**Hopewell High School – Civics & Economics – Course Syllabus**

*Excellence is an art won by training and habituation … We are what we repeatedly do. Excellence, then, is not an act but a habit.* – Aristotle

***KEEP THIS SYLLABUS IN YOUR FOLDER FOR THE ENTIRE SEMESTER!***

Mr. Samuel Kakavitsas (“Mr. K”) **Remind Texts: Text @kcivecon to 81010**

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Website: kcivecon.weebly.com Office Hours: Mon, Tues, Thurs. – 2:25-3:10PM

**peer phone & email contact (in case of absence): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Welcome to the 2016-17 school year at Hopewell High School! I am Samuel Kakavitsas (“Mr. K”), and I will be your teacher for Civics & Economics. This is my third year at Hopewell, and prior to that, I taught in South Carolina. I am an alumnus of the College of Charleston (undergraduate) and University of North Carolina at Chapel Hill (graduate).* ***I have high expectations for my students, including you!*** *I look forward to helping you succeed and getting to know you!*

Requirements for class: One 3-pronged folder with pockets, notebook paper, ***mechanical*** pencils

*Donations of* PAPER *(computer/copy & notebook), tissues, pencils, & hand sanitizer are welcome at any time!*

***You will have a materials check on Monday, 30.January.2017***

Course Description

Through the study of *Civics & Economics*, students will acquire skills and knowledge necessary to become responsible and effective citizens in an ever-changing world. Students will gain a practical understanding of systems that affect their lives as economic actors & citizens. Moreover, this course serves as a foundation for the *United States History* course sequence in the subsequent school year. It is recommended that this tenth grade *Civics & Economics* course directly precede the eleventh grade *United States History* course to maintain continuity & build historical perspective. *Civics & Economics* goals & objectives are drawn from disciplines of political science, history, economics, geography, & jurisprudence. During the semester, students will gain insights in personal finance, macro- & micro-economic concepts, political processes and systems, and the criminal justice system. ***This course is required for graduation, so students should approach the course with the gravity it deserves.***

Course Sequence (approximate allotted days, including review and test days)

|  |  |  |
| --- | --- | --- |
| 1 | *Citizenship & Comparative Political Systems* | 7 days |
| 2 | *Foundations of American Government* | 7 days |
| 3 | *U.S. & NC Constitutions* | 6 days |
| 4 | *U.S. Governmental Systems I: The Federal Government* | 7 days |
| 5 | *U.S Governmental Systems II: State & Local Govt, Foundational Supreme Court Cases* | 7 days |
| 6 | *Political Parties, Voting, Elections, Interest Groups, & Mass Media* | 7 days |
| REVIEW & MIDTERM (2 DAYS) | | |
| 7 | *Trade, Commerce, & Comparative Economic Systems* | 10 days |
| 8 | *Personal Finance: Budgeting, Credit, Saving & Investing, Financial Goals, Bank Accounts* | 7 days |
| 9 | *Supply & Demand, Business Cycle, Fiscal & Monetary Policy* | 9 days |
| 10 | *Law & Order: Criminal & Civil Justice Systems* | 5 days |
| FINAL EXAM REVIEW (9 DAYS) | | |

Rules & Procedures

**Rules** (Note: In addition, all Hopewell High School and CMS rules will be strictly enforced.)

* ***Follow directions as posted on the board & as verbalized by the teacher.*** It’s your key to success!
* Be seated in your assigned seat with your materials on your desk ***within one minute of the tardy bell***; this means you must be in the door by the bell to give you time to prepare. ***The tardy bell is a deadline***, not a suggestion.
* ***Sit in your assigned seat unless given permission by the teacher. This is non-negotiable.***
* During class discussion, lecture, & silent reading, ***raise your hand*** ***& wait to be acknowledged by the teacher*** if you wish to speak. If the teacher is speaking to the entire class or one of your peers is presenting, you will not speak over them/me. If you do, that constitutes a disruption, and you will be removed.
* To seek assistance or to leave your seat, you must gain the teacher’s permission. Wandering away from your seat constitutes a classroom disruption, and you will be removed.
* Speak and behave responsibly toward the teacher, your peers, and any other people in our classroom. Regardless of what is tolerated in other classes, you are to avoid using epithets (insults toward a group of people), profanities (swear/cuss words), vulgarities (including references to narcotics and sex).
* Treat class materials the way you would want your personal belongings treated. I do not come to your home and damage or disorganize your belongings, and you will not come to our classroom and damage or disorganize OUR belongings.
* NOTE: Personal grooming should be done outside of the classroom. Lotions, combs, or fragrances should be kept in purses/bags. These items, when left on the floors and desks promote the spread of germs.
* All personal belongings except for required materials should be stowed away and out of the aisles.
* Food/drink (besides water) is reserved for outside of class unless you have a medical condition (***medical note required***). ***You have lunch time, before school, between classes, and afterschool to consume food/drink***, and these ***consuming these items in class results in the presence of insects by springtime and a generally unsanitary environment***. If you want a classroom free of insects, act accordingly.

