Kathryn Dunn

Email: [kathryng.dunn@cms.k12.nc.us](mailto:kathryng.dunn@cms.k12.nc.us)

Website: dunncivics.weebly.com

American History: Founding Principles, Civics and Economics Syllabus

Parents and Students:

Welcome back to a new semester at Myers Park High School, and welcome to Civics and Economics. Through the study of Civics and Economics students will acquire the skills and knowledge necessary to become responsible and effective members of society. We have a great semester ahead of us with lots of material to cover, so cooperation and hard work are expected. Please remember that passing Civics and Economics is a **graduation requirement** and has a **North Carolina Measure of Student Learning** that students must pass. In class we will be following the North Carolina Standard Course of Study to ensure the success of all students. Students can expect to have student lead projects, writing assignments and position essays, and tests which include constructed responses and essays.

**Course Overview** – Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens. Students will need a practical understanding of the civics and economics that affect their lives as consumers and citizens. As informed decision – makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, political, and legal systems will be studied with the intent of building a base of knowledge to apply to the other social studies courses.

**Materials** – The textbook for our course is Civics Today: Citizenship, Economics, and You, which they will be able to check out on a nightly basis to take home and use with homework. In class students will need a three ring binder to keep warm-ups, notes, assignments and important material in. **It is imperative that students learn to be organized and take responsibility for their education.**

