ups will include completing Sustained Silent Writing responses to a provided prompt (SSWs), completing Directed Silent Reading (DSR) of a passage, turning in work and/or taking out items you'll need for the start of class. When you walk into our classroom each day, check the board to find out what you should be doing.

Mindfulness

As we get further into the semester we will start class Tuesdays, Thursdays, and Fridays with a quiet mindfulness practice. *Mindfulness* will be explained in greater detail in class, but please do some exploring about the practice at www.mindfulnessinschools.org and www.mindfulschools.org. During these initial minutes the door will be locked; if you are tardy, please wait patiently by the door until it is unlocked. *It is important that you do not knock during this time and respect the critical brain preparation and development work your classmates are engaged in.*

Reflection

Certain days will end with reflection activities. Research has shown that reflection activities help students better remember information and, therefore, learn. You will be asked to record your ideas, answer a question, discuss with a neighbor or share with the class.

Why do you think we start classes with Warm-Up Activities / Do-Now / Connectors?

What are your favorite Warm-Up Activities / Do-Now / Connectors from past classes? Why? What are your least favorite? Why?

~~What will we do at the start of class Tuesdays, Thursdays, and Fridays? What should you keep in mind if you come one minute late?~~

~~Why do you think your teachers created the classroom procedures listed in this section?~~

PEERS UNITED FOR LEADERSHIP SERVICE & EQUITY

IN PULSE WE...

- Believe in the power of youth
- Learn from and stand with each other
- Use education for action
- Work towards individual and collective liberation

PULSE GOV & ECON NORMS

Tardy Policy

Demonstrate respect and responsibility by coming to class on time.

- Sign in on the classroom clipboard/tardy sign-in.
- Enter quietly.
- 2 tardies in one week or 3 tardies in a month may result in a conversation with an adult at home to discuss how we can work together to support your ability to improve your timeliness.
- Beyond the above, excessive tardies may require a meeting with your Counselor and/or the Dean of Students to develop a plan of action to improve your ability to come to class on time.

Food

Keep our classroom environment clean, healthy, and safe. Keep our brains ready to learn.

- Water is the only beverage that is allowed during class.* If you spill it, please spray and wipe asap.
- Limited food is okay in class.* Students who have healthy snacks to keep their energy up or need to finish a small part of a meal can do so, but are responsible for spraying and wiping the tables and cleaning their areas to keep insects, rodents, and bacteria away. Sugary and carb-mainly snacks with excess salts won't fly, because they actually weaken your ability to learn:

"In the brain, excess sugar impairs both our cognitive skills and our self-control. For many people, having a little sugar stimulates a craving for more. Sugar has drug-like effects in the reward center of the brain. Scientists have proposed that sweet foods—along with salty and fatty foods—can produce addiction-like effects in the human brain, driving the loss of self-control..."

Fuhrman, J. (2019, July 22). Understanding What Sugar Really Does to Your Brain. Retrieved from <https://www.verywellmind.com/how-sugar-affects-the-brain-4065218>

- No gum in class.*

**Please know that these norms are designed to avoid the presence of insects and rodents and the spread of bacteria and viruses in our classroom. If there are legitimate concerns about your nutrition, please see your teachers individually to explore how we can accomodate your needs. You can't learn if you're hungry, so let's work together to make sure our classroom is clean and that your brain is nourished enough to learn in it.*

Personal / Distracting Items

Stay focused on our class activities.

- Keep any items unrelated to our class out of sight.
- This includes, but is not limited to, playing cards, magazines, makeup, personal notes, unrelated reading materials, and school work from other classes.

Electronic Devices

Be responsible with your use of technology.

- Follow school policy by keeping your phone turned off and put away during the day unless using for classroom purposes with teachers permission; failure to do so will result in device confiscation and the development of an action plan with Balboa Administrators.
- Parents or Guardians that need to get in touch with Students in the case of emergencies can do so by calling the school at (415) 469-4090; the Office will get an emergency message to students if needed.
- In some instances due to the needs of the curriculum, students may use their personal devices for class activities. This does not include listening to music. Inappropriate use of personal devices during such activities will result in confiscation and the cancellation of this privilege.
- You are responsible for the safekeeping of your own personal devices.

Leaving & Entering Class

Support student learning by being mindful of classroom protocols.

- Sign out and sign back in any time you leave class. Take the blue bathroom pass with you for bathroom breaks.
- You may not leave class during the first or last 10 minutes of class.
- When class is in session, quietly enter and leave the room.

Classroom Stewardship

Respect the physical environment.

