

Fairmont High School Social Studies Department

Syllabus for Civics 9, Mr. Thompson, 2024-25

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Room E129

TEXTBOOK

Remy, R. C., Patrick, J.J., Saffell, D.C., Clayton, G.E. (2018). *Civics & Economics: Building Citizenship*. Columbus, OH: McGraw Hill Education.

****There will be a variety of other resources as well.**

Schoology

- This course will be administered through the learning platform Schoology. All course materials will be available on Schoology including: texts, notes, assignments, course schedule, course updates, tests, and supplemental materials. Each student is expected to use this learning tool in the proper manner.
 - Course site. <https://www.schoology.com/>
 - [Weekly Calendars](#) will be found in Schoology
 - Students may check out a textbook

Courses Materials and Strategies for Success

- Students will need a folder, writing utencil and notebook
- Every student at FHS will be issued a chromebook
- Ways to Succeed in Civics
 - Be respectful when others give opinions
 - Review the lecture notes as often as possible
 - Take advantage of Class Reviews
 - Open up the Weekly Calendar each day

<u>Civics Unit Description</u>				
<u>Unit</u>	<u>Subject</u>	<u>Length</u>	<u>Chapter(s)</u>	<u>Link to Studyguides</u>
1	Intro to Government *Vocab Test and Unit Test *Movie Essay Assessment	1-2 weeks	1	Unit 1
2	History of U.S. Govt. And the Constitution *Vocab Test and Unit Test *Essay on How we Became the United States of America	2-3 weeks	2-3	Unit 3
3	Political Parties and Elections *Vocab and Unit Test *Election Activity	2-3 weeks	8-10, 13-15	Unit 2
4	Constitutional Rights *Vocab Test and Unit Test *Movie Essay Assessment	2-3 weeks	4	Unit 4
5	Branches of Government *2 different Vocab and Branches Tests	2-3 weeks	5-7	Leg Exec/Jud
6	State and Local Government *Vocab and Unit Test	2-3 weeks	11-12	Unit 6

Grading Scale:

- 90% = Summative Assessments (Tests, Debates, Projects)
- 10% = Formative Assessments
- 0% = Learning Habits
- 0% = Participation

Grade Mark	High	Low
A	100.00%	94.50%
A-	94.49%	89.50%
B+	89.49%	86.50%
B	86.49%	82.50%
B-	82.49%	79.50%
C+	79.49%	76.50%
C	76.49%	72.50%
C-	72.49%	69.50%
D+	69.49%	66.50%
D	66.49%	62.50%
D-	62.49%	59.50%
F	59.49%	0.00%

Reporting of Learning Habits & Participation

In order to build the proper academic habits within our classroom and to clearly communicate the factors that impact the evolution of the grade you earn for this course, we report each student's ability to demonstrate the proper learning habits and participation levels in Skyward. Both categories are weighted at 0% and do not impact the students grade; however, both categories do communicate contributing factors to the evolution of a student's grade and thus are a valuable communication tool for us to use with parents/guardians. The learning habits that are evaluated include: sleeping in class, inappropriate technology use, and coming to class prepared. Each student will receive a score each unit for the number of days they demonstrate proper learning habits out of the total number of days for that unit. Each day a student sleeps in class, inappropriately uses technology, or comes to class unprepared, they will be deducted from their learning habits score for the unit.

Ex. Unit 1 lasts 10 class periods. During those 10 class periods, Student A demonstrated proper learning habits in 9 out of 10 class periods. Student A's score that is reported in Skyward is 9/10

For the Participation category, students are evaluated for the total number of times they participate in a given unit out of the total number of classes in a given unit (same as learning habits). Participation comes in MANY forms (i.e. completing group work, answering questions in discussion, asking questions in class, contributing to an online discussion, etc.) and the instructor will communicate the different forms of participation that are recognized in class.

Late work policy

All work that is completed can/will be accepted for full credit as long as it is turned in within the specified timeframe stated by the teacher for each assignment (typically one week). Any additional late work will only be accepted up to 1 week past the original due date.

Grading Timeline

All formative work that is turned in on time can expect a return time of 24-48 hours on average. Longer summative assessments such as unit tests or papers can expect a 48-72 hour return time.

Reassessment

Students will be given the opportunity to reassess on any formative or summative assessment, PROVIDED REMEDIATION IS COMPLETED BEFOREHAND. Students will be given 1 week after the original test date to complete any remediation attempts/work. After that date, no remediation will be offered. In order to remediate, students must have all missing assignments completed, and must meet the minimum criteria given for the learning habits (90%) and participation (90%) categories for that unit.