**ELECTRONIC DEVICES: EXPECTATIONS (& THE REASONS BEHIND THEM)**

Electronic devices must be ***kept out-of-sight*** or ***face down*** & ***silent*** unless you are instructed to use during class. Otherwise you will be warned and/or given a consequence. Repeat offenders will be placed under contract to facilitate compliance. Public education is a right that many in previous generations struggled to secure. When you use the school setting as your social media platform, you are desecrating the memory of those who fought for your right to a public education. You decide how you will take advantage of that gift for yourself, and I will decide if your actions with regard to non-academic device usage infringe upon the right of your peers to a meaningful education. If I deem your actions as violating your peers’ right to an education, I will have you removed. You have abundant time outside of our class to engage in texting, social media, gaming, & web-browsing. **WE ARE HERE TO READ, WRITE, THINK, & CREATE.**

**Procedures**

* ***ALWAYS, ALWAYS, ALWAYS LOOK AT THE BOARD FOR PROCEDURES WHEN YOU ARRIVE TO CLASS.***
* Each day, within a minute of the tardy bell, the student should be in their seat and have the materials for that day on their desk. On most days, students will be directed to have the previous day’s vocabulary homework out to pass up, to be working on the vocabulary log for the day, and to have the required materials out ***within one minute of the tardy bell***.
* If absent the day before, check for missing work after you have finished the vocab log for the day.
* Have any work that is due for the day on your desk, with your name, and ready to pass up ***within a minute after the bell rings***.
* Participate in all class-related activities: During direct instruction & class discussion, you are expected to S.L.A.N.T. (SLANT: Sit up, Lean forward, Ask/Answer questions, Nod, Track speaker).
* During individual and learning pair work, you are to work productively, cooperatively, and respectfully.
* ***The bell does not dismiss you, I do.*** You may leave your desk once I dismiss you. We shall strive to finish class activities in time to leave two minutes to pack.
* Dispose of any paper/trash that is around your desk as you leave.
* Place textbooks ***in the stacks at the back of the room*** before dismissal. Do not leave papers or possessions in desk bins or on the floor.
* When instructions are given for pair work, you should move quickly and quietly into pairs and stay on task!
* Complete all assignments on time and thoughtfully. Consult kcivecon.weebly.com, your peers, or your teacher when absent. **JUST BECAUSE YOU ARE ABSENT, YOU ARE NOT EXEMPT FROM TIMELY COMPLETION OF SCHOOLWORK** (see make-up/late work policies below).

**RESTROOM/WATER POLICY**

Restroom/Water trips will be allowed only on emergency bases (≤ 9 trips per quarter unless documented by a ***physician***). ***My class is not a revolving door to the restroom, so if a student has a medical issue that warrants frequent restroom trips, and disruption to their education, it should be documented by a medical professional.*** ***A student who is off-task will automatically be denied permission***. No students are allowed to leave the classroom for any reason during the first or last 15 minutes of the class period. Students are not to be out of the room for more than 10 minutes, at which point, the student is considered truant and subject to the truancy policies established by the school. ***Students that repeatedly ask to leave during when permission has not been granted are considered disruptive, and consequences such as removal from class will result.***

Course Requirements

(1) **NOTES/READING GUIDES** are provided for each lesson. If a student is absent, they should contact a peer, come in at the designated tutoring time, or check the website (kcivecon.weebly.com) to complete any items missed. The teacher will check completion of selected portions at the ***end of each unit***, so students are expected to maintain a complete, accurate set of notes.

(2) **UNIT VOCABULARY LOGS** will be kept in the student’s folder. Each entry should be dated and underlined/highlighted. ***If a student is absent, they are responsible for completing the terms for that day.***

(3) **ORANGE REVIEW WORKSEETS** are to be kept in the assigned folder section. ***These will be collected & graded the day before the unit test.***

(4) **BLUE UNIT STUDY GUIDES:** Students will complete the unit study guide on a piece-by-piece basis so that they can begin preparing for unit tests well before test day. ***Parents/guardians are strongly encouraged to quiz their student or to have their student make flashcards to prepare for the test.***

(5) **EXIT SLIPS**: For each lesson, students will complete a reading-based activity to reinforce concepts learned that day. Students will often be permitted to work in pairs. If a student is present, they are expected to complete the exit slip before the end of class; if the student is present, and they fail to complete the activity, they will receive late credit. (Note: Students with extended time accommodations will be permitted the extra time afforded in their accommodations plans.)

