

**Applied Civics**

1 semester, .5 credit--Social Studies Department  
Mr. Mike Church (253-945-5633) [mchurch@fwps.org](mailto:mchurch@fwps.org)

**Course Overview**

Civics is intended to develop an understanding and appreciation of our political and economic system in preparation for citizenship and civic responsibility. Topics covered are explained in the outcomes below.

A crucial objective is for the students to develop a feeling of connection with their country/state/community. The student-citizens do not always have to agree with or support what goes on in the United States, but respect for the principles on which our nation was founded is essential for active citizenship. Making sure those principles are observed and upheld is one of the goals of the responsible citizen. For this reason, concepts covered will always be integrated with current events to achieve a realistic application.

**I. Textbook: Magruder's "American Government," copyright 1999.****II. EALR Outcomes: What students should learn and be able to do.****1. *Understand and explain the core values and principles of U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.***

## 1.1 Examines original documents

- Declaration of Independence, Constitution, Federalist Papers, Bill of Rights

## 1.2 Explains the following philosophies behind these documents

- Liberty, Equality, Justice, Rule of law

## 1.3 Investigates the working of representative democracy

- Voting, Political campaigns, Lobbying, Congress, Law making process, Representative - constituent communication, Voter apathy, Electoral college

**2. *Analyze the purposes and organization of governments and laws.***

## 2.1 Explain the reason for separation of powers and understand the function of the three branches of government, including federal and state governments

## 2.2 Compare U.S. democratic system with other forms of government.

- Republican / Representative democracy, Direct democracy, Totalitarianism, Communism, Monarchy, Socialism, Theocracy

## 2.3 Understand the function of law and the rights and responsibilities of citizens

- Protection of life, liberty, and national security
- Voting/Caucus/Parties
- Supreme court interpretations of rights
- Media as Watchdog (4th branch of government)

**3. *Understand the purposes and organization of international relationships and how U.S. foreign policy is made.***

## 3.1 Examine the role of the President, State Department, and Congress in shaping foreign policy.

## 3.2 Understand the role of international trade and commerce in our foreign relations.

**4. *Understand the rights and responsibilities of citizenship and the principles of democratic civic involvement.***

## 4.1 Explain how the rights of the individual are balanced against the rights of society.

- Locke
- Rousseau
- De Montesquieu

## 4.2 Examine various news sources to become informed citizens.

## 4.3 Identifies the rights of citizens to participate in local, state, and national government

- Qualifications for voting
- Qualifications for running for public office
- Town meetings

**III. Assessment/Standards**

Formative Assessment: This refers to the daily “forming of knowledge and understanding” and will be evaluated through daily assignments, quizzes, and short writing assignments, making up approximately 20% of their grade.

Work Habits (10%): Students will be evaluated on work habits; including

- Giving attention and being involved in class when asked
- Using class time effectively, working steadily and staying focused
- Monitoring own behavior, respecting class and school rules (including cell phones and ipods)
- If absent, making up missed work in a timely manner

Summative Assessment: The majority (70%) of students grade will be determined by their performance on unit tests, formal writing assignments, group projects, and Socratic discussions. Each of these areas will ask the student to apply what they have learned from a particular unit or topic of study using higher thinking skills.

Rubrics will be used for summative assessment, and matched with state/district EALR’s. All assignments will appear as a point total and percentage in the online grade report. Formative assessment/daily type assignments will be worth from 1 to 3 points. Work Habits scores will be given randomly and as needed, and will be worth 5 points. Summative assignments will be worth in the range of 25 to 35 points.

A=90 to 100%	Superior Work
B=80 to 89.9%	Above Average Work
C=70 to 79.9%	Average Work
D=60 to 69.9%	(D is not a passing grade in FW, but is transferable to some districts).
F/Incomplete=0 to 59.9%	Work that is unacceptable for credit.

**IV. Make-Up and Redo Policy**

Generally, formative assignments will not be accepted late. These are expected to be done in a timely manner and are important in forming understanding for summative assignments. Summative assignments may be retaken or redone, but require student to complete a form with a plan for improving it.

**V. Attendance, Participation, and Classroom Expectations**

Regular attendance is necessary to receive the full benefits of the course. The school’s automated phoning system will notify parents when a student is absent.

**VI. Behavior Expectations**

All students are expected to be prompt, prepared, polite, and productive. Demonstrate respect for yourselves and others as learners, for my time as a teacher, and for the physical classroom. Problems are usually resolved with 1 on 1 conversation, but may lead to a phone call home, and if continued, referral to building administrator.

Please sign below, tear off and return. Keep syllabus for your records

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**VII. Video Permission**

The following will be shown in part or entirety in class:

- The Candidate, rated PG, 1972. Selected episodes of West Wing, the first and third seasons.
- Blessings of Liberty (1987)
- Current recordings from political documentaries, presidential press conferences, etc.

**Parental and Student Acknowledgement**

I have read this overview of class expectations and the course outline. I grant permission for my son/daughter to view video material listed.

\_\_\_\_\_ **Student**

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Parent/Guardian