- Treat shared classroom materials and furniture with care so that they are available for all students
- Leave no debris (ie. papers, materials, trash, etc.) behind at your desks or on the floor
- Teachers reserve the right to end class until the classroom is neat and orderly for the next group of students
- Push in chairs before you leave and make sure they're at the right table. Straighten the tables.

Behavior

Be mindful and respectful of the learning process at all times and adhere to our classroom philosophies.

- Be punctual and manage your time well

- Be productive and focused
- Follow classroom procedures and norms
- Work on active listening and active mental engagement
- Keep a growth mindset
- Create and maintain a safe and supportive learning space

Late Work

Strike the balance between needing enough time to learn with knowing how to meet deadlines.

- Meeting deadlines is an important skill and will be measured repeatedly as part of assessments
- Late work is accepted, but inability to meet deadlines will ultimately impact your class grade
- Your ability to communicate properly whenever something will be late will help lessen the impact of late assignments

Revisits

Practice growth mindset and continue to improve on skills and standards through revisits.

- Your teachers accepts, encourages, and sometimes requires revisits of assessments
- Speak with your teachers before completing a revisit and complete the required tasks in order to be eligible for a revisit
- There is no such thing as “Extra Credit”^{**}; simply revisit an assessment and demonstrate your improved understanding or ability to improve your course grade
- You must complete the original assignment first in order to revisit
- See your teachers about specifics for a revisit of a group project

Absences and make-up work

Take responsibility to find out and complete missed work when you are absent

- You can find work that you missed in the appropriate class file cabinet
- You can meet with your teachers outside of class during lunch or after school by setting up an appointment in person and by a follow-up email as needed
- If you are absent or out sick for three or more days, please contact your teachers via email to check in
- Let your teachers and the attendance office know as soon as possible in advance of a planned absence, such as a vacation or medical procedure
- During distance learning, all class materials—including each day’s class **slides** and **notes**—**will** be available on Google Classroom’s “Classwork” tab. . If you miss a day, please make an honest effort to view the slides on your own, including special “Asynchronous” video recordings your teacher will make to explain key items in a slideshow. Use your notetaker to complete the day’s notes and demonstrate your understanding or ask your questions.

- Due to nature of this pandemic, your teachers are committed to being flexible about late work. **To make sure that we are able to do this, we ask that students make extra effort to communicate your needs and concerns with your teachers. Once we all know what's what, we can unite on how to best support your needs in terms of addressing absences and make-up work.**

Bathroom Passes

Take care of your needs, but use your free time appropriately to maximize your learning.

- Each student is allowed ten (10) bathroom passes per semester
- To use a pass, *first* fill out the required information in your Bathroom Pass sheet, then get permission from your teachers in a way that does not disrupt the flow of class
- Only one student may use a hall / bathroom pass at a time
- teachers has the right to refuse a bathroom pass
- You must sign in and out of the classroom quickly or risk losing the ability to leave class for bathroom breaks

Respectful Behavior & Language

We build community and a safe learning environment through our treatment of one another.

- Be mindful of any behavior that may be interpreted as being harmful, offensive, or uncomfortable
- Be mindful of the language we use with one another; profanity, put downs, and otherwise offensive language directed towards members of the classroom community are unacceptable
- Be open to constructive criticism; try to take it as helpful feedback, not as an attack
- Assume best intentions and support each other as we make improvements

As with all things, please see your teachers if you have any circumstances that might require special consideration.

Is there a policy that you think you or others might struggle with? If so, what kind of support would be helpful?

GENERAL WORK EXPECTATIONS

Please note that due to the unforeseen Distance Learning mandate for Fall 2020, what follows is this class' normal expectations. They will need to be adjusted to allow for Distance Learning. As things become clearer in SFUSD, especially around grading / assessments, this document will be updated and students and families will be notified. We apologize for the lack of clarity, but this is the best we can do at the moment.

Learning Standards

This course will identify learning standards that will guide our curriculum. Your grade in the class is based on how well you can demonstrate your ability to meet these standards. It is your Teachers' goal that these learning standards should align and build upon one another so that students are well prepared to exit the course ready to succeed. We will review the specific standards covered by a unit before each learning assessment.

Learning Assessments

Throughout the course, we will be assessing what you have learned. This can be in the form of quizzes, tests, class discussions, responses to reading, presentations, research, essays, and so on. Each unit will have a major assessment that will allow you to demonstrate your understanding of key skills and content, building to the end-of-semester assessments. Major learning assessments will be scored on a rubric, provide you with feedback to help you improve, and factor into your class grade.

