

# Citizenship

## INSTRUCTOR: MICHELLE KRUSE

*List instructor's phone number and email address*

651-621-1921  
mkruse@isd622.org

## COURSE DESCRIPTION

*Summarize what will be taught over the course of the trimester*

This course is designed to prepare transition-age students to become informed, contributing, and functioning United States citizens by introducing them to the basic components of U.S. government, constitutional law, rights and responsibilities of citizens, and citizen involvement in local, state, and federal government. The curriculum will address the story of the U.S. Constitution and its amendments, the Bill of Rights, the structure of the U.S. government and the means by which citizens interact with the government, as well as the rights that citizens have attained. Citizen involvement in government processes and policies will be examined, with special emphasis on elections and the voting process. Issues will be examined that involve the rights and roles of individuals in relation to the welfare of society. Speakers and field trips will provide students the opportunity to observe, analyze, and interact with the actual governmental process. Students will participate in the National Student/Parent Mock Election on 10/30/08. A variety of curriculum materials will be used including AGS Publishing *United States Government*, Globe Fearon *LifeSchool 2000, Citizenship*, Hennepin County Bar Association *Legal Stuff*, Steck-Vaughn *Cast Your Vote*

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## COURSE OUTCOMES AND OBJECTIVES

*List outcomes and objectives of course*

1. Students will develop an understanding of the foundations, rights and responsibilities of U.S. citizenship.
2. Students will examine the foundation documents, U.S. Constitution and the Bill of Rights, as they relate to citizen rights and responsibilities.
3. Students will examine issues involving the rights and roles of individuals in relation to the general welfare of society.
4. Students will analyze how citizens can affect public policy, especially by participating in the election/voting process.
5. Students will understand how the U.S. government functions at the federal, state, and local levels.
6. Students will be able to describe actions of good citizens.

## GRADING SYSTEM

*List what student will be graded on; weight of activities; explanation of pass/fail*

Students will be graded on class assignments (80%), participation (10%), and attendance (10%). Daily attendance is essential in order to pass the class since most assignments are completed in class. Each daily activity or assignment will be given a point value of 1-5. A "pass" will require 60% or higher on all assignments. Scores lower than 60% will result in a "fail".

## COURSE OUTLINE

*Weekly listing of topics/activities of course*

Sept. 2 through Nov.4—During these weeks the class will focus entirely on the study of the election process as students become prepared to vote in their first presidential election. Students will learn about the parties, people, issues, and processes that are part of the 2008 election at the local, state, and federal levels. They will be encouraged to think, talk, and argue about rights, responsibilities, issues, and candidates in order to take a stand and to be ready to make wise decisions about the people they feel should lead the country. Instructional activities will include videos, speakers, field trips, registering to vote, and participating in a school-wide mock election on Oct. 30. Following the election, the curriculum will address the Constitution, the Bill of Rights, the branches of government, and an overview of the legal system and the rights of young citizens.

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## GRADUATION PLAN REQUIREMENTS

### GRADUATION PLAN REQUIREMENTS:

X Obtain Paid Work Experience

X Maintain Paid Work Experience

X Volunteer/Non-paid employment

Meet & apply for DRS

X Speaker/Tour (Circle) Work force Ctr. MRC MCIL Govt. Center CTIC Fair Supported Employment  
PACER Transitional Housing Century College St. Paul Tech

Other Agencies : \_\_\_ Local and state government, registering to  
vote\_\_\_\_\_

X Complete Self-Advocacy Skills Assessment  
(Disability, strengths/weaknesses, IEP goals/objectives, resources available, etc.)

X Complete an Interest & Skills Inventory

### Portfolio Components:

Resume

Interview Experience

Completed sample W-2/W-4 form

X Possesses Social Security Card

Work Site Evaluations

Interest Inventories (SERVE, DRS)

Cover letter

X Resources/Important phone numbers

2-3 Letters of Recommendation

X Possesses MN ID/Driver's License

X Certificates of completion-awards, etc.

X Other: \_Registered voter\_\_\_\_\_