

Participation in Democracy
Kailua High School
Social Studies Elective
2019-2020
Mr. Wilson
Room A-24 266-7900 X 2257
leonard_wilson@kailuahs.k12.hi.us
<http://weisun.org>

Course Description

During times of crises, the responsibilities of American citizens are more important than during times of stability. Of course one may argue that America was founded during a time of crisis and therefore responsible citizenry in America has for its beginning a higher level of participation than is seen today. However, we are in no less of a crisis in our national wars on terror than our Revolutionary War because what is at stake are the lives of many nations that support the principles of the American revolution.

In addition to the national wars on terror that threaten the principles of the American revolution, Americans face a thirty-six year debate about the reform of education. The national debate that was initiated by *A Nation at Risk* (1983) has paralyzed student creativity through the primacy of testing, and at the same time diminishes the capacity to understand the freedoms promised by democratic government.

If our nation is at risk, students need to learn essential social studies skills such as critical understanding of history, political and social institutions, as well as civic responsibility. Therefore, Participation in Democracy will explore education and citizenry and their importance in the life of our nation as defender of democracy, as well as America's place in a global society. Students will consider responsibilities that connect them to education and war, and the class will strive to keep our understanding of America within multi-national and global contexts.

The Standards:

Participation in Democracy includes standards from Social Studies and Educational Technology. But the primary focus will be on Democracy and Citizenship/Participation.

Standard 5. governance power and authority	Analyze different interpretations of key documents across time, places, and national moods and evaluate, take, and
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<p>Content Area: Political Science/Civics Content Standard: Democracy</p> <p>2. Students understand and demonstrate the principles and values underlying American constitutional democracy. Benchmark: Students will create a model or diagram that identifies the principles of American democracy and will explain their models with research papers.</p>	<p>defend a position on competing ideas. Benchmark: Students will identify those who were excluded by our Constitution and those who are now included in our Constitution. Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized. Benchmark: Students will read original documents related to the founding of America and compare the differences over time of various concepts such as justice, tranquility, defense, welfare, liberty and education.</p>
<p>Content Area: Political Science/Civics Content Standard: Global Cooperation, Conflict and Interdependence</p> <p>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations, and organizations change, and interact.</p>	<p>Benchmark: Students will read articles from various newspapers (<i>Honolulu Star Advertiser, New York Times, Washington Post</i>) or journals (<i>World History Connections</i>) that present perspectives about democracy.</p>
<p>Content Area: Political Science/Civics Content Standard: Citizenship/Participation</p> <p>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action. Benchmark: Students identify qualifications for citizenship and various avenues of participation.</p>	<p>Explain the significance of citizenship and participate responsibly for the common good, e.g. select and study an issue or problem and plan and implement civic action. Benchmark: Students will organize themselves to become knowledgeable about public education, war. Or an issue of justice, tranquility, defense, welfare, or liberty and then create a public awareness campaign about what they perceive are areas for reform.</p> <p>Debate positions on issues regarding rights and responsibilities, come to consensus on the issues, and take action to gain larger community involvement on</p>

	<p>the issues, e.g., a service-learning project. Benchmark: Students will support candidates who share student concerns about education, justice, tranquility, defense, welfare, or liberty.</p> <p>Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials Benchmark: Students will invite elected or campaigning officials to talk in class about what their party stands for in relation to justice, tranquility, defense, welfare, liberty, education, or war.</p>
<p>Content Area: Educational Technology Content Standard: Technology as a tool for productivity Students use technology to enhance learning and promote creativity</p>	<p>Benchmark: Students develop websites relevant to course material; students create videos relevant to course material</p>
<p>Content Area: Educational Technology Content Standard: Technology as a tool for communication Students use technology to communicate, to collaborate, publish, and interact with peers and experts</p>	<p>Benchmark: Students will use E-mail and attachments to submit testimony or letters to various public figures or newspapers and to communicate with their peers.</p>
<p>Skills for Life and Work: Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<p>Thinking and Reasoning</p> <ul style="list-style-type: none"> ➤ Practice metacognition (thinking about one’s thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies. ➤ Analyze and evaluate various perspectives, interpretation, and theories for clarity, accuracy, logic and significance ➤ Use efficient learning techniques to

	<p>acquire and apply new knowledge and skills</p> <p>Managing Resources</p> <ul style="list-style-type: none"> ➤ Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task <p>Interpersonal Skills</p> <p>Participate effectively in varied roles as a member of a team</p>
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Common Core Standards:

- Reading:
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text
- **Writing:**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

