

Travelers Rest High School
One Community – Cultivating Minds – Expanding Possibilities

CP Civics, 10th Grade
Credit: ½ credit 9 weeks course

Teacher: Jacob Whatley

Room: C5

Contact Info:

Phone: 864-355-0067

Email: jrwhatley@greenville.k12.sc.us

Website: Mr. [Whatley](#)

Textbook Title:

Remy, R., Ritchie, R., Street Law, Inc., Arbetman, A., & Ruffing, R. (2024). *United States government & civics*. McGraw Hill.

Course Description:

- Civic learning provides students with the knowledge, skills and values they need to be informed and engaged participants in our democracy. This includes classroom instruction in government, history, law, democracy, and economics. Students in Civics classrooms should learn through inquiry and the application of historical thinking skills. There should be ample time set aside for thoughtful, organized discussion of current events and controversial issues so that students can connect their learning to their own lives.
- The Government course addresses concepts of American history as they relate to the establishment of American government, but it is not designed to further explore citizenship identity as it relates to history. The new 0.5 Civics course will not only extend inquiry in foundations of American government, but will help students better understand government's role relating to citizenship identity as it has changed throughout American history. Focusing the new course on American civic identity in the context of historical periods has the added benefit of preparing students for the study of American history in 11th grade.

Learning Objectives:

Learning about civics gives students the skills, knowledge, and values necessary to be active citizens who have a positive impact on their communities. This includes classroom instruction in government, history, law, democracy, and economics, as well as opportunities for students to plan for future civic engagement.

Objectives:

Unit 1: Unit 1: Foundations: Emerging Republicanism (Comparing Transition of Law, and Causation for Revolution)

- CIV-1.3: Analyze the colonial documents and practices that helped to shape the development of our concept of government, such as the Albany Plan of Union, the Virginia Company Charter for Jamestown, the charter for the Massachusetts Bay colony, the Mayflower Compact, the Ordinance of the Virginia Company, the New England Confederation, and the Maryland Act of Toleration.
- CIV-2.1: Evaluate the colonists' reasons for breaking with Great Britain following the French & Indian War, including the ideas of salutary neglect and economic dependence.

Unit 2: Structures: Expressions of Power (Construction of Constitution, Power of the Marshall Court, Polk Manifest Destiny, Post Civil War and no Civil War, Andrew Jackson & Henry Clay)

- CIV-3: Analyze the impact of constitutions, laws, and treaties on the maintenance of the national and international order.
- CIV-3.4: Explain the fundamental principles upon which the framers based the US Constitution, including the concepts of rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.
- CIV-4: Explain how the US Constitution grants and distributes power to the national and state government and how it seeks to prevent the abuse of power.
- CIV-4.3: Analyze the impact of the following Supreme Court cases during the era of the Marshall Court: Marbury v. Madison, Gibbons v. Ogden, Dartmouth v. Woodward, McCulloch v. Maryland, & Worcester v. Georgia
- CIV-5.1: Appraise the impact of major land acquisitions, such as the Louisiana Purchase, the Adams-Onís Treaty, the Oregon Treaty, Texas, and the Mexican Cession on the political system and the ascension of the common man in political power.
- CIV-5.3: Analyze government policies in terms of the development of nationalism and ideas of sectionalism, including Henry Clay's American System and the Nullification Crisis.
- CIV-6.1: Describe the arguments on both sides of the slavery debate and the impact on government, including the gag rule and compromise positions.
- CIV-6.2: Examine the effect of the Dred Scott Supreme Court decision on the idea of citizenship.
- CIV-6.3: Analyze black codes, the three Reconstruction Amendments, and the Supreme Court case, Plessy v. Ferguson, in light of the challenges to state government and court interpretations.
- CIV-6.4: Assess the impact of Jim Crow laws and voter suppression on African-American rights in the aftermath of Reconstruction.

Unit 3 Political Process: Evolving Democracy (Gilded Age, Industrial Age, Progressives)

- CIV-5.2: Describe the government's treatment of minority groups within the US, including Native Americans, African Americans, Mexicans, and women.
- CIV-7.1: Describe the impact of government policy on certain groups, including Native Americans, industrial workers, labor unions, farmers, and immigrants.
- CIV-7.2: Examine the impact of the rise of Big Business on government, including corruption, graft, and scandals, such as Credit Mobilier and Teapot Dome.
- CIV-7.3: Analyze the manner in which individuals and the government encouraged and responded to economic growth during the late nineteenth century and the impact on groups, such as the labor unions, populists, and immigrants, being sure to include ideas, such as Laissez-Faire Capitalism, Bimetallism, Social Darwinism, and Gospel of Wealth.
- CIV-7.4: Assess the success of the Progressives as they attempted to change government priorities and address the challenges brought on by industrialization, including the efforts of individuals, like Booker T. Washington, WEB Du Bois, Alice Paul, Jane Addams, Carrie Chapman Catt, and Presidents Teddy Roosevelt, William Howard Taft, and Woodrow Wilson.

