

## Civics Semester 1

Google Classroom Code: **aoe3udy**

Teacher: Shannon Connelly  
(907)354-1856  
[houseofspeedy6@gmail.com](mailto:houseofspeedy6@gmail.com)

This course is for students in the homeschool setting. The **parent teacher is the primary person responsible for overseeing completion of the Alaska History Standards**. This course is a .5 high school credit. The Twindly facilitator will provide instruction, field trips in class and family field trip ideas, and will offer online educational resources through Google Classroom. The parent teacher will ensure that their child attends class and completes the activities from class. If your child misses a class, it is the parent teacher's responsibility find a way for their child to meet the standards missed during their absence.

### Description of course content for credit

From the Mat-Su School District's Program of Studies:

#### **3450 Civics**

.5 credit Prerequisite: None Grade: 9-12 APS: Y. Repeatable: N NCAA: Y  
Students will learn the foundation of the American democratic system. This course will introduce the principles of our society's free market economy and basic consumer skills. The course will focus on civic involvement in the government process in action and identify the various parts and functions of the justice system. Students will gain an understanding of their basic rights and their responsibility and roles as participating citizens of the the United States.

**To earn .5 credit, each student must do the following:**

#### **1. Classroom Activities - Not Optional:**

Readings and Assignments from the book The Art of Argument  
Form of government research and presentation  
Debate  
State Capitol test  
Current Events  
Attend School Board Meeting and write up  
Attend Borough or City Council Meeting and write up

#### **2. Optional choices for standards:**

Video Modules  
Books of your choice on Civics  
Educational Field Trips (some arranged by the school, but open to your family experiences as well)

#### **3. Make up any missed work under the direction of their parent teacher to complete all required standards.**

### **ATTITUDE AND BEHAVIOR**

Students are expected to be competent and responsible in my class. It is important that students turn in any assignments on time and come to class prepared. They are to be respectful and courteous to the facilitator and fellow students. Failure to maintain self-discipline and actively participate in class will result in them being dropped from the class and

the parent teacher will need to meet with their advisor to create a plan if they want to finish the class at home.

Exhibition of the following is prohibited: anger, sarcasm, swearing, any derogatory or racial comments, sexual innuendos, harassment, threats of violence, or retaliation.

## **COMMUNICATION**

Parent teachers are responsible for checking in weekly with their students on their progress. This includes logging into Google Classroom, where they will be able to check the quality of their student's assignments. Parent teachers will review, sign, and submit the facilitator's feedback, given quarterly, on the learning objective/standard checklist. The facilitator will submit the unsigned feedback to the student's advisor.

If issues arise with your student, the facilitator will contact the parent teacher. If questions or concerns arise, please contact the facilitator.

## **STUDENT RIGHTS**

In this class students have the right to:

1. A safe learning environment
2. Report any and all problems or concerns to the facilitator without feeling intimidated or afraid that their grade or class standing will suffer.
3. Receive a meaningful and useful education. This means that the facilitator will be well prepared, have a variety of learning activities available, and will not waste your time and energy giving out "busy work".
4. Have a learning environment that is free of drugs and alcohol.
5. Get all of the help needed from the facilitator to learn the subject matter. Students should not be afraid to ask the teacher for help at any time.
6. Make good choices and express their own thoughts and ideas.
7. Be themselves and have fun while learning.

## **ATTENDANCE \*Please be on time and come to class each week**

Students who do not show up with their work completed, or late will affect the learning of the other students.

If you miss more than 2 classes, or are consistently tardy you may be asked to leave the class. If there are extenuating circumstances, please contact the facilitator for accommodations. Students are expected to bring their personal computer or a school Chromebook to class each week. They are to have the computer at the start of class, not get it after we have started. This class is made to build on so missing classes leaves holes that will have to be made up at home.