**Course Topics and Timeline**

|  |  |
| --- | --- |
| **Unit 1- Proud to be an American**  **Conceptual Lens: Identity (4-6 classes)**   * Explain the changing perception and interpretation of citizenship and naturalization (CE.C&G.4.5) * Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation,   civic life and criteria for membership or admission (CE.C&G.4.3)   * Analyze the obligations of citizens by determining when their personal desires, interests and involvement are   subordinate to the good of the nation or state (CE.C&G. 4.4)   * Compare citizenship in the American constitutional democracy to membership in other types of governments   (CE.C&G.4.1)   * Compare United States system of government within the framework of the federal and state structures as well as in   how they relate with governmental systems of other nations (CE.C&G.2.5)  **Unit 2- Lego’s of American Government**  **Conceptual Lens: Change & Continuity (4-6 classes)**   * Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional   democracy (CE.C&G.1.1)   * Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of   Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality. (CE.C&G.1.02)   * Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape   government in the United States over time (CE.C&G.1.3)   * Explain how the development of America’s national identity derived from principles in the Declaration of   Independence, US Constitution and Bill of Rights (CE.C&G.4.2)   * Analyze the principles and ideals underlying American democracy in terms of how they promote freedom   (CE.C&G.1.4)  **Unit 3- We the People**  **Conceptual Lens: Balance (4-6 classes)**   * Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of   Independence, The US Constitution and the Bill of Rights to help promote liberty, justice and equality.  (CE.C&G.1.2)   * Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape   government in the United States over time (CE.C&G.1.3)   * Analyze the principles and ideals underlying American democracy in terms of how they promote freedom   (CE.C&G.1.4)   * Evaluate the fundamental principles of American politics in terms of the extent to which they have been used   effectively to maintain constitutional democracy in the United States (CE.C&G.1.5)   * Analyze the structures of national, state and local governments in terms of ways they are organized to maintain   order, security, welfare of the public and the protection of citizens (CE.C&G.2.1)   * Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and   Bill of Rights have been interpreted and applied throughout their existence (CE.C&G.2.3)   * Compare the Constitutions and the structures of the United States and North Carolina governments (CE.C&G.2.4) * Evaluate the authority federal, state and local governments have over individuals’ rights and privileges   (CE.C&G.2.6)   * Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of   how they promote the public interest and/or general welfare (CE.C&G.2.7)   * Analyze national, state and local government agencies in terms of how they balance interests and resolve   conflicts (CE.C&G.5.3)   * Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved   (CE.C&G.5.4)   * Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments   on major issues and their efforts toward resolutions (CE.C&G.5.5)  **Unit 4- Three Ring Circus**  **Conceptual Lens: Power (10-15 classes)**   * Analyze the principles and ideals underlying American democracy in terms of how they promote freedom   (CE.C&G.1.4)   * Analyze the structures of national, state and local governments in terms of ways they are organized to maintain   order, security, welfare of the public and the protection of citizens (CE.C&G.2.1)   * Summarize the functions of North Carolina state and local governments within the federal system of   government (CE.C&G.2.2)   * Compare the Constitutions and the structures of the United States and North Carolina governments (CE.C&G.2.4) * Compare United States system of government within the framework of the federal and state structures as well   as in how they relate with governmental systems of other nations (CE.C&G.2.5)   * Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (CE.C&G.2.6) * Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of   how they promote the public interest and/or general welfare (CE.C&G.2.7)   * Analyze national, state and local government agencies in terms of how they balance interests and resolve   conflicts (CE.C&G.5.3)   * Explain how conflict between constitutional provisions and the requirements of foreign policy are   resolved (CE.C&G.5.4)   * Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments   on major issues and their efforts toward resolutions (CE.C&G.5.5)  **Mid-term Exam covering Units #1-4**  **Unit 5- Ante UP**  **Conceptual Lens: Ideology (4-6 classes)**   * Analyze America’s two-party system in terms of the political and economic views that led to its emergence   and the role that political parties play in American politics (CE.C&G.2.8)   * Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists,   the media and public opinion (CE.C&G.3.6)   * Analyze the election process at the national, state and local levels in terms of the checks and balances   provided by qualifications and procedures for voting (CE.C&G.5.1)  **Unit 6- Law and Order**  **Conceptual Lens: Conflict (8-10 classes)**   * Analyze the principles and ideals underlying American democracy in terms of how they promote   freedom (CE.C&G.1.4)   * Analyze how the rule of law establishes limits on both the governed and those who govern while holding true   to the ideal of equal protection under the law (CE.C&G.3.1)   * Compare lawmaking processes of federal, state and local governments (CE.C&G.3.2) * Analyze laws and policies in terms of their intended purposes, who has authority to create them and how   they are enforced (CE.C&G.3.3)   * Explain how individual rights are protected by varieties of law (CE.C&G.3.4) * Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences   of noncompliance to laws at each level and how each reflects equal protection under the law (CE.C&G.3.5)   * Summarize the importance of the right to due process of law for individuals accused of crimes (CE.C&E.3.7) * Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial   process (CE.C&G.5.2)  **Unit 7- Decisions, Decisions**  **Conceptual Lens: Scarcity (6-8 classes)**   * Compare how individuals and governments utilize scarce resources (human, natural and capital) in market   economies. (CE.E.1.1)   * Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and   the importance of each role (CE.E.1.2)   * Explain how supply and demand determine equilibrium price and quantity produced (CE.E.1.3) * Analyze the ways in which incentives and profits influence what is produced and distributed in a market   system (CE.E.1.4)   * Compare how various market structures affect decisions made in a market economy (CE.E.1.5) * Compare national, state and local economic activity (CE.E.1.6) * Summarize basic macroeconomic indicators and how they vary over the course of a business cycle (CE.E.3.1) * Explain how fiscal policy and the monetary policy influence overall levels of employment, interest rates,   production, price level and economic growth (CE.E.3.2)  **Unit 8- Money Makes the World Go Round**  **Conceptual Lens: Interdependence (5-7 classes)**   * Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional,   command, market and mixed economies. (CE.E.1.1)   * Explain the basic concepts of trade (CE.E.2.1) * Summarize how nations specialize and become interdependent through trade (CE.E.2.2) * Explain the impact of government policies on international trade (CE.E.2.3) * Analyze the role of NC and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.)   (CE.E.2.4)   * Analyze organizations in terms of their roles and functions in the United States economy (CE.E.3.3) | |
| **Unit 9- Who wants to be a millionaire**  **Conceptual Lens: Resources (12-15 classes)**   * Explain how education, income, career, and life choices impact an individual’s financial plan and goals (CE.PFL.1.1) * Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (CE.PFL.1.2) * Analyze how managing a checking and savings account contributes to financial well being (CE.PFL.1.3) * Summarize how debt management and creditworthiness impact an individual’s ability to become responsible consumers and borrowers (CE.PFL.1.4) * Analyze how fiscally responsible individuals save and invest to meet financial goals (CE.PFL.1.5) * Compare various investing strategies and tax implications for their potential to build wealth (CE.PFL.1.6) * Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (CE.PFL.2.1) * Summarize various types of fraudulent solicitation and business practices (CE.PFL.2.2) * Summarize ways consumers can protect themselves from fraudulent and deceptive practices (CE.PFL.2.3) * Classify the various types of insurance and estate planning including the benefits and consequences (CE.PFL.2.4) * Summarize strategies individuals use for resolving consumer conflict (CE.PFL.2.5)   **Review for Final (1-8 classes)**  **Final Exam** |  |