Grades

In this class, your grade is based on how much you have learned and are able to demonstrate on various learning assessments. Your learning is measured using clearly-defined skill and content learning standards. This may be different from other classes where your grade is based on how many points you've earned based on classwork, homework, participation, extra credit *and* assessments; in this course, grades are determined solely based on your performance on assessments. (For more, see "Grading Policy" below.)

Revisits

The majority of learning assessments are not "do or die" where students have only one chance to succeed. In most cases, you can arrange to revisit an assessment after receiving your Teachers' initial scores and feedback. This gives you the chance to try to better understand the material, redo the assessment, and could end up improving your score on one or more of the assessed learning standards.

You may only revisit an assignment if you completed the assignment in the first place, demonstrating a genuine effort to complete it. Revisits are not simply an extension on an assignment. They are opportunities to better understand the work and demonstrate your learning.

Your teachers may assign a revisit, or you can request a revisit by following your Teachers' revisit request procedure, which will include some form of written student reflection. Revisits must be completed and turned in on the date agreed upon. You must turn in the original assessment and rubric along with the revised work.

Homework & Classwork

Homework and classwork is designed to be:

- Purposeful practice of skills or opportunities to work with key concepts
- Preparation for a classroom activity for the following day
- Daily work on assessments, like writing an essay, doing research, or rehearsing a presentation.

While completion of homework and classwork is not factored into your class grade, you are expected to complete *everything* that is assigned. Instead of being graded for points, how well you complete the classwork and homework may be evaluated using the following marks:

- “+” : completed work satisfying the assignment's objectives
- “=” : completed work demonstrating clear effort; needs further learning to satisfy objectives
- “-” : partially completed work that does not adequately demonstrate learning
- “0” : did not turn in any work.

Ultimately, homework *will* help students improve their course grade because it will serve as both preparation and practice for course learning assessments. Students who are struggling to meet learning standards should especially take advantage of the homework to help them keep track of which concepts or skills they need help with. Sharing this information with your teachers is critical in getting needed support.

Attention to Craft

Always strive to turn in quality work, paying attention to things like legibility, cleanliness, technique, and style. For written work, your teachers will not accept illegible work. Illegible work will have to be rewritten. Note that most major assignments must be typed. Use your binder to keep your work neat and orderly.

Guidelines for Typed Assignments

All typed assignments must be double-spaced in Times New Roman, 12pt. font, with 1-inch margins. You may have to spend time outside of class typing papers and other assignments. We plan due dates with this in mind, so you should always have enough time to use the computers and printers on campus if necessary.

Make-up Work

If you miss class, extra handouts can be found in the classwork archive filing cabinet organized by date or electronically on Google Classroom. It is *your responsibility to get any work that you missed*. Once you have the materials, see your teachers if you have questions or need support in making up the work.

Meeting Deadlines

Late work can be turned in only if the student *communicates* with the teachers, either via email, in person, and/or with a written note attached to the work. It is best to let us know ahead of time that you need an extension, but if work is late for any reason you should turn it in directly to us. (*Late work is always better than no work at all.) Follow your Teachers' procedures to notify them that your work will be late.

Academic Honesty

Academic dishonesty refers to behaviors such as copying work, plagiarizing another student or writer, or cheating. In class, you should never be in possession of another student's work. If this happens we will take the work, and contact the teachers who assigned the work, as well as a parent. Please contact Balboa's Administrators regarding the school's policy on plagiarism and academic honesty. Note that repeated inability to maintain high standards of academic honesty is a basis for refusing assessment revisits, which ultimately makes it more challenging to do well in this class.

What experience do you have with learning standards? Have you seen or been measured using standards before Balboa, like in Elementary or Middle School? Where and how?

What is the connection between learning standards and learning assessments?

What is the connection between learning assessments, classwork, and homework?

What is a helpful analogy to help better understand why classwork and homework are a much smaller part of your grade in this course?

[analogy: a comparison between two things, usually done to help explain or clarify]

GRADING POLICY

UPDATE: Due to the use of Distance Learning and the need to focus on the capabilities of Synergy & Google Classroom during this time, your PULSE teachers have decided that the best way to handle grading during this time will be to use an adjusted grading scale. First, in black, below is what is normally done in this class. The basics of the 4-point scale will still be used for all assessments. The Final Semester Report Card Grades (and Progress Report Grades leading up to them, will be calculated as spelled out later **in red bold**.

