

PRINCIPLES OF US GOVERNMENT

DUKE ELLINGTON SCHOOL OF THE ARTS

FALL 2018



Teacher: Mr. N.N.M. Ojeda, M.A.T.

Contact: 202.841.0465, nico.ojeda@gmail.com Please check your emails on a regular basis as I email you with important info and announcements **all the time!** 😊 😊 😊

Office Hours: Any lunch time or by appointment. Arts block ONLY if you have written permission from your Arts teacher. Feel free to email me as needed.

Introduction: Why should you care about government? What is the purpose of government? Who controls the government? How can it be changed? How can you use the political process to make a difference? How can I impact decisions that are made? In order to create a more just world in the times we live in, it is imperative we begin to find the answers to these questions.

This class is an in depth study on the workings of the United States Government. Unlike other social studies courses you may have taken, this class offers you the opportunity to apply what you learn in the real world. With everything that is happening in this country, it can be argued that it is your responsibility to be civically engaged. It is my job to make sure you walk out of here with the tools and knowledge necessary to be an active citizen.

The course is broken down into the following units of study: 1) Foundations of Government and Democracy 2) The Constitution 3) The 3 Branches 4) Rights and Political Participation 5) Public Policy

Essential Question: *“How can I make a difference through the political process?”* is the question we will be analyzing as we study US Government. As you will soon see, many people have different views on the role of government, but as an individual, you have the potential to shape the actions of government. As you embark on your adult lives, you are the ones who will be participating in the political process and will have to power to make change. While this isn’t an easy task, by being educated and aware of how government works, you can make a difference.

Learning Goals: by the end of the course, you shall be able to:

In History and Social Studies

- Compare and contrast different views of governance
- Explain the roles of economic systems on government
- Trace philosophical and historical events/ideas that have influenced US Government
- Compare/contrast the Articles of Confederation and US Constitution
- Describe the format and sections of the US Constitution
- Evaluate and analyze the Constitutional principles of popular sovereignty, separation of powers, checks and balances, and federalism
- Analyze the functions and inner workings of the three branches of US Government
- Assess the roles of political parties
- Examine the legislative process
- Describe and assess the roles and relationship of the Legislative, Executive, and Judicial branches
- Assess the Constitution's role in protecting rights and freedoms
- Analyze Supreme Court cases involving civil liberties, civil rights, and personal freedoms
- Explain how campaigns and elections function
- Compare and contrast methods, trends, and patterns of political participation and behavior
- Examine the role of political parties
- Analyze the roles that interest groups and lobbies have on elections
- Evaluate ways citizens and groups can influence policy

In sociology

- Examine race and class conflicts in government

In reading

- Read, think and discuss critically with attention to perspective, comprehension, socio-historical context, application and personal relevance
- Read, think, and discuss critically for comprehension, application, and personal relevance
- Analyze and discuss literary text in relation to US government

In writing

- Demonstrate the writing process of pre-writing, drafting, revising, editing, and presenting/publishing
- Revise written work with a habit of proofreading
- Develop a Policy Paper that addresses an issue of your choice using the political process

In the arts

- Identify how the arts have shaped and/or been shaped by government policy
- Analyze the relationship between the arts and government
- Demonstrate understanding of US Government through several artistic mediums

In group work and class dynamics

- Cooperate with other students and do more than a fair share of work in group projects
- Work together collaboratively and make sure **you** are part of this class community
- Contribute to the learning of other people inside and outside of class
- Take an active part in discussions on issues of personal and historical importance
- Take risks in expressing your thoughts and opinions

- ❑ Take responsibility for working independently and in groups (prepare for class; hand work in on time; complete any unfinished work within accepted timelines)

Class Projects: This class is only a semester long. Therefore, it is very important that you keep up with all of your major work and class projects. The projects and estimated due dates are as follows. You will be getting more in depth information for each one as they are assigned.

- 1) Critiquing the Constitution- October 5, 2018
- 2) Three Branches Game-November 16, 2018
- 3) Public Service Announcement-
- 4) A Call to Action: Public Policy Issue White Paper and Artistic Presentation-January 12, 2018

Text/Literature: The basic text for this class is **United States Government: Democracy in Action**. Many of the readings we use are adapted from a variety of sources such as college textbooks, books, and websites. **You will get several readings, handouts, and work that you are to put in your binder.** Your binder will be checked and graded at least one an advisory.

A NOTE ON COLLEGE PREP and LIFE PREP- A good college preparatory course doesn't just help you get into college, but helps you develop the skills to excel in college once your there. Most of you are in the 12th grade. I am going to run this class as if you were in college or a professional setting. You will be treated with the same level of respect a college student receives which means you will demonstrate the same level of discipline, behavior, and responsibility. This means that while you will be doing research, reading, and writing, YOU are responsible for taking personal initiative and practicing self-discipline. I take your education extremely serious because it is one of the few things in your control that can help take you far in life.