Unit 4: Citizenship: Conflicting Views (Imperialism, Issues of Rights, Civil Rights movement, Citizen engagement war bonds, rations, protests, etc.)

- CIV-5.2: Describe the government's treatment of minority groups within the US, including Native Americans, African Americans, Mexicans, and women.
- CIV-8.1: Examine the Bill of Rights with emphasis on First Amendment Freedoms.
- CIV-8.2: Analyze due process law expressed in the 5th and 14th Amendments, including cases from the Warren Court, such as Gideon v. Wainwright and Miranda v. Arizona.
- CIV-8.3: Explain how the government attempts to maintain the balance between individual liberties and the public interest has evolved, including issues such as segregation and rights to privacy.
- CIV-11.2: Discuss American views on civil rights and liberties in the expansion of our global presence.
- CIV-11.4: Analyze how the history of Imperialism influenced the development of the American Identity in the early 20th Century.
- CIV-11.5: Evaluate how the rights of citizens change by comparing and contrasting wartime citizenship v. peacetime citizenship as it relates to the following: Alien and sedition, War bonds, Rations

Course Outline:

- Unit 1: Foundations: Emerging Republicanism (Unit Focus: Development of American Civic Identity as it relates to / was affected by: English Influence and The American Revolution.)
- Unit 2: Structures: Expressions of Power (Unit Focus: Development of American Civic Identity as it relates to / was affected by: The Expansion of Power from the judicial branch, expanded democracy in the executive branch, and reconstructed through the legislative branch.)
- Unit 3: Political Process: Evolving Democracy (Unit Focus: Development of American Civic Identity as it relates to / was affected by: changes in during industrialization, voting rights, immigrant rights and social inequality challenges.)
- Unit 4: Citizenship: Conflicting Views (Unit Focus: Development of American Civic Identity as it relates to / was affected by: Imperialist movements of the US, World War engagements and the Civil Rights movements.)

Required Materials:

1. Chromebook
2. Pen, pencil, and paper

Class Expectations:

1. Be kind & respect yourself, your classmates, and the teacher.
3. Come to class prepared and ready to learn.
4. Listen with the intent to learn & be actively engaged.
5. Be willing to collaborate and cooperate with all students in the classroom.
6. Be self-disciplined, submit assignments on time, and stay organized.
7. Clean up after yourself.
8. Ask questions & be an active participant in our classroom.
9. Communicate professionally to the teacher via email if you need help.
10. Profanity, in any way, is NOT acceptable.
11. Give the speaker your full attention, raise your hand before speaking, and do not talk while others are talking.
12. Always do your best!

Grades Policy/Practices:

Student progress is cumulatively assessed each nine weeks in the following way:

60 Percent: Major Grades - Major Tests, Projects, and Major Writing Assignments

40 Percent: Minor Grades - Formative Assessments, Quizzes, Journal Entries, etc.

10 Percent: Exams- Count as 10% or your final grade

Grading Scale: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

Late Work Policy:

- Late work is defined as one of the following: Work students did not submit on time despite being in class or work missed due to student absence that has not been submitted within the 5-day make-up period

College Prep students may submit late work with the following point deductions:

- Maximum score of 70% if submitted by the time of the next major assessment/end of the next unit
- Example: A student turns in the assignment late and scores 100%. That student earns a grade of 70 (70% of 100)
- Example: A student turns in the assignment late and scores 80%. That student earns a grade of 56 (70% of 80)
- Maximum score of 60% if submitted by the end of the quarter
- Example: A student turns in the assignment late and scores 100%. That student earns a grade of 60 (60% of 100)
- Example: A student turns in the assignment and scores 80%. That student earns a grade of 48 (60% of 80)
- Content recovery work after the end of the quarter: maximum score of 60%
- Example: A student turns in the assignment late and scores 100%. That student earns a grade of 60 (60% of 100)
- Example: A student turns in the assignment and scores 80%. That student earns a grade of 48 (60% of 80)
- The grade floor for each quarter is 50

Make-up Work Policy:

- Make-up work is defined as work students missed because they were not in school/class (for any reason). Any student who owes make-up work has a minimum of 5 school days to complete missed assignments with no grade penalty.
- Students who miss tests should plan to make them up as soon as possible upon their return to school. If they are unable to make up tests immediately upon their return to school, they should work with their teacher to schedule a make-up time within the 5-day make-up period. For students who are out of school on the day a project is

due, the project is due upon their return to school, especially if the student was in school on the date the project was assigned.

- After 5 days, make-up work becomes late work and is subject to the late work policies.

Remediation Procedures:

- CP and honors students will be provided a remedial opportunity for at least 2 major assignments per quarter of student's choice.
- Students may only retake and/or redo the chosen major assessment one time after completing required remediation.
- Students must complete remediation and retake before the end of the following unit of study.
- If higher grades are achieved, higher grades will replace lower grades.
- If a student turns in a major grade late, they may only redo the assignment for partial credit per late policy.