**Class Grading Scale and Class Expectations**

* **70% Test/ Projects/ Papers 40% 1st Quarter**
* **30% Quiz, Homework/Classwork and Warm-ups 40% 2nd Quarter**

**20% NC Final Exam**

Grading Scale:

100 – 90 A

89 – 80 B

79 – 70 C

69 – 60 D

59 and below F

* Tests-Quizzes
  + Quizzes, devoted mainly to vocabulary and class notes, should be expected on a regular basis.
  + Students should expect a comprehensive test composed of multiple choice, vocabulary and short answer after completing the study of every goal. Students will be given ample warning of a test day. It is the student’s responsibility to know if they missed a test and schedule a make-up date. No discipline or honor code violations will be tolerated during a test. Talking during the test will be considered cheating, and the student will be given a zero.
* **All students should be studying/reviewing 15 – 20 minutes EVERY NIGHT**
  + Taking notes when they read
  + Review all classroom notes and terms sheets
  + Be prepared for quizzes on a regular basis
* **All students should maintain an organized notebook with all class work and homework until the end of the semester.**
* **Students are expected to have and use their planner’s every day.**
  + Highlight deadline
  + Keeps students organized
  + Allows them know when they might have spare time.

**Behavior/Rules**

* Respect yourself, your classmates, and me.
* Be on time, prepared for class, and ready to work.
* Follow all procedures that are developed throughout the year.
* Follow all of Myers Park High School and CMS Rules and Regulations

**Homework Policies**

**Homework and Missed Work Policy:**

A student who misses class work, homework assignments or other assignments with established due dates because of absences, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher upon the student’s return to our specific class.

Arrangements should include a schedule for completion of the work.

If a student does not initiate contact within twenty four hours the assignment will begin to fall under the late work policy.

In all circumstances, homework and other assignments should be accepted, even when turned in after the designated due date. Credit for late work shall be awarded according to the following guidelines:

● If a student was present in class on the due date, the work will be given less credit. The student may receive a maximum score of 89% if the assignment is turned in within 24 hours.

● If the student was not present in class on the due date because of an excused or code zero absence, full credit shall be given for the work. If the assignment is turned in on the day the student returns to school, full credit may be awarded. If the assignment is turned in within 5 school days, the student may receive a maximum score of 89% on the assignment.

● Late assignments will be assessed penalties as follows: 11% off for the first day the assignment is late and then an additional 10% for the subsequent days; and 5 subsequent days late will result in the maximum score of 50%.

● For every late assignment, students must complete the late work statement attachment. Late work will not be accepted until the statement is completed.

● **Late assignments will not be accepted after the respective quarter ends.**

● The late work policy does not apply to the North Carolina Graduation Project, Internal Assessments, Personal

Projects or the Senior Exit Project because of the independently established rubrics and deadlines. Deadlines on the Graduation Project, IB products and Senior Exit Project are not flexible and must remain firm.

**Late Work Policy**

“I understand that I have the responsibility to initiate contact with the teacher within 24 hours of my return after an

absence. If I do not I understand that my inaction will result with the implementation of the late work policy and will

not be given full credit for the assignment.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read the above information and understand the expectations set forth in the syllabus for our class

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_