

CLASS CONSTITUTION

U.S. Government and Citizenship
Desert Hills High School, Rm. 124

kathy.enos@washk12.org
mrsenoswebsite.weebly.com

We the People of the Government class of Mrs. Enos, in Order to form a more perfect senior year, establish Justice with a grading policy that reflects student learning, insure teacher Tranquility☺, provide problem-based learning activities that develop civic literacy, promote Respect, Responsibility and Integrity, and secure the Blessings of Graduation to ourselves and our Parents, do ordain and establish this Constitution for our Government class.

ARTICLE I. What will we learn and how will we use what we learn?

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of our U.S. compound, constitutional republic.

Your mission is to achieve **CIVIC LITERACY** and exercise your POWER as an **A4 CITIZEN** by:

ASKING	DOING	BECOMING
How are POWER, PRINCIPLES and POLITICS impacting me as a U.S. citizen today?	Reading newspaper articles; analyzing editorials, political cartoons, documents, speeches, budgets, position statements, public opinion polls and campaign rhetoric	AWARE Readers and Listeners
Why should I care enough to question what's happening in our country?	Writing Problem Statements Brainstorming "Need to Know" questions to drive learning Writing Cornell-Note questions and reflections	ASTUTE Questioners
How does respectful civic dialogue promote cooperation among competing interests?	Debating current issues Writing complaint letters, policy memos, press releases, legal briefs, position statements, budget recommendations Proving a claim using rhetoric in an editorial	ARTICULATE Writers and Speakers
How can I solve real-world problems by forming alliances?	Working in collaborative teams, assuming real-world roles, recommending solutions to current, real-world conflicts through PROBLEM-BASED LEARNING	ACTIVE Problem-solvers

PROBLEM-BASED LEARNING will help you, as a graduating senior to:

- Manage yourself as an individual
- Work as a contributing team member
- Communicate effectively using a variety of methods and technologies
- Gather and evaluate data
- Make reasoned decisions
- Understand the interrelationships within school, workplace and community systems

In PBL, you will confront a government-related problem (such as forming a new government, balancing a budget, or arguing a case before the Supreme Court) that, through investigation, research, and cooperative input, allows for more than one possible resolution. Each problem will involve the “4-Cs” of conflict resolution: Competing Interests, Costs, Choices, and Compromises. Working with other students, you will complete the following steps as you try to resolve the conflict.

Entry Memo: You will receive real-world communication to introduce you to the problem. You will highlight what you know about the problem points on the entry memo.

Framing the Problem: Through a questioning process, the class will create a Problem Statement using this model: **How can we as** (ROLE) / **Learn/Do** (TASKS) / **so that we can** (RESULTS)?

Knowledge Inventory (Know/Need to Know): During a class discussion, you will record what you already know and what you still need to know in order to arrive at a resolution. This is repeated periodically throughout the challenge so that your questions drive your learning.

Lessons and Class Discussion: In an investigative process, your team will gather information and data from a variety of resources such as PowerPoint/Cornell Note discussions, news articles and editorials, textbook readings, and approved online resources.

Cornell Notes/Reflections: You will be asked to think and write about questions to check for understanding and keep you on the track toward a resolution.

Exit from the Problem: Either individually or in a group, you will decide which solution best resolves the conflict and then prepare and present your recommendation to an audience of “experts” using real-world writing such as policy memos, press releases and legal briefs.

Wrap-up and Debriefing: You will discuss or reflect in your Cornell Notes the thinking and reasoning that went into your recommendation, including insights and analysis about what you learned and how you learned it.

Assessment: You will take a multiple-choice test or quiz at the end of each PBL unit.

ARTICLE II. How will we be graded?

You must pass Government with 60% in order to graduate. You and your parents should monitor grades and attendance on PowerSchool at dhthunder.org.

Learning Targets (what you need to know and be able to do), will be posted in class and on our class website, so you'll be prepared for unit assessments which are worth 80% of your grade. You will also be graded on practice learning activities (worth approximately 20% of your grade), but, again, final grades will be based mostly upon assessments, so that grades reflect how much you have actually learned and achieved. Grades will be calculated according to the PowerSchool scale.

STATE CIVICS TEST: Utah law requires students to pass a civics test in order to graduate from high school. Students will receive a practice multiple choice test (with 50 questions taken from the 100-question U.S. Naturalization Test) which you may keep to study for the test. Students may re-take the test in order to pass with 70% of the questions answered correctly.