As stated in the previous section, your grade in this course is a measurement of your ability to meet the skill and content learning standards covered in this course. How well you meet these standards is scored on the following 4-point scale:

Excelling in the standard = 4

Meeting the standard= 3

Approaching the standard = 2

Beginning the standard = 1

No clear attempt = 0

Final Semester Report Card Grades

Your final Fall and Spring grades will reflect your scores on all major learning assessments completed during each semester. This grade includes your highest levels of growth in all of the different content and skill standards we cover that semester. These will then be used to calculate the percentage and letter grades.

~~All of the scores (i.e. 4s, 3s, 2s, 1s) that you achieve on major assessments will be translated to the traditional letter grade (i.e. As, Bs, Cs, Ds, Fs) at the end of each semester using the following grading scale:~~

~~**A: The average of all the standards assessed is between 3.50 and 4.00**~~

~~**B: The average of all the standards assessed is between 3.00 and 3.49**~~

~~**C: The average of all the standards assessed is between 1.5 and 2.99**~~

~~**D: The average of all the standards assessed is between 1 and 1.49**~~

~~**F: The average of all the standards assessed is 0.99 and below**~~

~~An “A” means that a student has demonstrated thorough knowledge on most standards that have been assessed and are required to earn credit in the course.~~

~~A “B” means that a student has demonstrated competency on most standards that have been assessed and are required to earn credit in the course.~~

~~A “C” means that a student has demonstrated some competency on the standards that have been assessed and are required for the course. The student can continue to the next course but may need additional support.~~

~~A “D” means that a student has demonstrated minimal competency on the standards that have been assessed and are required for the course. While the student can continue to the next course, they need additional support. This “passing” grade is treated as an “F” by four-year universities in California.~~

An “I” means that a student has met fewer than the minimal number of the standards required to earn credit in the course. The student will not receive credit for the course. The student is at significant risk of not successfully completing the next course in sequence or may not be promoted to the next course.

All of the scores (i.e. 4s, 3s, 2s, 1s) that you achieve on major assessments will be translated to a percentage. That percentage will then be assigned a letter grade using the following modified grading scale during this period of Distance Learning coupled with the general disruption of life and overall hardship created by the COVID-19 pandemic:

A: 85% to 100%

B: 70% to 84.9%

C: 50% to 69.9%

F: 0% to 49.9%*

** (For Progress Reports, an “I” for Incomplete will be given instead of an “F”, and students can revisit assessments to improve these grades up until the last two weeks of the semester.*

Remember that your Teacher reserves the right to limit how many assessments can be revisited if there is a large number of students requesting revisits close to this deadline, so please make plans to revisit early to ensure your chances to improve your grades!

***Extra Credit**

There are no “extra credit” opportunities in this course. Instead, students can put extra work into getting any needed support from the teacher, completing all classwork and homework as practice in the learning standards, and demonstrating their improved skills and understanding by revisiting learning assessments.

The Gradebook

The district’s implementation of the online gradebook (Synergy / StudentVUE / ParentVUE) is not yet fully able to accommodate this course’s grading model, so it currently cannot use the “4 / 3 / 2 / 1” scale for your final grade. It also cannot provide easy-to-read explanations of student performance on the assessed learning standards at this time. Therefore, your final grade will be listed as a traditional letter or percentage grade in the gradebook. To truly understand your progress in the class, review the returned rubrics to determine how close you are to meeting the different learning standards. Make the necessary arrangements to sit down with your teachers to discuss how you can maximize your progress.

How different or the same is this Grading Policy from your past experience in elementary, middle, or the last three years of high school?

Based on the description above, what do you understand to be the main point of this sort of Grading Policy?

What questions do you have about this Grading Policy?