Homework Policy

I am a believer in having all work done in class to maximize our efficiency and be able to answer all questions if/when they come up. Some preparation such as reading may be done before class.

Extra Credit Policy

I do not offer extra credit under any circumstances.

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Academic Integrity * SCHOOL DISTRICT POLICY [540](#) *****

Fairmont Area Schools expect students to conduct themselves ethically, honorably and with academic integrity. Students are expected to submit only original work on all assignments, quizzes, tests, essays, papers, homework, etc. unless they are given permission to work collaboratively with other students by the teacher. When using the work of others for purposes of research and support, that work must be properly cited.

Classroom Behavior *[SCHOOL DISTRICT HANDBOOK](#)*****

All students will behave in a respectable manner that promotes the learning of all students and is consistent with expectations set by the instructor. A rule of thumb: if your action or behavior does not make you a better person or a better student, there is probably a rule prohibiting your behavior.

Extra help

Students who seek extra help can always contact me via Schoology or email anytime of the day. For more formal assistance, I will be available daily before school 7:45-8:05 A.M and after school 3:05-3:30 P.M. unless a faculty meeting has been scheduled. I am also available outside of those times as scheduled via appointment.

*****Daily course activities such as quizzes, in-class essays, worksheets, etc. will be assigned to students and are expected to be completed in order to support the student in developing the skills & content necessary to perform well on the summative assessment. The feedback they receive on this work will aid in their growth and understanding and where they are at in the learning process, making completion of this work essential.*****

Miscellaneous:

***Vacations/Make up work:** If you know you are going to miss class for a prolonged period of time, please try to notify me a minimum of one week in advance so I can make the proper arrangements for you to make up your work.

***Major Assignments:** All major assignments, course schedules, and assessments are located in Schoology and can also be accessed via the course hyperdocs. Please refer to your Schoology course to access those materials.

***Technology use is a privilege:** Since we will use Google Chromebooks exclusively in this class, the school technology use policies must be followed at all times in order for students to continue to use this service. Any violation will result in the loss of technological use privileges in my classroom.

***Test Protocol:** For Summative Assessments, students must use their school issued chromebooks. This is to ensure that Securly Safe Browser can be initiated and the test's integrity can be best protected. Summative Assessments may also be done on paper.

Learning Targets

Unit 1	● Define the legal meaning of citizenship in the United States ● Describe the process and requirements for citizenship ● Explain the duties of citizenship for citizens and non-citizens ● Compare philosophies and structures of democratic and authoritarian governments
Unit 2	● Define and provide examples of foundational ideas of American Government. ● Analyze how the government has to balance providing individual rights along with promoting general welfare ● Analyze how the government must balance majority rule and minority rights
Unit 3	● Describe the First and Second Amendments and how they have been changed through legislative action and court interpretation. ● Describe the Fourth, Fifth, Sixth, and Eighth Amendments and how they have been changed through legislative action and court interpretation
Unit 4	● Explain the purposes, organization, functions, and processes of the legislative branch. ● Explain the purposes, organization, functions, and processes of the executive branch. ● Explain the purposes, organization, functions, and processes of the judicial branch. ● Describe the systems of enumerated and implied powers, separation of powers and checks and balances
Unit 5	● Explain the powers and operations of the state of Minnesota government as defined in its Constitution and its relationship with the federal government. ● Explain the powers and operations of local (county, city, school board, and the township) government in Minnesota. ● Explain federalism and how it balances power between the National Government and the States.
Unit 6	● Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot. ● Evaluate the impact of political parties on elections and public policy formation ● Describe how individuals, businesses, labor and other groups influence United States foreign policy.

Civics Standards Breakdown

Unit	Standards
1 Intro to Government Chapter 1	9.1.5.12.1 9.1.3.5.1 9.1.3.4.5
2 History of the US Government and the US Constitution Chapters 2 and 3	9.1.2.3.3 9.1.4.6.1 9.1.2.3.1
3 Constitutional Rights Chapter 4	9.1.2.3.2 9.1.3.4.2 9.1.3.4.3 9.1.3.4.4 9.1.3.5.2 9.1.4.8.2
4 Branches of Government Chapters 5-7	9.1.4.6.2 9.1.4.6.3 9.1.4.6.4 9.1.4.6.5
5 State and Local Government Chapters 11 and 12	9.1.3.4.1 9.1.4.6.7 9.1.4.6.8 9.1.4.6.9
6 Politics and elections Chapters 8-10, 13-15	9.1.1.1.1 9.1.1.1.2 9.1.1.1.3 9.1.1.1.4 9.1.4.8.1 9.1.4.9.1 9.1.5.11.1 9.1.4.7.1

9.1.5.10.1: Tribal issues can be placed anywhere it says