**Challenger Middle School Course Syllabus**

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

**Quarter 3 Start Date:** January 31, 2024 **Quarter 3 End Date:** April 12, 2024

**Washington State History 7**

**District Course Code:**

**CEDARS Course Code:** WA0004

**Certificated Teacher:** Megan Larsen

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

**Course Description:**

**#Rights #Representation #Change**

Students learn how young people in Washington exercised their rights and responsibilities through “fish-in” protests to fight for tribal fishing rights in the 1960s. Students use this example of civic engagement to reflect on their rights and responsibilities today, then begin to consider the unit-driving question: *How can we use social media to engage community members on issues of injustice?* Working in teams, students examine a case study on one of three critical issues: natural resources, the environment, or hazard preparedness. The case studies help students understand how social media can be used to raise awareness and promote action. Finally, teams create a social media campaign that engages their local elected officials and community on an issue of social and environmental justice.

**Innovation Through the Lens**

Students kick off the unit with an analysis of images by engaging in a Four Corners activity, in which they begin to unpack the many positive and negative impacts of innovations on communication, infrastructure, and workers’ rights. After this initial analysis, students listen to oral histories, read narrative accounts, and study photos of people and places, to answer the question: How does innovation impact communities in Washington? Throughout the unit, students research a transformative innovation in workers rights, communication, and infrastructure in order to create a thought-provoking photo essay about how their chosen innovation impacts people and places in Washington.

***Course Objective and Goals:***

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

* Brainstorm issues affecting people in the community where I live.
* Research the responsibilities of the school board and what issues they fund and prioritize and determine which social media platforms to use to engage my local school board.
* Consider public testimony and practice voting on a proposed bill in a mock legislative meeting.
* Examine content posted on social media platforms for key facts and details about issues impacting people in the state.

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

* Listen to first-hand accounts of how people are addressing problems impacting the state.
* Analyze social media posts for evidence of advocacy and action.
* Analyze a group’s social media feed for evidence that it is accomplishing a specific goal.
* Use notes in my Social Media Campaign Planner to design a campaign that educates others, encourages informed action, and advocates for a change.

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

* Identify hashtags that others are using when they share similar or related content.
* Collaborate with my social media team to evaluate and provide specific and actionable feedback to other social media teams on their campaign posts.
* Engage with each social media team’s campaign feed to learn about their issue and what informed action I can take to support the issue.
* Reflect on what I have learned about youth civic action through social media to educate, advocate, and encourage informed action.

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

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

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* Civics:
  + C4.6-8.2: Describe the relationships between the actions of people in Washington state and the ideals outlined in the Washington state constitution.
  + C4.6-8.3: Employ strategies for civic involvement that address a state or local issue.
* Economics:
  + E3.6-8.2: Analyze the role of government in the economy of Washington state through taxation, spending, and policy setting in the past and present.
* 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 view- points on public issues.
* 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.
* History:
  + H4.6-8.2: Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

**Innovation Through the Lens**

* Social Studies Skills:
  + SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.
* Geography:
  + G1.6-8.3: Analyze maps and charts from a specific time period to understand an issue or event.
  + G1.6-8.4: Explain how human spatial patterns have emerged from natural processes and human activities
* History:
  + H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present.
  + H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.
  + H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.
  + H2.6-8.4: Explain and analyze how technology and ideas have impacted Washington state history since state-hood.
  + H3.6-8.3: Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements, and technology and ideas.
  + H4.6-8.2: Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

***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