Course Description

A survey of the history of the United States Constitution emphasizing the ideological origins of Constitutional principles and the history of the drafting, ratification, amendment and application of the Constitution.

Rationale

Students who understand the foundational ideas and debates regarding the scope and role of government will be better prepared to engage society in discussions regarding these issues in the modern world.

Prerequisite

None

Biblical Integration Outcomes

The student will:

A. Evaluate the value and role of government in the lives or individuals as compared to Biblical principles
B. Evaluate the founding principles of the American Constitution in light of Biblical principles
C. Assess the changing role of American government in the lives of individuals in comparison to the teaching of the Bible

Measurable Learning Outcomes

The student will:

A. Identify major people, influences, and events concerned with the development of the United States Constitution
B. Describe the political economic, religious, judicial, and intellectual aspects of the development of the United States Constitution
C. Evaluate and analyze primary source documents from Constitutional history
Materials List
Please see the Supply List and System Requirements pages on LVOA’s website as well as the Digital Literacy Requirements page for general supplies and requirements with LVOA curriculum. This course does not require any materials beyond those required by all LVOA courses.

Digital Tools
This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LVOA staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

The following resources are used throughout this course:

- Embedded YouTube videos and other sources

Course Grading Policies
The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by a title like “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the page to follow for further details).
• **Lesson:** Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

• **Assignment:** Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.

• **Quiz:** Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

• **Test:** Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

**Resubmission Policy**

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

• **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

• **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. **High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.**

• **Quiz:** Students may NOT resubmit for an increased grade.

• **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer crashing, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will fill out an Honor Code Incident Report, email the advisor, and carbon copy the Department Chair with the report. The advisor will verify which number offense this is and inform the teacher and parent.
teacher will then leave a comment on the student’s assignment and award the appropriate consequences. Replies to any correspondence must be made within 24 hours of the last email received.

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
  - **Assignment:** The student will:
    - Receive a 0% or 80% of his or her original grade per the teacher’s discretion
    - Be required to complete the Plagiarism Workshop
    - Be permitted to retry for a higher grade on the next attempt at the teacher’s discretion

- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

- **3rd Offense:** The student will receive a zero and the Department Chair will determine the consequences that should follow, possibly including Academic Withdrawal from the course or expulsion from the academy.
Module 1: Understanding Constitutional History
Section 1: Background Study
Section 2: Constitutional Basics
Section 3: The Role of the Constitution
Section 4: Federalism
Section 5: Constitutional Provisions

Module 2: Article I: The Legislative Branch
Section 1: The House of Representatives
Section 2: The House: Rules and Privileges
Section 3: The House: Meetings and Powers
Section 4: The Senate

Module 3: Article II: The Executive Branch
Section 1: The Office of the Executive
Section 2: Electing and Limiting the President
Section 3: Presidential Succession

Module 4: Article III: The Judicial Branch
Section 1: The Federal Judiciary
Section 2: Federal Judges

Module 5: The Amendments and Other Changes to the Constitution
Section 1: Changing the Constitution
Section 2: The First Amendment: Religious Establishment and Liberty
Section 3: First and Second Amendment Freedoms
Section 4: Due Process
Section 5: Equal Protection