



# Honors Civics 9

## 2015-2016



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### **Course Description**

The goal of any social studies class is to help students to be college, career, and citizenship ready. This course seeks to accomplish this task by offering a rigorous and relevant look at the how different styles of government and how the American government’s power comes from its citizens. Because of this, students will be given opportunities to learn and think about what it means to be a member of our multicultural, democratic society.

### **Required Materials**

Students should have their textbook, a notebook and binder/folder for this class only, flashcards, and a writing utensil.

### **Textbook**

Text and required reading include but are not limited to the following:

- Democracy in Action – Glencoe
- Animal Farm – George Orwell

### **Course Units**

#### **Units of Study**

1. Introduction to Government
  1. What is government and its purposes
  2. Types of government and characteristics of democracy
  3. *Animal Farm*
2. Origins of American Government and the Constitution
  1. Historical influences on the Constitution and early government
  2. Articles of Confederation vs. the Constitution
  3. Basic principles of our government
  4. Rights provided by our amendments
3. Citizenship
  1. Different ways of earning citizenship (born, immigration, etc)
  2. Different responsibilities of citizenship
4. Elections and Political Process
  1. Political Parties and ideologies
  2. Elections and voting

### **Grading**

Explain your overall grading policy here.

<p><b>Grading Breakdown:</b>          60% Exams/Assessments          25% Projects/homework          10% Common Summative Assessment          (District Final)          5% Youth Service (See below)</p>	<p><b>Grading Scale</b></p> <table> <tr><td>A</td><td>93 - 100%</td></tr> <tr><td>A-</td><td>90– 92%</td></tr> <tr><td>B+</td><td>87– 89%</td></tr> <tr><td>B</td><td>83- 86%</td></tr> <tr><td>B-</td><td>80– 82%</td></tr> <tr><td>C+</td><td>77– 79%</td></tr> <tr><td>C</td><td>73 – 76%</td></tr> <tr><td>C-</td><td>70– 72%</td></tr> <tr><td>D+</td><td>67 – 69%</td></tr> </table>	A	93 - 100%	A-	90– 92%	B+	87– 89%	B	83- 86%	B-	80– 82%	C+	77– 79%	C	73 – 76%	C-	70– 72%	D+	67 – 69%
A	93 - 100%																		
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C	73 – 76%																		
C-	70– 72%																		
D+	67 – 69%																		

Students scoring below 70% on quizzes may retake them within one week after meeting the teacher's requirements for a retake (including: filling in a study guide, coming in for help, or more)	D 63- 66%
	D- 60– 62%
	F 0 – 59%

*Grading modifications may be made for students with IEP or 504 plans.*

### **Late Work**

Because the work we do in the class is preparation for the summative assessments, students should get their work done on time. If a student has a concern about getting work done on time, they should speak with the teacher BEFORE the due date. Work not turned in on time will not earn full credit.

### **Makeup work**

Students are responsible for obtaining all missed assignments and notes missed during a period of absence from school. \*\*\*Ms. Kubitschek is available to give assignments before or after class, via e-mail or phone call not during class time. Students are welcome and encouraged to ask a friend/classmate for assignments.

### **Communication**

Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand a need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

### **Youth Service**

A requirement from the school district is that students need to complete youth service hours. The hours are due during the last week of this trimester. Mr. Chapman is the service coordinator in our building and information about various opportunities for fulfilling hours will be provided by him. I will post that information in room 345 as well.

### **Unit Learning Targets**

#### [Comprehensive Course Learning Targets \(Unit 1-4\)](#)

The link above contains all learning targets for this course. It has internal links to all learning target handouts.

### **Civics Learning Targets**

#### **Civics Unit I: Path to Democracy**

LT	Learning Target	Book Location
<a href="#">1-A</a>	<b>I can identify a nation and a state.</b>	<a href="#">Ch. 1.1</a>
<a href="#">1-B</a>	<b>I can identify and explain the four purposes of government.</b>	<a href="#">Ch. 1.1</a>
<a href="#">1-C</a>	<b>I can identify the individuals and theories on the origin of the State.</b>	<a href="#">Ch. 1.1</a>
<a href="#">1-D</a>	<b>I can explain how power is distributed through government systems.</b>	<a href="#">Ch. 1.2</a>
<a href="#">1-E</a>	<b>I can describe how the different forms of government are maintained.</b>	<a href="#">Ch. 1.3</a>
<a href="#">1-F</a>	<b>I can identify and explain the characteristics and environment for a successful democracy.</b>	<a href="#">Ch. 1.3</a>
<a href="#">1-G</a>	<b>I can describe the documents, events and organizations that had an influence on the type of government the United States developed.</b>	Ch. <a href="#">2.1-2.2</a>

