**Challenger High School**

**Washington State History Syllabus**

**SST 107/108**

**School Year 2023-24**

**Instructor: Ross Mailhiot Phone: (253) 800-6804 Email: rmailhiot@bethelsd.org**

**Grade Level:** 9-12  **Credit:** Social Studies .5 per section **NCAA Approved**

**Time Requirements:**

Students will be required to do 4.5 hours per week of class work and to do 2.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

**Course Description:**

Washington State History provides students with the opportunity to acquire an understanding of the chronological development of the people and government of the state of Washington by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the region. Content covered includes, but is not limited to: an understanding of geographic‐historic and time‐space relationship, changes and trends in culture through the centuries, the Civil War as the solution to the secession issue, the technological and urban transformation of the region..

* **Course content**: student will demonstrate a basic understanding of the following:

**(**Over a 9 week period of time to earn a .5 credit.)

SST 107/108:

* Washington Geography and Geology
* Early Encounters
* Natives of the Pacific Northwest
* Fur Trade
* Settlement of the Northwest
* Indian Wars
* Railroads, Immigration, and Growth
* Great Depression, New Deal, and World War II
* Technology and Economic Growth
* State Government

**Materials (may include but are not limited to)**

* District approved textbook: Government Alive! Power, Politics, and You (TCI) , and DBQ
* Internet sites, social studies lab experiences, computer based learning models, reading materials, video clips
* Other materials will be provided by the instructor

**Assessment (may include but not limited to)**

* Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
* Performance based evaluations through labs, quizzes, participation, and group and individual projects.
* Progress reports will be issued monthly by the instructor.

 **Progress**

* Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month.
* If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
* In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
* These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
* At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress,” but will need to complete all the instructor is asking for each week in order to complete the course on time.

**Grading Scale: Formative and Summative Assessments**

* **A** (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
* **B** (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
* **C/P** (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
* **D** (69% or below) Student unable to demonstrate mastery of expected skills.
* F (59% or below) Student unable to demonstrate mastery of skills and will not receive credit for the course.

**Relationships to other Content Areas**

* Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

**Common Core Standards for English Language Arts and Literacy in Social Studies**

Students will be able to

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideals and ideas.
3. Evaluate various explanations for actions and events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author’s differing points of view on the same historical event or issue by assessing the author’s claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or issue.
8. Evaluate the author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.