(6) **VOCABULARY HOMEWORK**: At the end of each lesson, students will complete a vocabulary activity for homework to reinforce the lesson and its relevant terminology. A template for this activity will be provided and modeled each day during the first unit. Students, thereafter, are expected to complete these activities on notebook paper, bring to class the next day, and have them ready to pass up within the first two minutes of class. In accordance with all work missed during absences, ***the student has five school days to complete missing homework activities.***

(7) **CURRENT EVENTS**: After each unit test, students will work on a current event activity. In addition to summarizing the event, the student will relate it to something they have learned in the course. The student may work on the assignment in class if they finish their test early or for homework that night. ***Current events are due the day after each unit test***. Students will have the opportunity to present for extra credit.

(8) **FOLDER ORGANIZATION:** Bring to class & maintain on a ***daily basis***. All work is to be dated and placed in the appropriate folder pocket. One pocket is reserved for “VOCAB LOGS & NOTES,” and the other pocket is for your “ORANGE WORKSHEETS & STUDY GUIDES.” Be sure to bring loose-leaf notebook paper (you may store this in either pocket. ***At the end of each unit, you will turn in the notes, vocabulary log, and study guide to be graded and retained by the teacher.***

(9) **INFORMAL QUIZZES**: The day before the unit test, students may have an informal quiz to make sure they are studying for the test that is scheduled for next class. ***Items from the day directly before will not be quizzed, so students were absent the day before, are still required to quiz.***

(10) **UNIT TESTS**: End-of-unit tests will include multiple choice, matching, and short-answer responses. Again, the student should ***ACTIVELY*** study their blue study guide to sufficiently prepare.

Tutoring

If you need help or do not understand an assignment please talk to me or email me at any point. ***The Civics team is available for tutoring throughout the week. However, you must take the initiative to show up for tutoring. You are responsible for your own transportation.*** I will be in contact with families throughout the semester to report concerns such as grade shifts, missed classes, behavioral issues, or missing assignments.

Make-Up and Late Work

* *Make-up work:* The make-up policy for this class aligns with school policy. If you are absent, you have ***FIVE DAYS FROM YOUR RETURN*** date to complete make-up assignments. ***If you are absent, it is your responsibility to obtain your make-up assignments*.** It is strongly suggested that students and families avail themselves of resources such as the webpage and Remind text updates provided at the top of syllabus.
* *Late work:* Students will receive a maximum 65% grade for work showing a concerted effort if submitted a day late. Thereafter, the maximum grade becomes 50%.
* ***Work without the student’s first and last name will be discarded.***
* ***Habitually failing to submit assignments – at all, or beyond established deadlines – can and will have devastating effects on the student’s overall grade. Remember, this is a required class for graduation.***

Absenteeism, Tardiness, & Truancy

Your primary job is to fulfill the role of student. Like almost any other job, being present and on-time is of utmost importance. In the adult world, chronically skipping work or showing up late will result in reprimand and quickly escalate into termination of employment. If you aim to avoid this outcome as an adult, the best approach is to practice consistent attendance and prompt arrival to class.

Grades

\*Parents/Guardians, avail yourself of your child’s academic progress with the PowerSchool parent portal.\*

**Scale – {A: 90-100}, {B: 80-89}, {C: 70-79}, {D: 60-69}, {F: 0-59}**

**Computation – (40%** × Term 1**) +** **(40%** × Term 2**) +** **(20%** × Final Exam**)** = **(100% = YEAR TOTAL)**

Example: *Student earns a 77 the first term, an 84 the second term, and 79 on the final exam.*

0.4(77) + 0.4(84) + 0.2(79) = 30.8 + 33.6 + 15.8 = 80.2 🡪 80 🡪 B-

Regardless of other classes, ***in my class***, and in accordance with my profession, ***grades are not magic, nor are they arbitrary***. A student earns the grade they received based on the quality, quantity, and timeliness of informal assignments submitted and their performance on formal assignments. You cannot negotiate your way to passing with a coloring “extra credit” activity; instead, you must meet the performance and mastery expectations set forth by the state of North Carolina.

**Informal Assignments**: These will account for 30% of the student’s ***quarter*** grade. Informal assessments must be linked to specific objectives and include a variety of assignments such as vocabulary logs, notebook checks, vocabulary activites, notes/reading guides, pre-test quizzes, etc.

