

Hawaii State High School Legislative Internship Community of Inquiry Syllabus

January 17 – May 7, 2022

Sponsor: Keiki Caucus, Hawaii State Legislature

Teacher: Tammy Jones, Ph.D

Legislative Coordinators: Representative John Mizuno, Senator Joy San Buenaventura
& Representative Amy Perruso

Location: Hawai'i State Capitol (Room #TBA)

E-Mail: legislativeinternship@gmail.com

Extra Help: Please email your teacher for an appointment

Legislative Internship Community of Inquiry Description and Objectives:

An important part of the High School Legislative Internship Program includes your participation in seven *community of inquiry* meetings. A community of inquiry is an “intellectually safe” learning environment where students and teachers work together to ask questions about and explore solutions to complex issues that matter to them. In our community of inquiry meetings you will have the opportunity to reflect on your internship experience with your teachers and peers, raise questions of your interest, and think deeply about politics, public issues, and civics. We will practice listening to one another with respect and empathy, building on each others’ ideas, deliberating, and using the tools of good thinking to understand others’ perspectives, communicate effectively, and work towards finding solutions to the problems facing our communities.

The overall objectives of our community of inquiry meetings are:

- Increased understanding of civic content knowledge
- Improved ability to participate in an intellectually safe philosophical discussion
- Development of skills required in a deliberative democracy
- Expanded awareness of real-life public issues and the development of tools for solving those issues
- Increased interest and engagement in politics and civic life
- Development of critical textual analysis skills
- Improved research, writing, and reflection abilities

Meeting Dates and Times:

You are required to attend seven community of inquiry meetings either in person or online via Zoom. The meetings will be held on the following dates from 3:30 pm to 5:30 pm:

- Wednesday January 19, 2022
- Wednesday February 2, 2022
- Wednesday February 16, 2022
- Wednesday March 2, 2022
- Wednesday March 16, 2022
- Wednesday March 30, 2022
- Wednesday April 13, 2022

Meeting Structures and Approaches to Learning:

In our community of inquiry we will be using a Philosophy for Children Hawai'i (P4C Hawai'i) approach to teaching and learning. The P4C Hawai'i approach aids students and teachers in converting traditional classrooms into intellectually safe spaces where community, inquiry, philosophy, and reflection are central to classroom activity. P4C Hawai'i supports teachers and students so that they can work together to develop their ability to think for themselves in responsible ways by exploring "big questions" that arise from their interests, experiences, and learning contexts.

The P4C Hawai'i structures that we will be using during our community of inquiry meetings include:

- Intellectual Safety
- Community Ball
- Prompts of the Day and Daily Reflections
- The Good Thinker's Tool Kit
- Plain Vanilla Philosophical Discussions
- Inquiry Memos
- Philosophical Text Annotations

Meeting Topics and Essential Questions:

Meeting One - January 19, 2022

Essential Question: *Who is in our community of inquiry and how do we understand key concepts of power, authority, democracy, the common good and individual rights?*

PAR Skill Intro #1

Meeting Two – February 2, 2022

Essential Question: *What are the most important public policy issues facing young people in your community? How do race, gender and class shape the framing of public policy issues?*

PAR Skill Intro #2

Meeting Three – February 16, 2022

Essential Question: *What is the relationship between power, authority, and political structure?*

PAR Skill Intro #3

Meeting Four – March 2, 2022

Essential Question: *What does it mean to be a "good" citizen in a democracy?*

PAR Skill Intro #4

Meeting Five – March 16, 2022

Essential Question: *What do young people need to understand and know how to do to take political action?*

Legislators Listen (and share) #1

Meeting Six – March 30, 2022

Essential Question: *What do young people need to understand and know how to do to take political action?*

Legislators Listen (and share) #2

Meeting Seven – April 27, 2022:

Essential Question: *What do young people need to understand and know how to do to take political action?*

Students share inquiry project outcomes and next steps.

Ongoing Journal Assignment:

Legislative interns will also be required to keep a weekly “Bill-Tracking Journal.” Each student will select a bill to track during the 2022 Legislative Session, and each week they will write 1 -3 paragraph journal entry that begins with a question that they are wondering about that relates to the bill they are tracking. In their journal entry they will record their own thinking about their question, interviews that they conduct with legislators/staff/peers/parents/community members about the bill, their experience at hearings/floor sessions related to the bill, commentary on the media’s coverage of the bill, and additional research that the student conducts to learn more about his/her bill.

