

# Syllabus for Civics

R. Haxhi

Wilby High School's Core Values and Beliefs

2016-2017 School Year

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

## **Core Values and 21<sup>st</sup> Century Learner Linkage**

This course is designed to reinforce and rely upon Wilby High School's Academic, Social and Civic Expectations. Studying Roots of American Citizenship contributes to becoming **an effective reader**. However, **self directed learning** is an important requirement of this course as students will be called upon to assemble a wide array of details to form and create knowledge for themselves. Being a productive student will also require you to be a **collaborative** and **cooperative worker**. Above all else, students must be **effective writers** and **effective problem solvers** to succeed. And the final goal of all history education is to give people the knowledge needed to be **respectful people** and **community contributors**.

**Class Expectation(s): Students will leave this class with the ability to think critically, analyze and process information skillfully, communicate their thoughts effectively while directing themselves down the path to becoming knowledgeable, contributing members of society.**

Text: United States History, Prentice Hall, copyright 2010

Course Description: The purpose of this course is to prepare our students to demonstrate knowledge of the rights and responsibilities of citizens to participate and contribute to our democratic way of life. This course follows the national and state standards for civics and government and will focus on the birth and development of American democracy up to the year 1800.

**August 27- September 9**

### 1. Origins of a New Nation

**ESSENTIAL QUESTIONS:** At the end of each unit, students should be able to answer the following questions.

- How did the interaction of many cultures after 1492 affect the Americas?
- How and why did Europeans establish colonies in the Americas?

- What factors shaped life in colonial America in the seventeenth and eighteenth centuries?

LEARNING OBJECTIVES: Students will engage in activities that will enable them to:

- Explain how American Indians may have come to North America.
- Describe the major culture areas prior to the arrival of Europeans in North America.
- Analyze how the changes taking place in Europe affected the inhabitants.
- Summarize the events that led to contact between Europeans and West Africans.
- Analyze the effects of European contact with the people of the Americas.
- Evaluate the causes and effects of Spanish imperial policies in the American Southwest.
- Explain how the fur trade affected the French and the Indians in North America.
- Describe how each of the English colonies was settled, unique characteristics of each, and how each managed to survive.
- Become knowledgeable persons.
- Become complex thinkers.

## **September 12- September 30**

### 2. Creating the American Republic

ESSENTIAL QUESTIONS: At the end of each unit, students should be able to answer the following questions.

- What aspects of the American Revolution were revolutionary?
- What led to the creation of the United States Constitution?
- How did the United States build a government, expand its territory, and conduct foreign policy in its early years?

Learning Objectives: Students will engage in activities which will enable them to:

- Analyze the economic relationship between England and its colonies.
- Explain the impact of geography on the economies of each of the regions of British colonies.
- Summarize the outcome of the French and Indian War and how the outcome changed the relationship between Britain and the colonies.
- Examine the effects of British policies on the colonists and the reaction of the colonists to these policies.
- Understand the significance of the First Continental Congress.
- Explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress.
- Analyze the impact of Thomas Paine's *Common Sense*.
- Assess why Congress declared independence and the ideas underlying the Declaration of Independence.

- Evaluate the major military turning points of the American Revolution.
- Describe how the British were finally defeated.
- List the terms of the peace treaty ending the American Revolution.
- Become skilled information processors.

### **October 3- November 4**

#### **3. The United States Constitution**

ESSENTIAL QUESTIONS: At the end of each unit, students should be able to answer the following questions.

- Why was it necessary to create the United States Constitution?
- How are the ideas of separation of powers and checks and balances built into the Constitution?
- Why did the Framers include a method of amending the Constitution?
- Why were some people opposed to the adoption of the Constitution?

Learning Objectives: Students will engage in activities which will enable them to:

- Describe the structure and powers of the national government under the Articles of Confederation.
- List the main weaknesses of the Articles of Confederation.
- Understand the reasons leaders called for the Constitutional Convention.
- Describe the compromises made in order to reach agreement on the constitution.
- Summarize the arguments for and against ratification of the Constitution.
- Know the three branches of government and the functions of each.
- List the enumerated powers of Congress as stated in Article I.
- Explain the Preamble to the Constitution.
- Explain the concepts of separation of powers and checks and balances.
- Explain the process of how a bill becomes a law.
- Identify key issues taken up by Congress.
- Examine the key rulings of the Supreme Court that have impacted our lives.
- Become knowledgeable persons

### **November 7- December 2**

#### **4. The Bill of Rights and additional Amendments**

ESSENTIAL QUESTIONS: At the end of each unit, students should be able to answer the following questions.

- Why was the Bill of Rights added to the Constitution?
- How would American life be different without the Bill of Rights?
- Why did the Framers make it difficult to amend the Constitution?
- What are different means of interpreting the amendments and how do they impact the implementation of them?

Learning Objectives: Students will engage in activities which will enable them to:

- List the Bill of Rights.
- Examine several court cases that have led to our current interpretations of the Bill of Rights.
- Identify the additional amendments and explain why each was added to the Constitution.
- Become effective communicators and producers.
- Become complex thinkers.

## **December 5- January 6**

### 5. The New Republic

ESSENTIAL QUESTIONS: At the end of each unit, students should be able to answer the following questions.

- Why was George Washington chosen the first president of the United States?
- What precedents did George Washington set for the country?
- What is the correct way to interpret the US Constitution?
- Why did political parties emerge in the United States?
- What role should the new country play in foreign affairs?
- How can the Supreme Court declare laws unconstitutional?
- Should the United States have fought the War of 1812?

Learning Objectives: Students will engage in activities which will enable them to:

- Describe the steps Washington's administration took to build the federal government.
- Analyze Hamilton's plan for the economy and the opposition to them.
- Explain how a two-party system emerged in the new nation.
- Explain how territorial expansion brought Americans into conflict with the British and the Native Americans.
- Analyze how the political parties' debates over foreign policy further divided them.
- Explain the impact of John Marshall's tenure as Chief Justice of the United States.
- Identify the importance of the Louisiana Purchase.
- Analyze Jefferson's foreign policies.
- Explain the significance of the War of 1812.

## **January 9- January 13**

Review Chapters 2-6 for Final Exam, including the text of the U.S. Constitution.