General Learner Outcomes

1. Self-directed Learner: The ability to be responsible for one's own learning
2. Community Contributor: The understanding that it is essential for human beings to work together
3. Complex Thinker: The ability to perform complex thinking and problem solving
4. Quality Producer: The ability to recognize and produce quality performance and quality products
5. Effective Communicator: The ability to communicate effectively
6. Effective & ethical User of Technology: The ability to use a variety of technologies effectively, ethically

Habits of Mind

1. Managing Impulsivity
2. Thinking Flexibly
3. Thinking about Thinking (metacognition)
4. Striving for Accuracy
5. Questioning and Posing Problems
6. Applying Past Knowledge to New Situations
7. Thinking and Communicating with Clarity and Precision
8. Crafting Historical Arguments
9. Chronological Reasoning
10. Comparison and Contextualization
11. Historical Interpretation

Student Grading Policy based on Evidence of Student Learning:

1. General Policy

- a. Individual achievement of stated learning objectives shall be the primary basis for grades.
- b. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning objective.
- c. Late work
 - (1) Teacher shall set due dates and absolute deadlines for all marked work that will be part of a student grade.
 - (2) Work handed in late shall be penalized 11%.
 - (3) Teachers may exempt students from penalties in exceptional circumstances.

2. Formative versus Summative Assessments

- a. Teacher shall mark and/or provide feedback on formative assessment.
- b. Marks for formative assessment shall not be included in grades.
- c. Marks from summative assessments only shall be included in grades.

Examples of Formative Assessments	Examples of Summative Assessments
Informal observations, quizzes, homework, teacher questions, worksheets, and learning logs.	Class contribution, formal observations, unit exams, long-term projects, critical readings, civic writing, and oral and visual presentations

Assessment will be based on the following:

Forms (parent signatures)	(percent of grade: 05)
Class Contribution	(percent of grade: 05)
Readings (in class, homework)	(percent of grade: 15)
Projects	(percent of grade: 20)

Exams	(percent of grade: 50)
Civic Essay	(percent of grade: 05)

Grading

100 – 90% = A
89 – 80% = B
79 – 70% = C
69 – 60% = D
59 - 0% = F

School Attendance Policy:

In furtherance of *Kailua's Educational Vision*, all students are required to attend classes daily and be present on time.

1. An absence may be cleared for grading purposes only if and when a student makes up class work that was missed during the absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
2. Official attendance records will not be changed.
3. The student shall provide a written note for absences, which the teacher or other designee will attach to a *Request to Excuse an Absence Form*.
4. When a student is truant, the student will continue to be enrolled in the class and upon his/her return to school will attend future classes on time and complete class work.
5. Students are required to be present in class on time. An excused tardy may be cleared for grading purposes only if and when a student makes up class work that was missed during the period of absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
6. The teacher will complete a Progress Report form when a student reaches three and six unexcused absences from a class. The form will be submitted to the counselor for mailing to the student's parent or guardian.
7. The teacher will submit a Request for Assistance form (RFA) to the Student Services Coordinator requesting attendance intervention for a student with 3 or more unexcused absences.
8. The teacher will submit a Referral Form for a student with 3 or more unexcused tardies to Administration for disciplinary action.

School Discipline Policy:

School administered discipline through Chapter 19, student discipline and dress code will be adhered to by all students.

Classroom Rules:

As a student in this class, you will follow the Board of Education *Student Code of Conduct*, obey all Kailua High School rules, follow the attendance policy, and abide by the following class rules:

Class Rules

1. Respect the privilege of public education.
2. Do not distract others from the privilege of education.
3. Respect yourself and the property of others.
4. Be responsible for your own learning.
5. Discipline yourself to be respectful.
6. Be prepared to learn.

Safety:

All class safety and or emergency procedures for the school's evacuation plan shall be taught to and followed by all students.

Parent Communication:

Education is a partnership among the student, teacher and parent that thrives only when good communication exists.

The teacher will contact the parent for any attendance, discipline or class work assignment praise or problem. A parent teacher conference will be scheduled as needed with the grade level counselor and/or administrator. The parent, teacher, counselor, or administrator may make a student referral for further discipline or student support services.

Modification of Instructional Strategies:

Reasonable modifications will be made to ensure that the qualified student with a disability or *learning need* receives an education which is comparable to that received by a student without disability within a regular education program. Please inform the teacher about any modifications that will help you to achieve success in this class.

Class Participation:

Education needs to be experienced in order for learning to be fully appreciated. Participation will be expected as it is vital to your learning and understanding of this course

Materials Needed:

1. Two Ball point pens, blue or black ink
2. One 2-inch three-hole binder
5. Two Number 2 pencils
6. Loose leaf notebook paper

3. Metric or standard ruler
4. 1 flash drive

7. Crayola markers and colored pencils