



Course Syllabus Report

SS1510 Social Studies 5 (LA1510)

DISTRICT APPROVED CURRICULA: Teacher Created

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 5th 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: Jewel Jackson

DESCRIPTION History is the practice of making sense of the past. Studying ancient civilizations allows

us to make sense of global trends in human history, connect larger trends to individual events and

understand the lives of individual people. This course aims to help students develop the ability to make

informed and reasoned decisions through the study of history, geography, civics, and economics.

ESSENTIAL LEARNINGS: ? understand the key ideals of liberty and patriotism as found in the

Declaration of Independence, U.S. Constitution, and other fundamental documents

? understand the organization of the U.S. Government.

? understand the function of the U.S. Government

? analyze costs and benefits of decisions colonists made to meet their needs and wants

? construct and use maps to show and analyze information about European settlement in the Americas

? understand and analyze the impacts of the Europeans colonists' movement to the Americas on the land and the indigenous peoples

? understand and create timelines to show how historical events are caused by other important events

? analyze how people from various cultural groups have shaped the history of the U.S.

? analyze the multiple perspectives and interpretations of historical events in U.S. history

? understand the purpose of documents and the concepts used in them.

? understand how essential questions define the significance of researching an issue or event

? research multiple perspectives to take a position on a public or historical issue in a paper or presentation

? prepare a list of resources, including the title, author, type of source,

date published, and publisher for each source, and arrange the sources
alphabetically

SYLLABUS iA Social Studies, Fifth Grade, 2021/22

Course Description: SS1510

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sense of global trends in human history, connect larger trends to indiv

OBJECTIVES What We Will Study

- Key ideals of liberty and patriotism as found in the Declaration of Independence, U.S. Constitution, and other fundamental documents
- Organization and function of the U.S. Government
- Construct and use maps to show and analyze information about European settlement in the Americas
- Impacts of the European colonists' movement to the Americas and its impact on the indigenous people
- Create timelines to show how historical events impact each other
- How people from various cultural groups have shaped the history of the U.S.

Reference Priority Standards and course Learning Plan Contract (LPC) for additional details

STANDARDS

5thGrade

See FWPS Priority Standards:

<https://fwps.instructure.com/courses/75624/files/4384514/download?wrap=1>

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

LEARNING ACTIVITIES

Activities., Hands-on Projects., Discussion., Individualized Reading., Internet Research., Supplemental Materials.

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.