



Teacher: Mrs. Jaimi Lowe
Phone: (941)-751-8200 x 28042
E-mail: lowe2j@manateeschools.net
Room: 503

A little about me...

First, I can't wait to meet you!! Each year, the best part about my job is getting to know amazing, unique people just like you. Nolan Middle is my second home- I've been teaching 7th grade social studies here at NMS since we opened back in 2004! This is my 20th year as a teacher in the Manatee County School District. I graduated in 2002 from Florida State University with my Bachelor of Science degree in Social Sciences and then went on to National University for my Master of Arts in Teaching. I take tremendous pride in creating an interactive, challenging, and engaging classroom where you will learn about your community, county, state, nation and world.

Full Course Description

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. Advanced students will complete research-based projects with appropriate rigor.

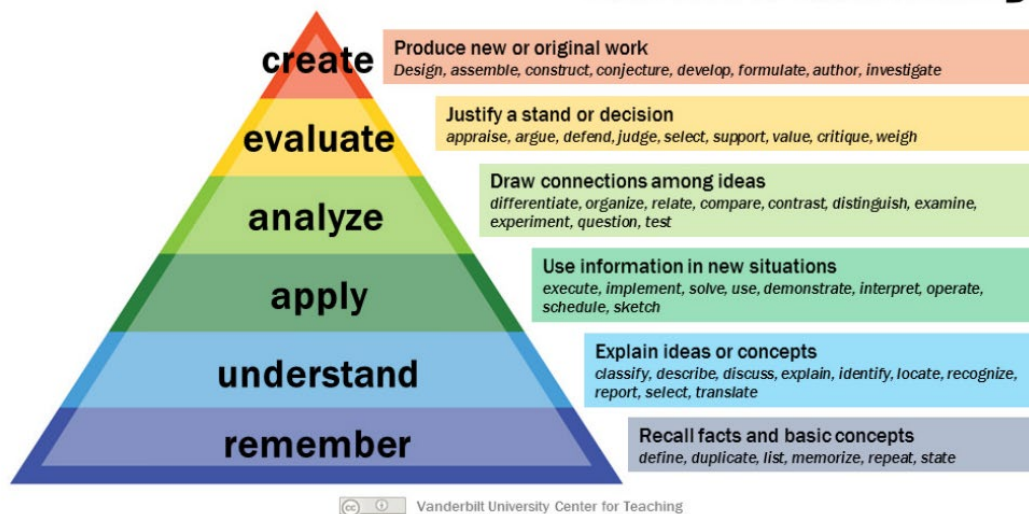
Prerequisites

3 or above on ELA FSA (Grade 6)

Learning Outcomes

By May 2023, you will be able to apply your content knowledge to real-world problems and scenarios. You will be able to actively participate in our society using critical thinking and analysis. Throughout the year, I will help you achieve these goals through Bloom's Taxonomy (see below). Lessons will begin at the lower levels and as we progress with more knowledge, the expectations will advance to the upper levels in our student work. Get ready!! 😊

Bloom's Taxonomy



What will we learn this year?

Aside from what is in the course description, you may be wondering about the lesson content. Below are the charts of our Civics benchmarks, broken down by standard. This will be what our class is all about! (Not necessarily in this order though.) All of these benchmarks will be assessed on the Civics EOC.

Standard 1:	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
The student will:	
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of powers and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's <i>Common Sense</i> had on colonists' views of government.
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
Standard 2:	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
The student will:	
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a U.S. citizen.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Also Assesses SS.7.C.2.3 and SS.7.C.2.14.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels. Assessed by SS.7.C.2.2.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice. Assessed by SS.7.C.3.11.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Assessed by SS.7.C.2.9.
SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.

Standard 2:	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
The student will:	
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Also assesses SS.7.C.2.7.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good. Assessed by SS.7.C.2.2.

Standard 3	Demonstrate an understanding of the principles, functions, and organization of government.
The student will:	
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the constitutional amendment process.
SS.7.C.3.6	Evaluate constitutional rights and their impact on individuals and society.
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Also Assesses SS.7.C.3.9.
SS.7.C.3.9	Illustrate the lawmaking process at the local, state, and federal levels. Assessed by SS.7.C.3.8.
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels. Also assesses SS.7.C.2.6.

Standard 3	Demonstrate an understanding of the principles, functions, and organization of government.
The student will:	
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, <i>Marbury v. Madison</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , <i>In re Gault</i> , <i>Tinker v. Des Moines</i> , <i>Hazelwood v. Kuhlmeier</i> , <i>United States v. Nixon</i> , and <i>Bush v. Gore</i> .
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
Standard 4	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
The student will:	
SS.7.C.4.1	Differentiate concepts related to U.S. domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

End of Course Exam

In May, ALL Civics students in the state of Florida will be required to take the Civics End of Course Exam (EOC). This is a comprehensive, standardized test and will make up 30% of your grade for the year. By April, we will have finished learning new content and will begin a 4-6 week review of all tested benchmarks in preparation for the test. There will also be Benchmark Assessments to measure our progress for Quarters 1 and 2. While the Benchmark tests do not count towards your grade in the class, the data is used to show strengths and weaknesses to better prepare for the EOC in May.