**Formal Assessments:** These will account for 70% of the student’s ***quarter*** grade. Formal assessments are linked to specific objectives and include tests, comprehensive writing assignments, projects, etc.

**Mastery Grading Statement:** Every student at Hopewell High School will be given an opportunity to master course objectives through a variety of strategies provided during class & outside of class. Students’ formal grades will be broken down by specific objective. After each formal assessment, every student will be given the opportunity to improve their mastery of specific concepts & demonstrate this improvement to improve their grade.

**Remediation/Reassessment:** Students who score a 79% or below can retest after completing the remediation (test corrections). Students will receive the higher of the two grades for a maximum of 80%. It is the student’s responsibility to initiate & complete the remediation & the retest process ***within two weeks of the original test date or make other arrangements, which are agreed to by the teacher***. ***Once two weeks of the original test date has passed, you are no longer eligible to re-test.*** The re-test may be in a different format, but should maintain the rigor of the initial test. ***If you were in class the day before the test and refuse to take it without making arrangements before test day, you will receive a 0 for an original test grade, and if/when you do test, it will be considered a re-test*** (for which you can only receive an 80). It is a very poor choice to rely on re-testing as a crutch for lack of preparation for tests, especially when scheduled and provided a study guide a week in advance; students who take the re-test approach for genuine ill-preparedness often earn a LOWER re-test score than their original.

**Hopewell High School – A Charlotte-Mecklenburg School**

25.January.2017

Dear Parent/Guardian,

I am excited to have your student in **Civics & Economics** this semester! I look forward to partnering with you to make this a successful school year for your student. So that we all know what is expected in my class, I am sending home a copy of the course syllabus (pink sheet). ***Please thoroughly review the pink syllabus with your student and have them return the bottom portion of this letter indicating that you both understand what is required to be successful in C&E***. Please make sure this bottom half-sheet is returned by **Thursday, 26.January.2017**

Communication is key in helping our students succeed. In this vein, I look forward to your emails/calls, indicating that you are aware of your student’s progress in my class. ***It is imperative that you check your child’s grades regularly on ParentAssist (please contact Student Services for login information or troubleshooting), available 24 hours a day.*** None of us like surprises when it comes to grades! If you have questions or concerns, please email me, and I will make every effort to respond within 24 hours. Emails are the best way to get in touch with me. Please print the email address you check regularly clearly on the requested form. Please check in on the course webpage (web address provided below) to see what we are learning, to verify upcoming assignments/tests, and to obtain course materials/enrichment for absences. Finally, I am excited to announce that ***you can receive class updates via text message/app notifications through a tool called Remind.com***! To enroll and receive updates, simply text **@kcivecon** to **81010**. Enrollment instructions are provided on the back of this letter. We all forget things from time to time, and parents need honest information about upcoming tests/assignments (especially when students respond that they have “nothing” in the way of assignments or tests!). This tool is for *both* parents and students, and I will send no more than one message per day (between 2:30PM and 8:30PM).

Thank you in advance for working with me to help your child excel in C&E and in all their endeavors at Hopewell High School!

With warmest regards,

Sam Kakavitsas, “Mr. K”

Teacher – Social Studies, Room #953

Email: samuelg.kakavitsas@cms.k12.nc.us

Phone: 980.343.5988

Class Webpage: [**https://www.kcivecon.weebly.com**](https://www.kcivecon.weebly.com)

Remind.com: Text **@kcivecon to 81010**

Tutoring/Make-Up/Work Times: Monday, Tuesday, Thursday; 2:25-3:10PM

**REQUIRED MATERIALS** – DUE THURS., 30.JAN.2017: 3-pronged folder with pockets, pack of notebook paper, pencils

P.S.: Donations of paper (copy & notebook), tissues, pencils, & hand sanitizer are welcome at any time.

*(Please detach completed portion below & return to Mr. K by Thursday,* ***26.JANUARY.2017******or YOUR 2ND DAY IN CLASS****.)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Syllabus Receipt Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_ Questions/Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Valid Guardian Email(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Valid Guardian Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred Time of Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred Method of Contact (Please check one): Phone\_\_\_ | Email\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have internet access at home? (Please check one) YES\_\_\_ | NO\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Syllabus Receipt Acknowledgement**: *I have read and understand the yellow course syllabus, course requirements, and behavioral expectations with my child. I will encourage my child to accept responsibility for his/her progress in the course. I will contact Mr. K if I have questions or concerns about my child’s progress or course content. If accessible, I will periodically check Parent Assist for updates on my child’s progress.*

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_