National Standards and Curriculum Maps:

Unit One- Meetings One, Two, Three and Four

Standards	Assessment Activities	Assessment Tools
<p><i>Common Core:</i> ELA – Writing, Research to Build and Present Knowledge (11-12.W.9) ELA – Writing History, Research to Build and Present Knowledge (11- 12.WHST.8 & 11-12.WHST.9) ELA – Writing History, Range of Writing (11 -12.WHST.10) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1) ELA – Reading History, Key Ideas & Details (11 – 12.RH.1)</p> <p><i>C3 Framework:</i> Dimensions: 1, 3, & 4 Dimension 2: Civic and Political Institutions & Applying Civic Virtues and Democratic Principles</p> <p><i>Hawaii Content and Performance Standards:</i> Content Standard SS.PID.2.8.2 Analyze the role of the three branches of government in the lawmaking process</p> <p>Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it</p> <p>Content Standard SS.PID.4.7.1 Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy</p>	<p><u>Meeting One*</u></p> <ol style="list-style-type: none"> Intellectual Safety Prompt of the Day (POD) and T- Chart Create a Community Ball – what is your personal source of power or authority? Daily Reflection – Identifying Public Policy Issues <p>Homework:</p> <ul style="list-style-type: none"> Public Policy Issue Identification – What issues rise to the level of legislative concern that are of the most importance to your community? Interview/survey community members/newspapers/media <p><u>Meeting Two*</u></p> <ol style="list-style-type: none"> Prompt of the Day Introduce the Good Thinker’s Tool Kit Identifying most important legislative issue <p>Homework:</p> <ul style="list-style-type: none"> Identify most important legislative issue for your community, and make a short argument for its importance, using evidence gathered from multiple sources. Read your peers’ postings <p><u>Meeting Three*</u></p> <ol style="list-style-type: none"> Prompt of the Day Plain Vanilla Philosophical Discussion on Rituals and Routines of the Legislature (How does decision-making work?) What is meant by power, authority and political structure? Daily Reflection <p>Homework:</p> <ul style="list-style-type: none"> Identify important routines and rituals of the legislature that may be connected to relationships between power, authority, and political structure. Include descriptions of patterns of interaction observed between policy makers, interest groups and the media. Post short but thick description of the most important routines and rituals of the contemporary Hawaii legislature. Read your peers’ postings 	<p><u>Meeting One*</u></p> <ol style="list-style-type: none"> POD Rubric Community Ball Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> PC Rubric – Part I <p><u>Meeting Two*</u></p> <ol style="list-style-type: none"> POD Rubric Good Thinker’s Tool Kit Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> PC Rubric – Part II <p><u>Meeting Three*</u></p> <ol style="list-style-type: none"> POD Rubric Plain Vanilla Rubric Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> Rich Description Rubric

	<p><i>*Weekly "Bill-Tracking Journal" Entries</i></p> <p><u>Meeting Four*</u></p> <ol style="list-style-type: none"> Prompt of the Day Plain Vanilla Philosophical Discussion /Inquiry Memos Daily Reflection <p>Homework:</p> <ul style="list-style-type: none"> Analyze how the routines and rituals of the legislature reflect current relationships between power, authority, and political structure could affect the issue in which you are interested. Do research on past policies that have been developed to address your issue, and examine those interactions between policy makers, the media and interest groups. Post short analysis, with links to sources. Read your peers' postings <p><i>*Weekly "Bill-Tracking Journal" Entries</i></p>	<p><u>Meeting Four*</u></p> <ol style="list-style-type: none"> POD Rubric Inquiry Memos Checklist Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> PC Rubric – Part III <p><i>*Bill-Tracking Journal Rubric</i></p>
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Unit Two – Meetings Five and Six

Standards	Assessment Activities	Assessment Tools
<p><i>Common Core:</i> ELA – Writing, Research to Build and Present Knowledge (11-12.W.9) ELA – Writing History, Research to Build and Present Knowledge (11- 12.WHST.8 & 11-12.WHST.9) ELA – Writing History, Range of Writing (11 -12.WHST.10) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1) ELA – Reading History, Key Ideas & Details (11 – 12.RH.1)</p> <p><i>C3 Framework:</i> Dimensions: 1, 3, & 4 Dimension 2: Civic and Political Institutions & Applying Civic Virtues, Democratic Principles & Processes, Rules and Laws</p> <p><i>Hawaii Content and Performance Standards:</i> Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses</p> <p>Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it</p> <p>Inquiry Standard SS.9-12.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns</p> <p>Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation</p> <p>SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy</p> <p>Content Standard SS.PID.4.7.1 Draw conclusions about the role of policy makers,</p>	<p><u>Meeting Five*</u></p> <ol style="list-style-type: none"> Prompt of the Day Identifying critical policy makers or interest group representatives to interview – explaining reasoning Daily Reflection <p>Homework:</p> <ul style="list-style-type: none"> Legislator/Staff Member Interview on the role about the role of policy makers, interest groups, and the media in shaping your public policy issue Upload audio recorded interview 	<p><u>Meeting Five*</u></p> <ol style="list-style-type: none"> POD Rubric Inquiry Memos Checklist Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> Interview Rubric <p><i>*Bill-Tracking Journal Rubric</i></p>

interest groups, and the media in shaping public policy		
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Unit Three – Meetings Seven & Eight

