

CLASS CONSTITUTION

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

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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/logging newspaper articles; analyzing editorials, political cartoons, documents, speeches, budgets, position statements, public opinion polls and campaign rhetoric	AWARE Readers and Listeners
Why should I know about and question what's happening in our country?	Brainstorming "Need to Know" questions and Problem Statements to drive learning Writing Cornell-Note questions and reflections Logging news articles with "Should" questions	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 rhetorical arguments 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 Compromise. 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: **ROLE / TASKS / RESULTS = 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 own 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 tests, major writing assignments and projects, which are called "Target Assessments" and are worth 80% of your grade. You will also be graded on "Target Practice" learning activities and class citizenship (worth approximately 20% of your grade), but, again, final grades will be based mostly upon Target 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) which they may keep to study for the test. Students may re-take the test in order to pass with 70% of the questions answered correctly.

NEWS LOGS: Students will demonstrate that they are developing the *habit* of reading/logging government-related news from an approved on-line newspaper, for 10 minutes per day, at least three days per week, for 12 weeks (six weeks per quarter). Parents must sign their student's news logs verifying that their student read and logged the news on the days indicated in the log. News logs are considered Target Assessments and will be the only work completed outside of class.

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, 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. If you are absent on the day an assignment is due, you should turn it in on the day you return to school for full credit. If you are absent when work is assigned, you will have the same number of class periods you were absent to turn in the assignment for full credit. All other work is considered late. You may earn up to 85% of your score on late target practice work turned in up to one week after that unit's target assessment. You may re-take a completion/short answer version of multiple choice tests for up to 85% of your new score up to one week before the end of the quarter.

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 (AWARE, ASTUTE, ARTICULATE, ACTIVE) Citizen one-standard at a time.

ETHICS—practicing how to make wise and moral choices using sound reasoning and problem-solving skills.

EMPATHY—treating others with respect and kindness, the way you want others to treat you, at all times, 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, phones, 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.**

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

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

_____ Students must pass a 50-question version of the U.S. Naturalization Test in order to graduate.

_____ All required work will be completed in class except for news logs which will be completed outside of class: 10-15 minutes per day, three days per week, for 12 weeks (six weeks per quarter).

_____ REQUIRED SUPPLIES: highlighter, paper, pencil/pen

_____ Students may earn up to 85% of the score earned on late target practice work turned in up to one week after that unit's target assessment. Students may re-take a completion/short answer version of multiple choice tests and revise major writing assignments for up to 85% of the new score up to one week before the end of the quarter.

_____ 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 a test or quiz. 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 at mrsenoswebsite.weebly.com.

Parent

Student

Kathy Enos

Teacher