# **Civics**

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| Instructor | **Nick Augustine** | School Extension | **815-765-9552** |
| Class | **Civics** | E-mail | **naugustine@nbcusd.org** |
| Year & Semester | **2020** | Websites | **www.nickaugustine.org** |

## **Resources & Text:**

* Teacher Website: Unit PowerPoint notes, US Constitution Center website, Library of Congress website, Quizlet

## **Description:**

The curriculum for this one semester course consists of the following units:

1. Political Philosophers / Foundations of American Government
2. Article 1= The Legislative Branch
3. Article 2= The Executive Branch
4. Article 3= The Judicial Branch
5. Liberty and Justice
6. Participating in Government
7. Public Policies and Services
8. State and Local Government
9. Political and Economic Systems

\*\*\*Some units will be receiving much more thorough treatment than others. The first three articles will require extensive analysis throughout the semester. Current events may influence our time spent on government procedures.

## **Course Expectations:**

This course is designed to help you understand how government works, how it impacts you, and how you can become involved. Your textbook will be an essential piece of this course; utilize it as much as you can. As a student, I expect you to:

* Come prepared to class. Bring a notebook and writing utensil on a daily basis.
* Pay attention throughout class, and ask questions as needed.
* Use electronic resources to broaden your understanding of government
* Devote time outside of class to review and reflect upon assignments

**Assignments/Assessments:**

Listed below are the major assignments/assessments for the American Government class.

* Weekly-biweekly pop quizzes
  + You will be allowed to use any notes you have taken for the quizzes. Format for quizzes include True/False, Multiple Choice, & Short Answer.
* Essays/ Blog Entries
  + Essays will be developed within a larger project.
  + All blog entries must display respect, accountability, and productivity
* Classroom Activities
  + Involvement / Participation will be observed and noted by instructors
  + Assigned work will be collected and graded by teacher
* Major Project
  + Each class will collaborate on a major thematic project during the semester (i.e.- Presidential Election, Supreme Court Trial, or Congressional Hearing)

**The U.S. Constitution Test**

The U.S. Constitution test is a graduation requirement: you must pass this test in order to graduate from North Boone High School. It is composed of multiple choice questions reviewing The Preamble, 7 Articles, and 27 amendments of the Constitution. The Constitution test will also contain current leadership position questions and agency operations. Study guides will be administered to all students in advance of the Constitution test. If a student does not pass, a retake must be scheduled with NBHS faculty.

**Civics Final**

A Final Exam containing **all** content contained within the first 3 Articles (Legislative, Executive, & Judicial)

## **Grade Policies:**

* PATH policies will be implemented to ensure a culture of learning and respect. (Productive, Accountable, Timely, and Honorable)
* All material and work will be graded on a point basis.
* Late work will be accepted for a reduced grade. The penalty for late work will be dispensed on teacher discretion.

*\*\*\*Tutoring is available during homeroom or after school on Tuesdays and Thursdays, as well as transportation on the activity bus.*

I have read and reviewed the information in the American Government syllabus:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **State Goals:**

**STATE GOAL 14: Understand political systems, with an emphasis on the United States.**

**Why This Goal Is Important:** The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of govern­ment and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

A. Understand and explain basic principles of the United States government.

B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.

C. Understand election processes and responsibilities of citizens.

D. Understand the roles and influ­ences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

E. Understand United States foreign policy as it relates to other nations and international issues.

F. Understand the development of United States political ideas and traditions.

## **Common Core Standards for Literacy in History/Social Studies**

**CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.