

## Alaska History Semester 1

Google Classroom Code: **uuhbxbt**

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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:

#### **3540 Alaska History**

.5 credit Prerequisite: None Grade: 11-12 APS: Y. Repeatable: N NCAA: Y

This course is a geographic, economic, and historical study of Alaska's past and present. Emphasis is to be placed on cultural/ethnic, diversity, natural resources, politics, and strategic location of Alaska.

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

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

Timeline Presentations (all 6)  
Region Presentations  
Preparing and presenting for debates on assigned topics

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

Video Modules  
Books of your choice on Alaska  
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, learn Google Classroom for the course, choose Regions for Region Project, begin Mapping Assignment (due September 18th)

Week 2 September 18th

Mapping Assignment Due! \*Turn in on Google Classroom  
Knik Tribe presentation

Week3 September 25th

Presentation on rural Alaska by Mr. Weetman

Week 4 October 2nd

Field Trip to the Palmer Museum  
Assign Timeline 1

Week 5 October 9th

Present Timeline 1; Assign Timeline 2; Assign MapQuest; begin working on Region Project: Native Groups, Resources, and Geography

Week 6 October 16th

Present Timeline 2 and Assign Timeline 3

\*\*\*\*\*End of the Quarter October 18th \*\*\*\*\*

Presentation from Knik Tribe on languages, trade Networks, and cultural regions

Week 7 October 23rd

Present Timeline 3, Assign Timeline 4, Discussion on the impact of the Russians in Alaska and selling Alaska to the US

Week 8 October 30th

Present Timeline 4 and Assign Timeline 5  
Present 1st 1/2 of Regions Project and take notes

Week 9 November 6th

Present Timeline 5 and Assign Timeline 6  
Presentation on Native Rights

Week 10 November 13th

Present Timeline 6  
Economics and Alaska State Government  
Rules of Debate

Week 11 November 20

Alaska Goldrush  
Work on Debate

Week 12 November 27th

Debate  
WW II in Alaska

Week 13th December 4th

Present 2nd 1/2 of Region Project and turn in notes

Week 14th December 14th

Watch 49th Star Statehood video and discuss

## **LEARNING ACTIVITIES FOR COURSE**

### **1. Timeline Assignments**

Students will do 6 Timeline projects moving through Alaska history in time. These will be one slide in length for each topic assigned. Each slide will have a graphic and information about the topic. The format is topic name and date in the top left hand corner, and work cited on the bottom. Students will need to be prepared to present their slides to the class each week. Since these are assigned to be presented in chronological order, it is important that the slides are prepared and presented on time each week. The facilitator will teach the students how to use Google Slides in Google Classroom, and how to turn in their homework. The Timelines are always due the day before class, by noon so that the facilitator can put them in order for the presentations. The topics will be assigned each week in class and will be listed in Google Classroom under Assignments. These presentations will gradually increase in requirements as follows:

**Timeline 1** - Turn in on time and present to class.

- Timeline 2** - Turn in on time and present to class while not reading the slide.
- Timeline 3** - Turn in on time and present to class, while not reading the slide and with good voice control.
- Timeline 4** - Turn in on time and present to class, while not reading the slide with good voice control and professional body movements (very little to no fidgeting and body movement).
- Timeline 5** - Turn in on time, present to class while not reading the slide, using good voice control, professional body movements and looking at the audience.
- Timeline 6** - Turn in on time, present to class while not reading the slide, use good voice control, professional body movements, look at the audience, and show your personality.

\* These are graded as complete or incomplete

## **2. Video Modules**

There are videos included in Google Classroom that cover different topics in Alaska History. Students should summarize each video, record the time that this took to watch and summarize in their Learning Log located in Google Classroom.

## **3. Field Trips**

Most field trips will need to be completed outside of class time. You can count anything done in the last year. Students should document their learning experience in slides. this must include a picture of them there and the hours of the learning experience on the right hand of the slide, along with the date. This will make it easy to add up the total.

## **4. Books**

Parents can choose any historical fiction book about Alaska, or non-fiction books such as Aunt Phil's Trunk to finish the hours needed if needed or chosen. If books are used, the student needs to write a summary and keep track of the hours in their Learning Log.

## **5. Project**

The Region Project will count as about 9 hours of outside class time. This project must cover the requirements in the directions for credit, and to provide information to the other students who will be taking notes during the presentations.

## **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.