COURSEWORK & GRADING: Each advisory will be graded in to the following categories

COURSEWORK & GRADING:

Term Grades

Practice and Application: Integrated projects, classwork, formative assessments (50%)

Assessments: Quizzes: tests, exams, and/or any other major summative assessment (40%)

Participation: Classroom habits, attendance, behavior, daily participation grade (10%)

Daily Class Participation Grade

Participate, share your presence, be in the moment **5pts**

Doing all you class work and reflections **5pts**

Doing the DO NOW right away **5pts**

Coming on time and prepared **5pts**

ATTENDANCE POLICY: There are about 45 days in this course. **IF YOU HAVE OVER 10 UNEXCUSED ABSENCES, THERE IS A HIGH LIKELYHOOD YOU WILL FAIL.** Think about the math behind this. If you missed 20 days, that means you have missed half the course. There is no place in the world I can think of where it would be acceptable to pass someone on these circumstances. In the real world, you don't show up to work, you don't get paid, you get fired. If you don't show up to class, it will be very difficult for you to demonstrate your knowledge, and pass. PERIOD.

You must be present in order to get your daily grade. Any off point behavior such as using a cell phone, being disruptive, coming in extremely late, etc will result in you losing your credit for the day.

EMAIL AND TECHNOLOGY POLICY: It is the year 2018 which means you have grown up your entire lives surrounded by technology. It is your responsibility to check your email on a regular basis. This is the most effective way to communicate with you. I will try my best not to blow up your inboxes, however, sometimes things happen and I need to communicate with you. **Saying you didn't get an email is not an excuse for you not doing work. If for whatever reason you change your emails, its on you to tell me.**

Another note on emailing, if you send me an assignment and I don't get it, its for two reasons and two reasons only: 1) You typed the wrong address (in which case I will have you log in to your email and we will check your sent message folder together) or 2) You lied and didn't send the assignment. If for whatever reason you can't upload your attachment, I'm fine with you copying and pasting the assignment. Please don't lie and say you did something when you didn't. Its immature, and easy to find out if you were loafing.

A COMMUNITY OF LEARNERS: Together we will cultivate a class environment that encourages all students to learn and achieve. You do your part each day when you:

- Arrive to class on time and prepared with binders and/or folders, readings, completed homework, writing implements, and a positive attitude.
- Help others.
- Take risks and support others to take risks to further the learning.
- Be respectful to yourself, classmates, teachers and the physical space.
- Participate constructively and with effort in all class discussions, activities, assignments and projects.
- Continue learning and studying outside of class time.

Behavior that disrupts this environment such as making others feel uncomfortable, name calling, or disrupting the learning of others is not tolerated. Students who put the well being of this learning community at risk will be required to stay after school, speak with Mr. Ojeda, possibly participate in mediations, have their grade lowered, or be removed from the classroom. If there are any concerns you should ever have, please feel free to address me personally or leave an anonymous note.

MATERIALS YOU WILL NEED FOR CLASS EVERYDAY:

- A **three-ring binder**
- Pen
- An open mind and open heart

Class Schedule

August/September

	Monday	Tuesday	Wednesday	Thursday	Friday	Sa/Su
Unit 1: Foundations of Government and Democracy	20	21	22	23	24	24/26
Unit 1:	27	28	29	30	31	½
Unit 1	3 NO SCHOOL LABOR DAY	4 WORLD W OUT GOV DUE	5	6	7	8/9
Unit 2: The Constitution	10	11	12	13	14	15/16
Unit 2	17 LITMUS RESPONSE DUE	18	19	20	21	22/23

September/October

	Monday	Tuesday	Wednesday	Thursday	Friday	Sa/Su
Unit 2	24	25	26	27	28	29/30
Unit 2	1	2	3	4	5 Constitution Papers DUE	6/7
Unit 3: Three Branches	8 NO SCHOOL Day of Indigenous Resistance	9	10	11	12	13/14
Unit 3	15	16	17	18	19	20/21
Unit 3:	22	23	24	25 NO SCHOOL STAFF PD	26 END OF FIRST TERM NO SCHOOL	27/28

October/November/December

	Monday	Tuesday	Wednesday	Thursday	Friday	Sa/Su
Unit 3	29	30	31	1	2	3/4
Unit 4: Rights and Political Participation	5	6 NO SCHOOL PARENT CONFERENCES	7	8	9	10/11
Unit 4:	12 NO SCHOOL VETERANS DAY	13	14	15	16	17/18

Unit 4	19	20	21 NO SCHOOL THANKSGIVING	22 NO SCHOOL THANKSGIVING	23 NO SCHOOL THANKSGIVING	24/25
Unit 4	26	27	28	29	30 NO SCHOOL Teacher Development	1/2

December/January

	Monday	Tuesday	Wednesday	Thursday	Friday	Sa/Su
Unit 4	3	4	5	6	7	8/9
Unit 5: Public Policy	10	11	12	13	14	15/16
	17 WHITE PAPER NOTECARDS DUE	18	19	20	21	22/23
WINTER BREAK	24	25	26	27	28	29/30

December/January

Unit 5	31 NO SCHOOL WINTER BREAK	1 NO SCHOOL WINTER BREAK	2 WHITE PAPER BACKGROUND AND POLICY DRAFT DUE	3	4	5/6
Unit 5	7 FINAL WHITE PAPERS DUE	8	9	10 BEGIN ARTISTIC PRESENTATIONS	11	12/13
	14	15	16	17	18 NO SCHOOL LAST DAY OF SEMESTER	19/20