GOV Syllabus (B)

Unit Two Developing A Constitution

Wednesday, September 7th – Unit 1 Assessment & Importance of a Constitution

HW: Due Following Break-- Create a list of values (and if it helps rules) you believe our constriction should uphold (AND EXPLAIN THEM)

* Do you have natural rights like Locke said?
* Perhaps you want everyone to be respectful? Should everyone be heard?
* Perhaps review the CDS Handbook and list the rules that infringe on those values
* What is most important to you? (1-2 pages of REFLECTION… single spaced)

Thursday, September 8th – Understanding the Executive, Legislative and Judicial branches of government.

HW: Write a thoughtful reflection about our own branches of government.

* How many people in each branch?
* What should their roles be?
* How are the selected? How long do they serve?
* How will their power be checked?
* How will they be graded?

Monday, September 19th – Explore various constitutions & find a template for our own.

Wednesday, September 21st – FIRST DELEGATION MEETING (VALUES & GOALS)

HW: 1 page reflection – How did our first delegation meeting go? Use the following questions as a guide, but don’t let yourself be constricted by them. Discuss whatever is on your mind.

* How can we be more productive?
* What would you change?
* Did we communicate well? Were you heard?
* What are our biggest challenges?
* Is there anything you are confused about?

Thursday, September 22nd – SECOND DELEGATION MEETING – DIVISION (Branches) OF GOVERNMENT

HW: 1 page reflection – How did our second meeting go? (See questions above as a guide)

Monday, September 26th – Research Project Day

Wednesday, September 28th – THIRD DELEGATION MEETING – DEFINE GOV. ROLES & RUBRICS

HW: 1 page reflection – How did our third meeting go? (See questions above)

Thursday, September 29st - TBD

Monday, October 3rd – Research Project Day – Teacher Conferences

Wednesday, October 5th – FOURTH DELEGATION MEETING – DEFINE PROCESS (Areas of study & assessments)

HW: 1 page reflection – How did our fourth meeting go? (See questions above)

Thursday, October 6th – FIFTH DELEGATION MEETING – TBD

Monday, October 10th – National Research Project – Teacher Conferences #2

Wednesday, October 12th – FIFTH DELEGATION MEETING – Proof read & include ideas from philosophers we have studied.

Thursday, October 13th – **CLASSROOM GOVERNMENT FREE & FAIR DEBATE & ELECTIONS**

\*\*\*ALL DATES AND ASSIGNMENTS ARE SUBJECT TO CHANGES\*\*\*

**Classroom National Constitution**

**AS A CLASS** we have decided to steer our own course. We will declare this classroom (during class time) to be our sovereign territory. The first step in creating a nation is to develop a Constitution. The delegates of our class nation will meet 5 Fridays in Term 1. We will be tasked with determining:

* **Our Values/Rights**: What is most important to us as students and individuals in this class. (Freedom of expression, equality, respect, academic honesty etc.)
* **Our Goals**: What is it we hope to accomplish together?
* **Our Structures:** Outline our Executive, Judicial, and Legislative branches of our class.
  + Where will power reside and how will it be divided?
  + Will there be elections? How?
  + Define the roles of officials.
    - How will we create assignments and assessments moving forward? (Executive)
    - When someone does something unconstitutional what is the process? (Judicial)
    - Create new or modify rules? (Legislative)
  + How will we protect minority opinion?

Keep in mind:

* This constitution (like most constitutions around the globe) are ever changing. We will have meetings in Terms 2 – Term 5 to amend our constitution if necessary.
* While we are sovereign and have a say over domestic (classroom) issues, we must respect some of the CDS policies. If we decide a CDS rule is unconstitutional, **they must still be followed when delegates from CDS attend class.**

The document should be well organized, no grammar and spelling errors, and signed by all citizens (students and teacher). It should use enlightenment thinkers and other governmental philosophers as the basis for its legitimacy.

**35% of total grade**