

Course Syllabus Report



SS151O Social Studies 5

Meets Graduation Requirements: No

Details

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.

Ale Course 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

Default Ale Certificated Teacher: Jodie Davis

Ale Course is Active: 1

Ale Course is Parent Template: 0

District Approved Curriculum Name:Teacher Created

State Course Codes:MISC0007 (Elementary Curriculum)

Ale Course Type:NCAA n/a

State Subject Area:Social Sciences and History

SIS Course Code: LA1510

Ale 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 - 3.50-4.00 Meeting – ME - 2.75-3.49 Approaching - AP- 2.00-2.74 Beginning – BE - 1.99 or below

Ale Course Available Credits:

Ale Course Prerequisites:

Ale Course Texts:

Ale Course Additional Resources:

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)

Average Number Of Hours Of Study Per Week:
2.50

Syllabus

Ale Course Syllabus:

iA Social Studies, Fifth Grade, 2021/22

Course Description: SS1510

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.

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

Grading & Work Submission

Exceeding 100% – 90%

Meeting 89% - 70%

Approaching 69% - 60%

Beginning 0 - 59%

- Grading standards aligned.
- All work is expected to be turned in by the Monthly Progress Deadline.
- All summative assessments will be graded according to the corresponding rubric or teacher directions.
- Only summative assessment scores will be calculated towards a student's final grade.
- Summative assessments are linked to a FWPS Priority Standard (PS).

Objectives

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

Ale Course Standards:

Course is aligned with current Federal Way Public Schools Priority Standards and Washington state standards.

Ale Course 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)

Ale Course Academic Goals:

Activities

Ale Course Learning Activities:

Activity Selections

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

Evaluation

Ale Course Evaluation Methods:

Monthly Progress Review (MPR)

Each month teachers decide whether a scholar is making Satisfactory or Unsatisfactory progress in each course. Then the homeroom/advisory teacher will determine if scholar is overall Satisfactory or Unsatisfactory for the month.

Secondary (6-12) - to be overall SATISFACTORY for the month, a scholar must be passing half or more of their courses with a 70% or better grade (9-12 letter grade of A, B or C; 6-8 grade of EX or ME)

Elementary - to be SATISFACTORY, a scholar must score at least 70% or above with 75% assignment submission in 4 core classes (ELA, SCI, SS, Math)

If a scholar has Unsatisfactory Progress for the month the advisor or homeroom teacher will create an intervention plan communicated in the ALE App.

Three consecutive months of Unsatisfactory Progress will result in a course reduction - which may affect graduation for high school scholars.

Four consecutive months of Unsatisfactory progress will result in complete withdrawal from iA. Scholars withdrawn from iA for Unsatisfactory progress may not re-enroll until the following school year.

Timelines:

September Timeline:

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

October Timeline:

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

November Timeline:

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

December Timeline:

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

January Timeline:

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

February Timeline:

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

March Timeline:

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

April Timeline:

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

May Timeline:

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

June Timeline:

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