



Course Syllabus Report

SS1410 Social Studies 4(SS1410)

DISTRICT APPROVED CURRICULA:

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 4th Grade

CREDITS:

PREREQUISITES:

COURSE GRADING SCALE:

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

INSTRUCTIONAL MATERIALS NEEDED: Internet access, computer, printer, printer paper and ink, modern OS/software/web

browser, webcam, headphones with microphone- if not built into computer, binder, filler paper, tabs, pencil,

crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

DEFAULT CERTIFICATED TEACHER: Dale Bennett

DESCRIPTION The fourth grade social studies curriculum focuses on helping students develop an

understanding of their state, country, and world in order to prepare them to be responsible citizens of a

democratic society. They will learn about Washington history, interpret maps, create timelines, and explore

how individuals have impacted natural environments.

ESSENTIAL LEARNINGS: * Learn how to create a timeline to show how historical events are organized into time periods and eras.

* Compare and contrast how human, natural and capital resources are used in Washington and in regions of the U.S.

* Explain how humans have influenced natural environments.

* Use information to interpret a map, identifying significant features and trends.

* Identify a natural resource and describe how it influenced the development of a region.

* Understand and analyze how individuals caused change in Washington State history.

* Give examples of our state laws and services and describe how they benefit the state.

* Summarize the function of the three branches of government.

* Describe the importance of the Bill of Rights.

* Describe the purpose of the constitution.

* Compare and contrast how human, natural and capital resources are used in Washington and in regions of the U.S.

* Describe factors that influence consumer choice.

SYLLABUS PS 1 Understands that governments are organized into local, state, tribal, and national levels. (CIVICS)

PS 2 Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws.

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OBJECTIVES ? Learn how to create a timeline to show how historical events are organized into time periods and eras.

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STANDARDS

PS 1 Understands that governments are organized into local, state, tribal, and national levels. (CIVICS) PS 2 Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws. (CIVICS) PS 3 Understands the basic elements of Washington State's economic system including agriculture, businesses, industry, natural resources, and labor. (ECONOMICS) PS 4 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State. (ECONOMICS) PS 5 Constructs and uses maps to explain the movement of people. (GEOGRAPHY) PS 6 Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries. (GEOGRAPHY) PS 7 Understands and creates timelines to show how historical events are organized into time periods and eras. (HISTORY) PS 8 Understands and analyzes how individuals caused change in Washington State history. (HISTORY) PS 9 Understands that there are multiple perspectives regarding the interpretation of historical events and create an historical account using multiple resources. (HISTORY) PS 10 Understands main ideas from an artifact, primary source, or secondary source describing an issue or event. (SS SKILL) PS 11 Creates and uses a research question to conduct research on an issue or event. (SS SKILL) PS 12 Draws clear, well-reasoned conclusions and provides explanations that are identified and supported by artifacts and/or primary sources in a paper or presentation. (SS SKILL) PS 13 Prepares a list of resources, including the title, author, type of source, date published, and publisher. (SS SKILL)

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying,

plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

ACADEMIC GOALS

Learn about Washington State History from before statehood to current day.

- ? Learn about Economies and resources of Washington regions.
- ? Learn how and why laws are made, and how these laws affect people/stakeholders.
- ? Understand how huma

LEARNING ACTIVITIES

EVALUATIONS

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to

be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

TIMELINES

OCTOBER Complete all lessons and assignments in the October module on your "modules" page in Canvas.

NOVEMBER Complete all lessons and assignments in the November module on your "modules" page in Canvas.

DECEMBER Complete all lessons and assignments in the December module on your "modules" page in Canvas.

JANUARY Complete all lessons and assignments in the January module on your "modules" page in Canvas.

FEBRUARY Complete all lessons and assignments in the February module on your "modules" page in Canvas.

MARCH Complete all lessons and assignments in the March module on your "modules" page in Canvas.

APRIL Complete all lessons and assignments in the April module on your "modules" page in Canvas.

MAY Complete all lessons and assignments in the May module on your "modules" page in Canvas.

JUNE Complete all lessons and assignments in the June module on your "modules" page in Canvas.