Standards	Assessment Activities	Assessment Tools
<p><i>Common Core:</i> ELA – Writing, Research to Build and Present Knowledge (11-12.W.9) ELA – Writing History, Research to Build and Present Knowledge (11- 12.WHST.8 & 11-12.WHST.9) ELA – Writing History, Range of Writing (11 -12.WHST.10) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1) ELA – Reading History, Key Ideas & Details (11 – 12.RH.1)</p> <p><i>C3 Framework:</i> Dimensions: 1, 3, & 4 Dimension 2: Civic and Political Institutions & Applying Civic Virtues, Democratic Principles & Processes Rules and Laws</p> <p><i>Hawaii Content and Performance Standards:</i></p> <p>Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses</p> <p>Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it</p> <p>Inquiry Standard SS.9-12.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns</p> <p>Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation</p> <p>Content Standard SS.PID.4.7.1 Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy</p>	<p><u>Meeting Six*</u></p> <ol style="list-style-type: none"> Prompt of the Day Issue Inquiry Progress – Share and discuss bill progress through the chambers Daily Reflection <p>Homework:</p> <ul style="list-style-type: none"> Draft product that discusses your public policy issue, alternative policies, proposed policy and action plan. Public sharing formats include but are not limited to: writing an article for your school newspaper, facilitating a philosophical discussion with community members, creating and uploading a TEDTalk, giving a public presentation, or performing spoken word. <p><u>Meeting Seven</u></p> <ol style="list-style-type: none"> Prompt of the Day Plain Vanilla Philosophical Discussion Program Evaluation Exit Survey Daily Reflection <p><i>*Bill-Tracking Journal Rubric</i></p>	<p><u>Meeting Six*</u></p> <ol style="list-style-type: none"> POD Rubric Graphic Organizer Rubric Daily Reflection Rubric <p>Homework:</p> <ul style="list-style-type: none"> PC Rubric- Parts I-IV <p><u>Meeting Seven*</u></p> <ol style="list-style-type: none"> POD Rubric Plain Vanilla Rubric Evaluation Checklist X Daily Reflection Rubric <p><i>*Bill-Tracking Journal Rubric</i></p>

Summative Assessments:

PART ONE – Written Response. Use what you learned in the legislative internship program (hands-on experiences, class discussions, readings and assignments) to write a response to each essential question.

PART TWO – Public Sharing. Use what you learned in the legislative internship program (hands-on experiences, class discussions, readings and assignments), and publicly share what you wrote in part one of your written summative assessment. You will have to reformat what you wrote in Part One to fit the type of public sharing that you select. Examples of public sharing formats include but are not limited to: writing

an article for your school newspaper, facilitating a philosophical discussion with community members, creating and uploading a TEDTalk, giving a public presentation, or performing spoken word.

Description of accommodations made to address student needs:

Reasonable modifications will be made in a regular education program 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. Please inform the teacher about any modifications that will help the student to achieve success in this class.

Attendance:

ATTENDANCE POLICY
<ol style="list-style-type: none">1. Students are required to attend all seven meetings, be present and on time.2. If students are absent they will need a note to validate whether the absence is excused or unexcused.3. If the absence is excused the student may make up the missed work AND meeting time.4. A tardy will only be excused in accordance to the same criteria for excused absences. However, it should be noted that tardies affect student performance. Being tardy will result in the following sequence of events: the instructor will talk with the student, his/her parents or guardians will be called, and the student will be referred to his or her school principal/

Classroom Etiquette Requires:

- 1) MAINTAIN INTELLECTUAL SAFETY
- 2) Respect and courtesy be shown to all individuals, their opinions, and their right of expression.
- 3) Use the community ball when speaking.
- 4) No eating or drinking.
- 5) Materials brought to class.
- 6) Language and behavior regardful of others.
- 7) No student will leave the room without permission, except in an emergency, or if called away by higher authority in our absence.
- 8) Cell phones should be put on silence during meeting time.

Consequence of Breaking Rules:

Students will be responsible for their own actions and the consequences. Breaking any of the above rules will result in the following sequence of events: the instructor will talk with the student, his/her parents or guardians will be called, and the student will be referred to his or her school principal.

Video Release Form: (Please see the attached sheet regarding classroom video-taping.)

Community Service Documentation Form: (Please see the attached sheet regarding community service.)

Note To Parent/Guardian:

Please take a proactive role when inquiring about your child's progress in this class. If you have any questions at any time during the duration of this program, feel free to contact us using the information provided at the beginning of the syllabus.

Student Signature

Parent/Guardian Signature

Phone number

Phone number