ARTICLE III. What about late work and re-takes?

If you are absent, it is your responsibility to find out what you missed at our class website at mrsenoswebsite.weebly.com, where all classroom instruction, resources, hand-outs, and assignments with specific instructions and due dates, as well as other activities to enrich and extend your learning can be accessed at any time. Bookmark and refer to this website often!

To prepare to meet college and workplace deadlines, seniors should turn in each assignment when due. Practice work is due on the day of that unit's assessment. You may turn practice work in late for up to 85% by the specific deadline set for each unit. You may re-take a completion version of multiple choice tests for up to 85% of your new score by the specific deadline set for each unit.

ARTICLE IV. What can we expect from Mrs. Enos?

My commitments to my students, like my last name, start with the letter **E**: I will try my best to—

EXPECT the best from you, and make sure you understand what you need to know, do and become as an A4 Citizen.

EMPOWER you with the knowledge and skills you need to achieve Civic Literacy and succeed in college and the workplace.

ENCOURAGE you when you struggle and need a second chance.

EXTEND learning when you've already mastered the standards and want to learn more.

I will be available to help students in Room 124 on Mondays and Thursdays during General Study Homeroom, and Monday through Thursday before school, 7:45-8:15, and after school, 2:45-3:15. Students and parents may make an appointment for another mutually convenient time by e-mail at kathy.enos@washk12.org or using the "Contact" form on my website at mrsenoswebsite@weebly.com.

ARTICLE V. What else does Mrs. Enos expect from us?

I expect **EACH** of you to strive for

EFFICACY— the confidence, knowledge and skills you gain as you become an A4 Citizen (AWARE, ASTUTE, ARTICULATE, ACTIVE) one step at a time.

ETHICS—practicing how to make wise and moral choices using sound reasoning through problem-based learning.

EMPATHY—treating others with respect and kindness, the way you want others to treat you, both in and outside of the classroom.

ARTICLE VI. The Fine Print—Class Rules

We will follow the Thunder Code of Conduct and all district policies regarding absences, tardiness, dress code, bullying, technology, etc. Please be kind when you speak to and about others.

Choose uplifting, not offensive words.

Please help our tireless custodians keep our classroom tidy and litter-free.

Please give 100% **honest** effort during class.

You will earn a “0” if you talk, look at another student’s paper, or have notes or an electronic device outside your backpack during any assessment. You will earn a “0” if you copy work from another student **or allow another student to copy your work.**

During times when phones are not restricted to your backpack, they remain flat on your desk at all times. You may not photograph or record any person’s image or voice while in our classroom.

If you make a mistake, please apologize and do better next time.

- How to Apologize 1 – 2 – 3!
 - Describe your behavior.
 - Explain why your behavior was wrong (interfered with learning, unsafe, offensive, etc.).
 - Declare what you’ll do differently, step-by-step, next time.

ARTICLE VII. Ratification

In an effort to achieve understanding among students, parents and teacher, please sign and return the following page of this document indicating that you agree to abide by the polices in this CLASS DISCLOSURE.

**We have read and understand what student, _____, needs
(NAME)
to know and do to pass U.S. Government and Citizenship and graduate.**

_____ All classroom instruction, assignments, due dates, handouts and other resources can be accessed any time at mrsenoswebsite.weebly.com. Please bookmark and refer to this website often.

_____ Students must pass Government with 60% in order to graduate.

_____ Students must pass a 50-question version of the U.S. Naturalization Test with 70% in order to graduate from high school in the state of Utah.

_____ REQUIRED SUPPLIES: highlighter, paper, and pen/pencil for scantron assessments

_____ Practice work is due on the day of the unit's target assessment for full-credit or up to 85% if turned in by the specific deadline set for each unit.

_____ Students may re-take a completion version of multiple choice tests and revise major writing assignments for up to 85% of the new score up by the specific deadline set for each unit.

_____ Students will earn a "0" if they talk, look at another student's paper, or have notes or any electronic device outside of a backpack during any assessment.

_____ Students will earn a "0" if they copy work from another student **or allow another student to copy their work.**

_____ Mrs. Enos will be available to help students in Room 124 during General Study Homeroom, and Monday through Thursday before school, 7:45-8:15, and after school, 2:45-3:15. Students and parents may make an appointment for another mutually convenient time by e-mail at kathy.enos@washk12.org or by completing the "Contact" form on my website.

Parent

Student

Kathy Enos

Teacher