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| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*  *-has students learn valuable and engaging ideas about themselves and about others. (Identity)*  *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)*  *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)*  *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)*  *-allows for access, success and support both in-school and remotely (Coherent Methodology)*  *-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| American Government is a class designed to acquaint students with the origins, concepts, organizations, policies, and implications of the United States government and political system. The class will focus on critical analysis. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material. |
| **ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)* |
| |  | | --- | |  | |  | | |  |  | | --- | --- | | * *How does environment and geography impact our lives?*      * *How does democracy shape the American experience?* | * *To what extent does the American economy shape the American experience?* | | |  | |  | |

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| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| |  |  |  | | --- | --- | --- | | Colony | Democracy | Government | | Economy | Native American | Trade | | Agriculture | Industry | Enlightenment | | Cash crop | Manufacture | Geography | |
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| **CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!* |
| * *Contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.* |
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| |  | | --- | | *A number of factors influenced colonial economic development, social structures, and labor systems causing variation by region.* | |
| * *Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.* |

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| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!* |
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**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

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| 1. Unit 1: Citizens, Citizenship and American Democracy  Unit 2: Foundations of Democratic Thought and the United States Constitution  Unit 3: The Supreme Court  Unit 4: The Legislative Branch  Unit 5: The President  Unit 6: Government in Action - Choices in Little Rock |  | 5. |
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| **TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.* |
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| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.* |
| * **Projects**: Every unit will have a project.      * **Tests**: There will be a test at the end of each unit topic. The test may be multiple choice, essay format, short answer or any combination of the three.      * **Participation**: Students must come to class with the appropriate materials and be ready to participate in class discussions, group work, and other activities. Attending the class/Zoom /Google meet daily is a non-negotiable. Participation is 20% of your grade. Your participation is negatively affected by behaviors which do not support the educational process.      * **Classroom Rules of Conduct**: Students will abide by the expectations set in the Student Handbook. * **Academic Dishonesty Policy**: All students will follow the policy in the Student Handbook. If you attempt to take credit for someone else’s work you will not pass. * **Requirements to Receive Credit**: Credit cannot be given to a student who fails to attend the required number of classes for the school year. Credit cannot be given to a student who does not complete their assignments and does not participate in class. Please see us for any circumstances. We can work with you, but you have to communicate with us. * **Note to Parents/Guardians:** I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the guidance office. The more you know about your child’s school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year ! * Ms. Douglas * [CDougla3@schools.nyc.gov](mailto:CDougla3@schools.nyc.gov) |
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| **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.* |
| Listed above |