

Civics Syllabus 2016-2017

INSTRUCTOR	Alan Meis	Days/Period:	M-F/6 th Period (12:56 PM – 1:36 PM)
PREREQUISITE	None	Duration:	Semester 1 & 2
TEXTBOOK	<u>Magruder's American Government</u> , Prentice Hall, 2008.		
CONTACT INFO.	ameis@battlecreekacademy.com; (269) 965-1278 ext. 1019; (248) 459-6299 (cell); Classroom and Office Hours: 7:30 AM – 4:30 PM (M-Th) & 7:30 AM – 3:15 PM (F); I'm available after school and by appointment. Please don't call after 9:00 PM. Thank-you!		

PURPOSE OF COURSE: To teach how the U.S. Government works and also develop the crucial skills and habits necessary for full participation in a democracy from a Seventh-day Adventist Christian perspective.

CONTENT DESCRIPTION: This course explores the fundamental principles and structures of the government of the United States. This course also investigates current issues and economics that impact the function of government.

REQUIRED TOOLS FOR SUCCESS: You will need your textbook each day. Please bring loose leaf paper, a pen or pencil with which to write, a red pen, and something to keep all your assignments and notes organized.

EXPECTATIONS OF STUDENTS:

Rules: I have one rule in five parts – **Be Respectful!**

- A. Respect God** – Bow your heads in prayer and close your eyes. Refrain from ever taking God's name in vain.
- B. Respect your teacher** – Always be polite and follow instructions.
- C. Respect each other** – Always be kind and courteous to each other.
- D. Respect yourself** – Never hurt yourself or put yourself down.
- E. Respect school property** – Treat all school property with care. Refrain from writing in textbooks. Use tables and chairs properly.

COURSE FOCUS

USG.1 Identify SDA Christian principles and values in correlation with social studies.

USG.1.1 Recognize God's purpose in the dynamics of human history.

USG.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

USG.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

USG.1.4 Equip students with a Christian approach toward social issues.

COURSE ABILITIES

USG.2 Develop abilities in social studies.

USG.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

USG.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

USG.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

USG.3 Be able to apply social studies knowledge and skills.
USG.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

USG.3.2 Identify key concepts and themes.

USG.3.3 Demonstrate an appreciation of life through diverse perspectives.

USG.3.4 Correlate relevant concepts from past to present

COURSE CONTENT

Historical Inquiry and Analysis, Historical Literacy, Responsible Citizenship, Impact of Political Concepts

USG.4 Be able to conduct historical inquiry and analysis to develop an understanding of government.

USG.4.1 Evaluate God's continuous role in the dynamics of United States government.

USG.4.2 Study the need for order in society and the forms of government that meet that need.

USG.4.3 Identify key people, events, and processes of government (electoral process, taxation, etc.).

USG.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).

USG.4.5 Trace the progression of historical events and their influence on government (political parties, Supreme Court decisions, civil rights, etc.).

USG.4.6 Distinguish key domestic and foreign policies and their causes/effects (military conflict, racial conflicts, economic issues, geographic impact, social unrest, etc.).

USG.4.7 Synthesize the influence of historic documents that impact the framework of the government.

USG.5 Be able to utilize various literacy skills for interpreting historical data.

USG.5.1 Examine how primary documents establish the three branches of government and define the powers of the federal, state, and local governments.

USG.5.2 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.

USG.5.3 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.

USG.5.4 Identify bias in written, oral, or visual material (yellow journalism, TV and radio, cartoons, etc.).

USG.5.5 Communicate information logically using basic language arts skills.

USG.6 Be able to appreciate the rights and responsibilities of citizenship in a diverse society.

USG.6.1 Understand the individual's civic responsibilities (voting, military service, public service, etc.).

USG.6.2 Accept the reality of contrasting cultural and ideological viewpoints.

USG.6.3 Recognize the necessity of compromise in balancing the majority rule and an insistence upon minority rights.

USG.7 Be able to assess and integrate political concepts into practical applications.

USG.7.1 Evaluate issues and their influence (immigration/naturalization, environmentalism, etc.).

USG.7.2 Analyze and defend positions on the influence of the media and technology on public opinion.

USG.7.3 Examine the role and influence of the United States as a world power.

USG.7.4 Relate key influences and themes to past, present, and possible future events.

ASSESSMENT AND GRADING: Cumulative.

Grading scale is as posted in the Handbook.

SEQUENCE FOR THE YEAR

IMPORTANT: The textbook is a resource; it does not determine the content of the course though it may influence the sequence of the topics.

Semester 1

We will be studying the foundations of our American government. We will learn what government by the people means and what it looks like. Then we will begin to study the different branches of our government starting with the legislative branch.

Semester 2

We will continue our study of the different branches of our government by examining the executive branch. Then we will study the judicial branch. After this we will compare our government with different political and economic systems. And finally, we will learn about our state and local governments and how we can participate in them.

This syllabus is tentative. It may change throughout the school year depending upon how the students are progressing and understanding the material. Thank-you for your understanding!

Civics Syllabus

Parent-Teacher-Student Agreement

Parent Rights and Responsibilities

1. I have the right to accurate weekly grade reporting.
2. I have the right to clear and timely communication from the teacher.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to keep abreast of my child's progress.

My best mode of communication is (email, cell, text message, etc.):

Student Rights and Responsibilities

1. I have the right to regular, coherent classes with clear and consistent expectations.
2. I have the right to ask for assistance or clarity.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to fulfill all course expectations, including regular attendance.

Teacher Rights and Responsibilities

1. I have the right to be the first contact for concerns of instruction, assessment, or reporting.
2. I have the right to use professional discretion in matters of instruction and assessment.
3. I have the responsibility to provide regular and consistent feedback to students and parents.
4. I have the responsibility to provide quality instruction, assessment and weekly reporting.

Parent/guardian name

Parent/guardian signature

Date

Student name

Student signature

Date

Teacher name

Teacher signature

Date