

American Politics - Course Overview

Content Area: **History**
Course(s):
Time Period: **September**
Length:
Status: **Published**

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.
Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.
Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.
Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.
Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.
Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.
Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

Course Title:	American Politics
Department:	History
Prerequisite:	None
Number of Credits:	5
Grade Level(s):	10-12

Standards:	Aligned to New Jersey Student Learning Standards for Career and Technical Education
Description of Course	This course serves as an introduction to political theory, political science, and the structures and functions within the United States government. The course will follow political thought and topics from the founding through the modern era (18th century through the 2000's.) With a focus on building a political mindset through an understanding of the history of American Politics, artists who take this class will be able to form opinions, make structured arguments, and defend their rationale. This class will provide students with a knowledge of American Politics that will help them in potential future classes such as AP United States Government and Politics, African American Literature, and Sociology.

Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1- Political Thought	A. Thinking politically. B. Aristotle and Socrates C. John Locke, Thomas Hobbes, Machiavelli D. What is Liberty? E. What does the Government do?	2 Weeks
Unit 2 - A New World, a New Chance	A. The case for Revolution B. Taxes and Tea C. Declaration of Independence examined D. First Continental Congress E. War and Peace in America	
Unit 3 - Founding a Nation	A. Federalist v. Anti-Federalist B. Constitution and Bill of Rights C. Infighting and the development of two parties D. Jefferson v. Hamilton E. A Capitol	

Unit 4 - American Identity	A. Analyze Tocqueville's interpretation of Americans	
Unit 5 - States Rights and Civil War	A. What are the state's rights? B. The North and the South C. Civil War D. Reconstruction and policy	
Unit 6 - Civil Rights and Civil Disobedience Thoreau and what is Civil Disobedience	A. Liberty, Freedom, Violence? B. MLK Jr. and Malcolm X C. Harvey Milk D. Segregation and Brown vs. Board of Ed.	
Unit 7 - The Branches of Government	A. Judiciary B. Legislative C. Executive	
Unit 8 - The Modern America	A. Public Opinion B. Media C. Political Methodology D. Government Representation E. Division and inequality in America F. Polarization in America	