Balboa High School

ABOUT OUR CURRICULUM

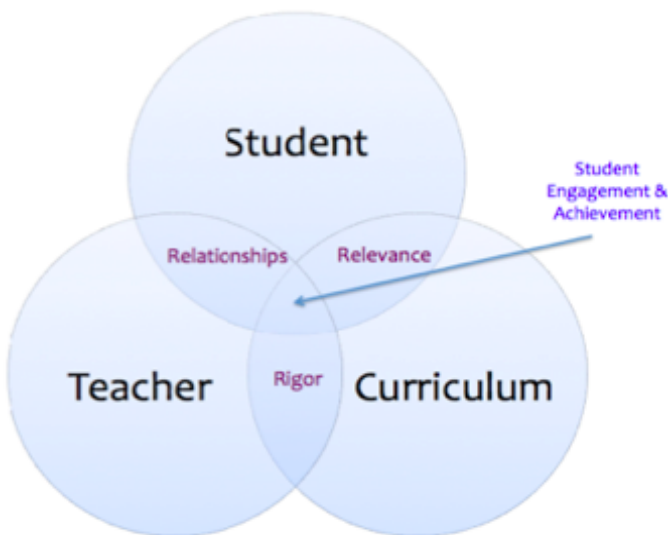
Vision

Balboa graduates draw strength from our diverse community and are civically, socially, and academically engaged in our global society as empathetic, self-aware, collaborative, and resilient critical thinkers. Balboa graduates are equipped with the tools to successfully navigate and contribute to the world with integrity, justice, purpose, and courage.

Mission

Balboa works with stakeholders to provide students with a rigorous, relevant, and relationship-based curriculum in a supportive community that embraces diversity and is committed to social justice, engagement, discovery, and love.

WHO WE ARE & WHAT WE DO



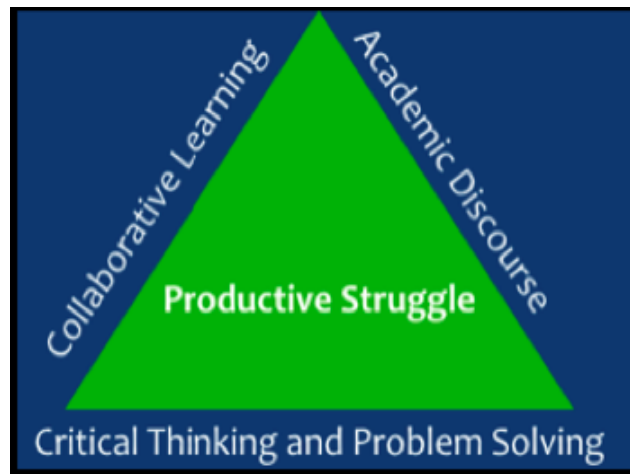
Balboa Buccaneers



Stay F.R.E.S.H.

Fair, Respectful, Excellent, Safe, & Hopeful.

HOW WE GET IT DONE



Students persist and demonstrate productive struggle.

Students demonstrate what they are learning through the **ability to explain, interpret, apply, shift perspective, empathize and self-assess** their thought processes.

ACADEMIC DISCOURSE	COLLABORATIVE LEARNING	CRITICAL THINKING & PROBLEM SOLVING
<p>Students who are engaged in academic discourse:</p> <ul style="list-style-type: none"> • Synthesize information and make meaning through collaborative learning and student talk. • Feel safe taking risks and asking questions • Use academic language to explain their thinking and justify their answers with evidence. 	<p>Students who are engaged in collaborative learning are:</p> <ul style="list-style-type: none"> • Engaging with and soliciting from each other in discussion, planning, and creating solutions • Feel respected, safe, supported, and joyful in the shared learning experience • The ones who are holding the learning in the class 	<p>Students identify a problem and break it down into smaller components with the intent of:</p> <ul style="list-style-type: none"> • Addressing possible solutions in a collaborative way • Synthesizing and elaborating on findings, evaluations and iterations • Refining it for real world application

Stay tuned for info about BACK TO SCHOOL NIGHT.

BALBOA HIGH SCHOOL
STUDENT & PARENT/GUARDIAN CONTRACT

PULSE Government & Economy - 2020-2021

Signing this contract indicates that both the student and their parents/guardians understand what is required and expected in this class. This contract also serves as an agreement from the student that they will commit to honoring the course procedures, norms, and policies.

STUDENT SIGNATURE:

I, _____, have read and understand the class syllabus. I agree to follow the the classroom policies and guidelines. I recognize that **a passing grade in my Senior Government & Economy course is a graduation requirement**; failure to complete this course successfully will impact my ability to graduate.

SIGNED: _____ DATE: _____, 2020.

PARENT/GUARDIAN SIGNATURE:

I/we _____, have read the PULSE Government & Economy Course Syllabus, and agree to help and support my/our student to succeed in this class, **especially noting that it is a requirement for graduation from high school**. I also agree to email or call the teachers at school if I have questions or concerns.

SIGNED: _____ DATE: _____, 2020.

Parent/Guardian Contact Information:

(PLEASE PRINT LEGIBLY)

Name of Student: _____

Name of Parent/Guardian: _____

Comments / Questions: _____

To indicate that you and your parents have read this document in its current form, please click the “**MARK AS DONE**” or “**TURN IN**” button in the Google Classroom Assignment post.