Course: Civics/IB DP Theory of Knowledge
Instructor: Mr. Caswell

Course Overview:
The goal of this course is to complete the state-mandated education in Civics in parallel to preparing students to complete the Diploma Programme’s requirements in Theory of Knowledge. Fortunately, these courses dovetail very nicely in their aims and methods. Both exist as metanarrative; they are courses that don’t seek to simply impart content or knowledge, but to deeply consider why and how that knowledge was created and how it is used.

Material Expectations:
- Students must arrive every day with a pen or pencil.
- Students will need to purchase a large 3-ring binder. This binder will be carried through 2 years of ToK. Having your notes and materials from fall 2019 may well be critical to your success on the ToK essay you will be writing in spring 2021. Get a binder!

Behavioral Expectations:
Students must follow all rules and regulations as delineated in the student handbook. To reinforce some highlights:
- Students will be on time, and require a tardy pass to enter the classroom if tardy
- Students will adhere to the school policy on cell phones
- Students will wear an ID at all times
- Students will work diligently on assigned work during class hours
- Students will respect themselves, each other, and all adults in the building by their words and actions

Discipline:
Students who fall short of expectations will be responded to according to the Corrective Response Process delineated on pg. 14 of the student handbook:
- Initial minor behavior will be handled in the classroom; hopefully nonverbally, hopefully personally.
- Repeated behavior will be logged and result in calls home
- Chronic behavior (repeated behavior that is not corrected) will result in dean referrals
- [Severe behavior (such as threats of violence or direct violence against anyone) will go directly to the security team and the dean’s office.]
Civics/ToK
Grading Policy 2017-18

Types of Grades

There are 2 categories of grades that you will earn in this course:

<table>
<thead>
<tr>
<th>Formative:</th>
<th>Summative:</th>
<th>Approaches to Learning/Work Habits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The things we do every day to develop our knowledge and skills and to gather information about our progress towards our goals</td>
<td>The things we use to determine how well we have met our learning goals at the end of a teaching unit</td>
<td>The habits and behaviors we engage in help us to meet our learning goals as individuals and as a class. Although they are not separately graded, work habits are noted because they significantly influence your ability to be successful in this course.</td>
</tr>
<tr>
<td>35% of your overall course grade</td>
<td>50% of your overall course grade</td>
<td>15% of your overall course grade</td>
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</table>
A minimum of 2 formative tasks will be entered a week for each student. Examples of formative tasks include, but are not limited to: Homework, questioning, discussion, entrance/exit tickets, drafts, peer/self-assessments, practice presentations, short informal quizzes, class activities, etc.

You will complete 4 summative assessments per semester. The assessments are as follows:
- 5-week paper/performance task
- 10-week exam

In addition, there will be a practice ToK presentation and essay assigned at the end of the first and second semester, respectively.

Each assessment is equally weighted within the category. (20 points each)

Examples of Approaches to Learning that impact learning and your grade:
- Completing assignments on time
- Coming prepared to class
- Using class time effectively
- Meeting deadlines and established criteria
- Following classroom norms and expectations
- Accepting your role and doing your fair share of the work in a collaborative group
- Demonstrating respect for others through your words and actions
- Positive participation in class
- Accepting and doing your best on challenging work
- Revising work when needed
- Modeling any aspect of the I.B. Learner Profile

## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>What the grade means:</th>
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<tbody>
<tr>
<td><strong>A (100 – 90%)</strong></td>
<td><strong>Mastery:</strong> You have demonstrated in-depth understanding of complex and targeted knowledge and skills that support advanced learning in this course.</td>
</tr>
<tr>
<td><strong>B (89 – 80%)</strong></td>
<td><strong>Proficiency:</strong> You have demonstrated understanding of complex and targeted knowledge and skills that support learning in this course.</td>
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<tr>
<td><strong>C (79 – 70%)</strong></td>
<td><strong>Developing/Progressing:</strong> You have demonstrated understanding of basic knowledge and skills but you are still working to demonstrate understanding of complex and targeted knowledge and skills that support learning in this course.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D (69 – 60%)</td>
<td><strong>Beginning/Emerging:</strong> You have demonstrated understanding of basic knowledge and skills that support learning in this course but have struggled to do so independently.</td>
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<tr>
<td>F (below 59%)</td>
<td><strong>Insufficient Evidence:</strong> You have not demonstrated understanding of the knowledge and skills that support learning in this course.</td>
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**Homework**

Homework is required in this class and it serves a variety of purposes. The purpose of homework is to help you to

➢ Practice and reinforce skills
➢ Process information
➢ Practice working independently
➢ Develop regular study habits, responsibility, and self-discipline
➢ Extend classroom learning into your home and community

Homework is due at the beginning of class on the due date unless otherwise directed by the teacher.

**Late/Make-up Policy**

Homework and classwork should be submitted at the time designated by the teacher. Students should attend class regularly and not miss scheduled assessments. In the event that you do not submit a task on time or you do not complete an assessment according to schedule, YOU are responsible for ensuring that it is made up according to the policy below. Failure to do so may adversely affect your grade.

<table>
<thead>
<tr>
<th>Excused Absence</th>
<th>Unexcused Absence</th>
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<tr>
<td>You were out of school and brought a note from your parents to the attendance office OR were participating in an approved school function</td>
<td>Any other reason for missing class including being late to school. or Late Work</td>
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</tbody>
</table>

or

Late Work
You were in class but did not turn in work by the deadline

<table>
<thead>
<tr>
<th>Formative Tasks</th>
<th>You have 1 school day after your return from an excused absence to make up any work done while you were away. Work not turned after that day will be subject to the 2 week grace period and progressively larger percentage deduction of the unexcused absence. (Instructor reserves the right to modify or waive this policy in cases of hardship or lengthy absence)</th>
<th>You have a grace period of 2 weeks or up until the end of the quarter (whichever comes first) to submit late work for credit. You will be penalized 10% for every day late, to a maximum of 50%, for any late work submitted within this grace period. No work will be accepted for credit after the expiration of the grace period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments (Formative and Summative)</td>
<td>You will take any missed assessment (exam, quiz, etc.) upon your return to school or within # of days missed without penalty. Failure to do so within # of days renders the assessment unexcused.</td>
<td>Your teacher reserves the right to impose additional penalties if you miss or fail to turn in an assessment without a valid excuse.</td>
</tr>
</tbody>
</table>

Students who consistently fail to complete work on time will be subject to one of the following consequences in order to correct the behavior:

- Meeting or conference
- Phone call or e-mail home
- Academic tutoring
- Behavior modification plan
- Attendance plan