

Pilot Course Proposal

Submitted by: Chance Las Dulce Building: Lindbergh High School

Proposed Course Title: Political Science POLI 100: Introduction to US Politics

Grade Level: 12 Department: Social Studies

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?

POLI 100 Introduction to US Politics

This course is an introduction to the workings of the United State government from an historical, theoretical, and institutional point of view. Subjects of study include the founding of the United States, federalism, civil rights and civil liberties, political parties and interest groups, and American political institutions such as Congress, the Presidency, the Judiciary. The course also addresses fundamental concepts such as power, ideology, and the citizen role in democratic politics.

POLI 100 Course Outcomes:

- Evaluate the basic nature of Constitutional government in the United States.
- Understand concepts such as separation of power, as well as, checks and balances as outlined in the United States Constitution.
- Recall and define problems of individual rights, popular representation and responsible citizenship.
- Identify roles of the three branches of government: executive, legislative, and judicial.
- Understand the public policy making process in the United States.
- Demonstrate ability to analyze United States politics according to the ideals of American democracy.

EWU POLI 100 Introduction to US Politics

Upon completion of this course students will be able to meet the following Washington State Social Studies K-12 Learning Standards:

- **Social Studies Skills Standard 1:** Uses critical thinking skills to analyze and evaluate positions.
 - SSS1.9-12.1 Critique the precision of a claim about an issue or event.
 - SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.
 - SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.
 - SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
 - SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.
- **Social Studies Skills Standard 2:** Uses inquiry-based research.
 - SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.
 - SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.

- SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- **Social Studies Skills Standard 3:** Deliberates public issues.
 - SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.
 - SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.
 - SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.
 - SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
 - SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.
 - SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- **Social Studies Skills Standard 4:** Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.
 - SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.
 - SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.
 - SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).
 - SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.
- **Civics Standard 1:** Understands key ideas and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
 - C1.11-12.1 Analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they influence the social and political system.
 - C1.11-12.2 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order.
 - C1.11-12.3 Apply civic virtues and democratic principles when working with others.
- **Civics Standard 2:** Understands the purposes, organization, and function of governments, laws, and political systems.
 - C2.11-12.1 Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.
 - C2.11-12.2 Analyze the origins, functions, and structure of government with reference to the United States, Washington state, and tribal constitutions.
 - C2.11-12.3 Evaluate the effectiveness of the American system compared to international governmental systems.
 - C2.11-12.4 Evaluate the effectiveness of our system of checks and balances in limiting the power of government at the national, state, and local levels.
- **Civics Standard 3:** Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.
 - C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.

- C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.
 - C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.
 - C3.11-12.4 Evaluate the impact of international organizations on United States foreign policy.
 - **Civics Standard 4:** Understands civic involvement.
 - C4.11-12.1 Use appropriate deliberative processes in multiple settings.
 - C4.11-12.2 Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.
 - C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
 - C4.11-12.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
 - **History Standard 1:** Understands historical chronology.
 - H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
 - H1.11-12.2 Design questions generated about individuals and groups that assess how the significance of their actions changes over time and is shaped by the historical context.
 - **History Standard 4:** Understands how historical events inform analysis of contemporary issues and events.
 - H4.11-12.1 Examine and evaluate in detail a series of events in United States' history and explain how earlier events may also cause later ones.
 - H4.11-12.2 Evaluate claims about a current issue based on an analysis of history.
 - H4.11-12.3 Analyze how current events today are rooted in past events.
 - What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)
 - Participation
 - Quizzes
 - Current Event Papers
 - Political Party Presentation
 - Mock Congress
 - Research Paper
 - Final Exam: Citizenship Test
1. Participation: Students are expected to engage and contribute to class activities and discussions.
 2. Quizzes: Students will demonstrate their knowledge of the assigned reading material and current events in a weekly quiz.
 3. Current Event Papers: Students will write a short analysis of a current political event, integrating their understanding of concepts from the course in their analysis.
 4. Political Party Presentation: Students will work in a group of their peers to research and present about an active political party in the United States.
 5. Mock Congress: Students will participate in a simulation of the legislative process and attempt to pass a bill into law.
 6. Civics Issue Research Paper: Students will conduct research and write an analysis of a current civics issue of their choosing (term limits in Congress, code of ethics in the Supreme Court, Electoral College system vs. popular vote system, etc.).
 7. Final Exam (Citizenship Test): Students will complete an exam that consists of 50 questions from the U.S. Naturalization Test.

Here are some BC syllabi I found that might be helpful when thinking about assessments:

- Fall 2018

- Spring 2018
- Winter 2020

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
 - This course uses Washington State Social Studies Skills, Civics, and History standards.
- **Integration of technology**
 - Technology will be used in all units throughout the course. Students will be able to use their district provided device for writing, researching, and other purposes. Technology in some form will be used daily in this course.
- **Infusion of diversity/multicultural perspectives**
 - Students will be introduced to and analyze the experiences of historically marginalized groups and how they have impacted and been affected by the policies and structures of the United States government. Examples include: citizenship rights, voting rights, democratic participation, Native American treaties, etc.
- **Integration with other subject areas**
 - This course will also address standards related to language arts and the Washington Career and Technical Education 21st Century Skills.
- **Provision of appropriate experiences for learners of varying abilities**
 - Lessons and activities are developed with differentiation options so all students will have the opportunity to be successful in the course. This course is being offered as a College in the High School course rather than an Advanced Placement course to remove the barrier of high-stakes standardized testing in order to receive college credit in addition to high school graduation credit.
- **Development of higher level thinking and processing skills**
 - Students will work in various levels of Webb's Depth of Knowledge, including recall and production, application of skills and concepts, strategic thinking, and extended thinking.
 - Students will work in various levels of Bloom's Taxonomy, primarily in apply, analyze, evaluate and create.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
 - POLI 100 will be offered concurrently with Civics and will offer the opportunity for students to both meet the Civics state graduation requirement and earn college credit.

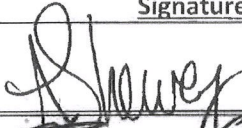
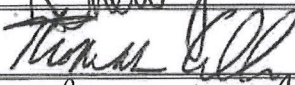
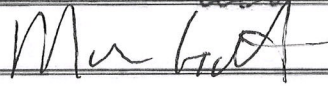
Current Scope and Sequence

This course will follow the scope and sequence of Eastern Washington University. Instructors of this course must apply and be accepted by Eastern Washington University, then participate in CiHS orientation covering program requirements, policies, procedures, and student registration. Instructors will be assigned a Faculty Coordinator from Eastern Washington University who will provide guidance and feedback on syllabi, assessments, grading, and teacher resources.

- **Statement of impact:**
 - This course will impact students by allowing them to earn college credit in high school without the high-stakes standardized testing barrier. Additionally, this course will extend the opportunity to earn college credit beyond the current offerings in the 10th and 11th grades, adding the opportunity to also earn college credit in the 12th grade. Students will have the opportunity to earn 5 Eastern Washington University credits. This course also meets the Washington State Civics graduation requirement.
- **Instructional materials and cost (include titles, names of publishers and copyright).**

- "We the People" (15th Edition). Ginsberg, Tolbert, Campbell, and Francis. W. W. Norton and Company.
ISBN-13: 978-1324085348 - \$112

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts ☒ Rejects ☐		11/18/24
2. Principal Accepts ☒ Rejects ☐		11/19/24
3. District Content Facilitator Accepts ☒ Rejects ☐		11/25/24
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.