## **TENTATIVE CLASS SCHEDULE**

### **Week 1 September 11th**

Welcome, go over the syllabus and learn Google Classroom for the course  
Purpose of government and different types of governments

\*Homework: research form of government assigned, show examples of this government, create a slide and present it to class (Due September 18th)

### **Week 2 September 18th**

Presentations of forms of government and discuss  
American history

\*Homework: Read pages 5-30 of The Art of Argument

**Week 3 September 25th**

U.S. Constitution and founding documents  
Rights and responsibilities of citizens

\*Homework: Read Ch. 1 of The Art of Argument and complete the assignment on Google Classroom.

**Week 4 October 2nd**

Citizenship - paths to citizenship and take Citizenship test  
American values

\*Homework: Read Ch. 2 of The Art of Argument and complete the assignment on Google Classroom.

**Week 5 October 9th**

3 branches of U.S. government - overview, history and relationship between the government and the economy

\*Homework: Read Ch. 3 of The Art of Argument and complete the assignment on Google Classroom.

**Week 6 October 16th**

Executive Branch - history, structure, purpose, departments and agencies, and Federal Reserve

\*Homework: Read Ch. 4 of The Art of Argument and complete the assignment on Google Classroom.

**Week 7 October 23rd**

Legislative Branch - history, structure, purpose, and discussion on make up of the Senate and Congress

\*Homework: Read Ch. 5 of The Art of Argument and complete the assignment on Google Classroom.

**Week 8 October 30th**

Judicial Branch - court systems and functions, development of the legal system, role of laws and types of laws

\*Homework: Read Ch. 6 of The Art of Argument and complete the assignment on Google Classroom.

**Week 9 November 6th**

Economics - features of the economic system in the U.S., relationship between government and the economy, and function and characteristics of money

\*Homework: Current event assignment on Google Classroom.

**Week 10 November 13th**

State Government - State government, economy, and Permanent Fund

\*Homework: Current event assignment on Google Classroom.

**Week 11 November 20th**

Local Government - City and Borough government, taxes, separation of power, taxes  
Assign Debates

\*Homework: Prepare for the Debate.

**Week 12 November 27th**

Prep for Debates

\*Homework: Prepare for the Debate.

**Week 13th December 4th**

Debates

**Week 14th December 14th**

Politics, elections and campaigns

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**LEARNING ACTIVITIES FOR COURSE****1. The Art of Argument (35%)**

**Week 3:** Read pgs. 5-30 and complete the Google Classroom assignment

**Week 4:** Read Ch. 1 and complete the Google Classroom assignment

**Week 5:** Read Ch. 2 and complete the Google Classroom assignment

**Week 6:** Read Ch. 3 and complete the Google Classroom assignment

**Week 7:** Read Ch. 4 and complete the Google Classroom assignment

**Week 8:** Read Ch. 5 and complete the Google Classroom assignment

**Week 9:** Read Ch. 6 and complete the Google Classroom assignment

\* These are graded as complete or incomplete

**2. State Capital Test (10%)**

Students will be given flashcards and maps to practice at home. Each week they will have time to try to pass the test, with a goal of achieving 100% by the end of the class.

**3. School District and Borough/City Council Meetings (20%)**

Students will attend 1 School Board meeting **and** 1 Borough, City Council, or Community Council meeting during the semester. They will upload a copy of the meeting agenda and either do a half page write up of the meeting, or upload a video of them testifying at the meeting that they attend.

**4. Debate (20%)**

Students will be assigned a topic and side to debate. They will be expected to research their topic and implement the lessons from the book *The Art of Argument* during the debate.

**5. Form of government research and presentation (5%)**

Each student will be assigned a form of government to research and present to the class. They will create a Google Classroom slide to use in their presentation and they will explain the form of government, examples of it being used and results.

**6. Current events**

Find articles related to the weekly topic, write a summary and upload the article and summary to Google Classroom.

**Grading for the Course**

The Parent Teacher will provide work samples and the student's Objective/Standards Log during the quarter and semester grade conferences. The Parent Teacher and the Advisor will then determine a final grade for the course. Both the Parent Teacher and the Advisor will be able to review work submitted to the Alaska History Google Classroom, where they will be able to determine if the course is complete and there are enough hours to earn credit.