



# Course Syllabus Report

## SS2820 History Pacific Region (SS2820)

**MEETS GRADUATION REQUIREMENTS:** Yes

**NCAA APPROVED:** Yes

**DISTRICT APPROVED CURRICULA:** Teacher Created

**CREDITS:** 0.5

**STATE COURSE CODE:** SOC0004 (Washington State History & Government)

**AVERAGE HOURS PER WEEK:** 6

**PREREQUISITES:**

**SIS COURSE CODE:** SS2820

**DEFAULT ALE CERTIFICATED TEACHER:** April Williams

**GRADE LEVELS:** 9th Grade, 10th Grade, 11th Grade, 12th Grade

### **ALE COURSE GRADING SCALE:**

All summative assessments will be graded according to the corresponding rubrics. Only summative assessment scores will calculate toward a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS), and each PS is a part of a grading/reporting "bucket." All buckets are equally weighted, and the student's final grade is the average score of all buckets. Students will also receive an informational grade in non-academic areas of student success.

A = 90%-100%

B = 89%-80%

C = 79%-70%

F = 69%-0%

**INSTRUCTIONAL MATERIALS NEEDED:** Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- if not built into a computer.

**DESCRIPTION** Students will learn about the history of Washington State from multiple perspectives by examining the history of our state's first people, the impact immigration has had on our state, as well as the economic and industrial changes over time since statehood. This class consists of three modules that will require students to read and interpret historical documents, compose concise analytical writings that answer historical prompts, and discuss the impacts of state history on modern-day issues. By passing this course, students will earn 0.5 credits for their Social Studies graduation requirement and meet Washington State History graduation requirement. Module 1- Native Americans, Module 2= Immigrant Groups of Washington, Module 3= Industry

### **ESSENTIAL LEARNINGS:**

Identify the tribes of Washington State and describe how their geography shaped each tribe's culture, economy, and identity.

Discuss the impacts of European immigration and migration.

Discuss the impact of nationhood and statehood on native tribes.

Discuss the impact of US policy on native tribes and communities.

Understand issues modern tribes face in our state.

Identify and discuss Washington state economies and industries over time.

Discuss the impacts the World Wars had on Washington State and Washingtonians.

Identify and discuss how Washington has become a part of global trade and the impacts this trade has on our state's economy, culture, society, and environment.

## **SYLLABUS**

### **ALE COURSE OBJECTIVES**

Identify the tribes of Washington State and describe how their geography shaped each tribe's culture, economy, and identity.

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Understand issues modern tribes face in our state.

Identify and discuss Washington state economies and industries over time.

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### **ALE COURSE STANDARDS**

[https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/2021\\_standards/6\\_8\\_social/7th%20gr.%20Social%20Studies.pdf](https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/2021_standards/6_8_social/7th%20gr.%20Social%20Studies.pdf)

FWPS PRIORITY STANDARDS CATALOG: [Standards Based Education / Priority Standards 6th -12th Grade \(fwps.org\)](#)

### **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**

## ALE COURSE

### LEARNING ACTIVITIES

## EVALUATION

### ALE Course Evaluation Methods:

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

**Complete all lessons and assignments in the September module on your "modules" page in Canvas by September's monthly progress deadline.**

**Complete all lessons and assignments in the October module on your "modules" page in Canvas by October's monthly progress deadline.**

**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.