<a href="#">1-H</a>	<b>I can describe the weakness of the Articles of Confederation.</b>	<a href="#">Ch. 2.3</a>
<a href="#">1-I</a>	<b>I can identify groups and compromises involved with the adoption of the Constitution.</b>	<a href="#">Ch. 2.4</a>

### **Civics Unit II: Founding of the U.S. Government**

<b>LT</b>	<b>Learning Target</b>	<b>Book Location</b>
<a href="#">2-A</a>	<b>I can explain the six constitutional principles of government and can give examples of each.</b>	<a href="#">Ch. 3.1</a>
<a href="#">2-B</a>	<b>I can explain the basic structure of the Constitution.</b>	<a href="#">Ch. 3.1</a>
<a href="#">2-C</a>	<b>I can explain the role of each branch in the law making process.</b>	<a href="#">Ch. 3.2</a>
<a href="#">2-D</a>	<b>I can identify the major checks from each branch.</b>	Ch. <a href="#">3.1-3.2</a>
<a href="#">2-E</a>	<b>I can explain the process of amending the constitution.</b>	<a href="#">Ch. 3.3</a>
<a href="#">2-F</a>	<b>I can explain the Bill of Rights.</b>	<a href="#">Ch. 3.4</a>
<a href="#">2-G</a>	<b>I can identify key amendments to the U.S. Constitution.</b>	<a href="#">Ch. 3.4</a>
<a href="#">2-H</a>	<b>I can compare and contrast the Articles of Confederation to the U.S. Constitution.</b>	<a href="#">Ch. 3.4</a>

### **Civics Unit III: Citizenship - Rights and Responsibilities**

<b>LT</b>	<b>Learning Target</b>	<b>Book Location</b>
<a href="#">3-A</a>	<b>I can identify the different classifications of non-citizens.</b>	<a href="#">Ch. 14.1</a>
<a href="#">3-B</a>	<b>I can identify the process of gaining and losing American citizenship.</b>	<a href="#">Ch. 14.2</a>
<a href="#">3-C</a>	<b>I can explain the rights and responsibilities of a United States citizen.</b>	<a href="#">Ch. 14.2</a>

### **Civics Unit IV: Elections & Civic Participation**

<b>LT</b>	<b>Learning Target</b>	<b>Book Location</b>
<a href="#">4-A</a>	<b>I can explain the political spectrum and the positions of the two major parties on current issues.</b>	Not Present
<a href="#">4-B</a>	<b>I can explain political party functions and organization.</b>	<a href="#">Ch. 16.1</a>
<a href="#">4-C</a>	<b>I can identify the types of third parties and their influence on the political process.</b>	<a href="#">Ch. 16.1</a>
<a href="#">4-D</a>	<b>I can explain the ways an individual can be nominated</b>	<a href="#">Ch. 16.3</a>

	<b>for public office.</b>	
<a href="#">4-E</a>	<b>I can explain the process for electing a president.</b>	<a href="#">Ch. 16.3</a>
<a href="#">4-F</a>	<b>I can explain the development and importance of the Electoral College.</b>	<a href="#">Ch. 17.1</a>
<a href="#">4-G</a>	<b>I can explain the progression of voting rights.</b>	<a href="#">Ch. 17.2</a>
<a href="#">4-H</a>	<b>I can describe the influences that voters face and how one can participate in elections.</b>	<a href="#">Voter's HB</a> , <a href="#">Ch. 17.3</a>
<a href="#">4-I</a>	<b>I can describe groups that influence campaigns.</b>	Ch. <a href="#">18.1-18.2</a>

Print Name \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

I have read and understand the above information and am aware of what is expected of my child.

Parent/Guardian Signature \_\_\_\_\_

Please identify your preferred method of contact and include current contact information

Phone Home or cell \_\_\_\_\_ Email \_\_\_\_\_