**Challenger Middle School Course Syllabus**

**Course Name:** Washington State History 7 **Grade:** 7th Grade

**Quarter 4 Start Date:** April 15, 2024 **Quarter 4 End Date:** June 14, 2024

**Washington State History 7**

**District Course Code:**

**CEDARS Course Code:** WA0004

**Certificated Teacher:** Megan Larsen

**Grading:** A, B, C, D, F

**Course Description:**

**Resettling Washington**

Students begin this unit by exploring the themes of humanity and community as they discuss the many factors that influence the development of personal identities. They unpack together how we show versus hide different parts of ourselves, and how our identities can be both fixed and ever-changing. Then, students listen to oral histories by Vietnamese Americans in Washington to learn how displacement and resettlement have impacted them personally and shaped their outlook on helping others. Using evidence from these firsthand accounts, students answer the question: What can the experiences of displaced people teach us about community, resilience, and humanity? Throughout this unit, students work in teams to create a podcast where they reflect on their collective responsibility to stand in solidarity with displaced people.

**Decisions that Define Us**

Students learn about the controversial history of a mural in Anacortes, WA, and consider what it would take to create a more inclusive and accurate mural in Anacortes today. Then students learn about the tribes, immigrants, and settlers in the region where they live and how their stories are represented in local murals in public spaces. Students draw on what they have learned to respond to the unit driving question: *What decisions and whose stories define Washington state?* Then, drawing on local resources such as tribal members, historical societies, and museums, students work in teams to propose a new mural that tells an inclusive story of the people and place where they live.

***Course Objective and Goals:***

**Resettling Washington**

**By the end of Module 1, students will be able to:**

* Use evidence from Rochelle Nguyen’s story to explain why solidarity is important.
* Identify factors that influence the way people choose to identify.
* Explain the impact of perspective and bias on the creation of a primary source.

**By the end of Module 2, students will be able to:**

* Compare the experiences of displaced Vietnamese people with those of other recently displaced people (e.g., from Afghanistan and Ukraine).
* Analyze Vietnamese refugee stories in the United States for evidence of community, resilience, and humanity.
* Identify the elements of responsible storytelling, for when we are sharing stories that are not our own.

**By the end of Module 3, students will be able to:**

* Organize their podcast research into a story outline that is chronological, circular, or a broken narrative.
* Use the Podcast Rubric to give constructive and actionable feedback on peer podcasts.
* Use technology tools to record, edit, and share their team’s podcast.

**Decisions that Define Us**

**By the end of Module 1, students will be able to:**

* Make observations and ask questions when analyzing and interpreting murals in public spaces.
* Read and research to build historical context and spark inquiry into the cultures and legacies of tribes in the region where I live.
* Read and research to build historical context and spark inquiry into the lives and legacies of early settlers in the region where I live.
* Read and research to build historical context to spark inquiry about the culture and legacies of immigrants in the region where I live.
* Use my research notes and the project rubric to design a first draft of my team’s mural.

**By the end of Module 2, students will be able to:**

* Analyze primary and secondary resources to learn about how past and present decisions have impacted the local tribes in Washington.
* Analyze and watch videos on labor unions and workers’ rights to connect the stories of the early settlers to the themes of decisions, change, interconnectedness, and resistance.
* Analyze primary and secondary sources for evidence of immigrants forming communities and resisting in response to decisions that impacted them.
* Take on one of four career-connected roles to support the creation of my team’s mural proposal.

**By the end of Module 3, students will be able to:**

* Collaborate with my team to write a land acknowledgement statement to be displayed with our mural.
* Use the feedback from my classmates to strengthen my team’s mural proposal.
* Work with my team to clearly present our mural proposal to members of the community.
* Engage with my classmates in a discussion to answer the module and unit driving questions.

***Bethel School District Priority Standards***:

*Standards* - this course meets the State and School District grade 6-8 Social Studies Standards.

**Resettling Washington**

* Social Studies Skills:
  + SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.
  + SSS1.6-8.2: Evaluate the logic of reasons for a position on an issue or event.
  + SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.
  + SSS2.6-8.2: Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the
  + need for new or additional information when researching an issue or event.
  + SSS3.6-8.1: Engage in discussion, analyzing multiple viewpoints on public issues.
  + SSS4.6-8.1: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.
  + SSS4.6-8.2: Use appropriate format to cite sources within an essay, presentation, and reference page.
* Civics:
  + C3.6-8.2: Analyze how international agreements have affected Washington state.
  + C4.6-8.3: Employ strategies for civic involvement that address a state or local issue.
* Geography:
  + G1.6-8.4: Explain how human spatial patterns have emerged from natural processes and human activities.
  + G2.6-8.4: Explain the role of immigration in shaping societies in the past or present.
  + G2.6-8.5: Explain examples of cultural diffusion in the world from the past or present.
* History:
  + H2.6-8.3: Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.
  + H4.6-8.2: Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

**Decisions that Define us**

* Social Studies Skills:
  + SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.
  + SSS3.6-8.1: Engage in discussion, analyzing multiple viewpoints on public issues.
* Civics:
  + C3.6-8.2: Analyze how international agreements have affected Washington state.
  + C3.6-8.4: Explain elements of the agreements contained in one or more treaty agreements between Washington tribes and the United States.
  + C4.6-8.3: Employ strategies for civic involvement that address a state or local issue.
* Economics:
  + E2.6-8.3: Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.
* Geography:
  + G2.6-8.3: Explain and analyze how the environment has affected people and how human actions modify the physical environment, and in turn, how the physical environment limits or promotes human activities in Washington state in the past or present.
  + G2.6-8.4: Explain the role of immigration in shaping societies in the past or present.
* History:
  + H3.6-8.3: Explain, analyze, and develop an argument about how Washington state has been impacted by: individuals and movements, cultures and cultural groups, technology and ideas.
  + H2.6-8.2: Explain and analyze how individuals and movements have shaped Washington state history since statehood.

***Teacher and Course Expectations:***

* *Daily Activities* – Students are encouraged to participate in weekly activities that develop a deeper understanding of United States History..
* *Class Projects:* Each unit in the course will have a final project that will act as a summative assessment for the unit of learning. These projects may be either individual or group based, but grades will be based on individual student work.
* *Grading Rubrics* – Standards based rubrics will be used to evaluate student progress on both formative and summative assessments.
* *ALE Progress* - Student progress is monitored weekly. 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 week. If a student fails to make collective progress, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each week. 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.

***Grading Policy:***

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to be completed to standard; this is a "B". "A" is exceeding standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students **CANNOT** pass without passing the assessments. Included are: tests, essays, and projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All tests can be retaken until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **22-23 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** | | | |
| --- | --- | --- | --- |
| **SBG SCORE** | **DESCRIPTION** | | **LETTER ALIGNMENT** |
| **4** | **Exceeding Standards -** Consistently meets requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill | | A  80-100 |
| **3** | **Meeting Standards -** Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills | | B  60-80 |
| **2** | **Approaching Standards -** Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills | | C  40-60 |
| **1** | **Attempting Standards -** With or without consistent support student is making limited progress towards standards - progress report meeting required | | D  20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no  demonstration of key standards - progress report meeting required | | F  0-40 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. We will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses.

**Textbook Used:**

Project America: *Through the Lens*, *Resettling Washington*, *Decisions that Define Us*

**Class Expectations:**

* No personal electronic devices out during class unless approved by teacher
* All class rules of conduct and safety adhered to
* Students will be to class on time