Course Assignments and Grading

My class is graded on a simple points system, no weights. Each assignment, project, quiz and test will be assigned a point value determined by the length/difficulty of the assignment and if it's purpose is for practice (assignments & projects) or assessment (quizzes, tests & unit projects).

Unit Projects

At the end of each unit, there will be a cumulative project that you are expected to complete. The purpose of these projects is to give you a creative way to practice and apply what you've learned in the unit. Because each student learns and expresses themselves in a different way, I purposely choose a wide variety of products so you have a chance to step out of your comfort zone with some, and do what comes naturally to you with others. Projects are designed using the highest levels of Bloom's Taxonomy.

Unit Project Timelines:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1: Independence Letter	Units 3 &4: Constitution Mind Map	Unit 5: Supreme Court Simulation	Unit 7: Propaganda Advertisement
Unit 2: Constitution Song		Unit 6: Citizenship Artifact Book	Unit 8: Teach the Teacher (Foreign Policy)

Grading Scale

All grades will be posted in Focus. You are strongly encouraged to check your grades regularly. If there is a mistake (don't ya know I'm human too 😊), please discuss this with me right away- don't wait until the end of the quarter! A final letter grade will be assigned based on percentages (points earned/points possible).

90-100% = A
 80-89% = B
 70-79% = C
 60-69% = D
 Below 60% = F

Grading, continued.

Any work submitted is expected to be YOUR BEST WORK. Your grades in Civics will be mainly based on Civics content, however, spelling, grammar, and general effort are taken into consideration when grades are earned. Any work with excessive errors (content, spelling, grammar) may not be scored. If your handwriting is illegible, work will be returned to you to be resubmitted (due date TBD).

Course Policies and Procedures

Citizenship

The purpose of this academic course is to teach you how to be a successful citizen in our American society. Another job I have as your teacher is to help you be a successful citizen in

our school. Because the content of this course may, at times, be divisive, being a positive citizen in our classroom is essential. At all times, you are expected to display respect for all students, teachers, & yourself.

The following behaviors will not be tolerated in my classroom:

- 1.) Bullying of any kind.
- 2.) Disrupting the learning environment.
- 3.) Destroying/misusing classroom property.

Each student has the right to a safe, fun, and productive learning environment!

Late Work

Due dates for all work will be posted each week in Schoology under the “Agenda” link. Please check the agenda every Monday to ensure you know what is due for the week. It is important to always adhere to due dates, however, I know that sometimes life gets very busy. Late passes may be used, if available. Once you’ve used them, a note will show in Focus for the assignments you used them on, and any other late work during the quarter will result in a zero*

Quarter 1- 2 Late Passes
Quarter 2- 2 Late Passes
Quarter 3- 1 Late Pass
Quarter 4- 1 Late Pass

**Late work will result in a zero unless a student has IEP/504 accommodations. The documented accommodation period will apply.*

Communication

An open line of communication is vital to your success as a Civics student. If you ever feel that you need to speak to me one on one, you are welcome to sign up in the “Appointment Binder” to request a time. This binder is located on my desk. I will check the binder each day, and schedule a day and time for you to speak to me about your concerns, grades, etc. I will message you in Schoology to with your appointment time. You also may email me or send me a Schoology message with your concerns.

Attendance Policy

When you miss class, you miss important information. YOU are responsible for learning material covered in class, however, you will be permitted to make up classwork with an extension of the same number of days you missed. Classwork may be requested in advance if the absence is scheduled. If you don’t understand a missed topic, please discuss this with me ASAP so we can review the material BEFORE any test, quiz, project, etc.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes using another student’s work and any other form of academic misrepresentation.

Just for parents/guardians:**How to help your child succeed in Civics:**

*Civics is learning about how to be a successful, functioning, active participant in our society. **YOU** are their best teacher because they see you doing that every day!*

- 1.) TALK TO THEM!! 😊 It may sound silly but talk to them about laws that people abide by in their everyday lives ***and why*** (discuss speed limit signs when you pass them on the drive to the store or how the quality of the food we eat is regulated by law). Challenge them to question what life would be like if we didn't have certain laws. Discuss government policies and how they affect YOUR life or why things that happen in other countries affect us here in America. If you don't do this already, your kids might surprise you!
- 2.) TAKE THEM!! 😊 To vote, to renew a driver's license, to file taxes, anything you can think of that they will need to do as a functioning adult in our society. While you're there, remember to TALK to them about why they will do this in the future, and why it's important.
- 3.) DARE I SAY... WATCH THE NEWS!! 😬 Or read it, or listen to it. Being an informed citizen is a civic responsibility.
- 4.) TALK TO ME!! 😊 If your student is struggling at any time, please reach out. Email is the best way to reach me for quicker response (lowe2j@manateeschools.net). Together we can discuss how to better address the needs of your child.

To my new Civics team for the 2022-2023 year- Let's do this!! I can't wait!!

*Sincerely,
Mrs. Lowe*