

Course Syllabus Report



SS289O PAC REGN HIST 7

Meets Graduation Requirements: Yes

Details

Description

This course provides scholars the skills to meet state and district expectations in 7th grade social studies. The content focus is Washington State History from 1450- present with standards in economics, civics, history and world geography. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.

Ale Course Essential Learnings:

Default Ale Certificated Teacher: Chris Gall

Ale Course is Active: 1

Ale Course is Parent Template: 0

State Course Codes:SOC0004 (Washington State History & Government)

Ale Course Type:NCAA n/a

State Subject Area:Social Sciences and History

Ale Course Grading Scale: Official Grades are accessed through StudentVUE/ParentVUE A 3.50-4.00 B 2.75-3.49 C 2.00-2.74 F 1.99 or below

Ale Course Available Credits:

Ale Course Prerequisites:

Ale Course Texts:

Ale Course Additional Resources:

Instructional Materials needed:

Average Number Of Hours Of Study Per Week:
5.00

Syllabus

Ale Course Syllabus:

SS259O- 7th Pacific Northwest History and World History
Course Basics

Course Code: Grade Level: Credit Value: NCAA Approved:

SS282O 7 Graduation Check YES

State Course Code Course Length: Course Time: FWPS Standards (link)

O4051N 36 Academic Weeks 56 Minutes per day OR

4 hours 40 minutes each week

7th Social Studies

Prerequisites: None

Required Materials: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- if not built into computer

Course Description: In this year long class, 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 in our first semester. Semester 1 class of three modules that will require students to read and interpret historical documents, compose concise analytical writings that answer historical prompts, and discuss the impacts of state history on modern day issues. Semester 2 will focus on world history and exploring our world geographically, socially, culturally, economically, and politically. We will use APEX as our content provider. 2nd semester we will deep dive into world history and utilize an online textbook called APEX. We will start by learning about important social studies skills and move into the foundations of human civilizations. We will start a geographic tour of humanity in Africa and the Middle East and travel east to Asia then end in South America.

Instructor Information

Name: Chris Gall Email: cgall@fwps.org

Remind: See instructions in WSLP Module Virtual Sessions: Weekly- except week after MAP cut off

Expected Learning Outcomes

In this course,
students will

- ? Identify the tribes of Washington State and describe how their geography shaped each tribe's culture, economy, and identify.
- ? 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 states 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 states economy, culture, society, and environment.
- ? Identify the major regions and geographic features of the world.
- ? Identify and describe the different peoples and cultures of the world.
- ? Identify and describe major historical events throughout human history.
- ? Understand the growth and diaspora of humanity through ancient cultures, art, traditions, language, and invention.

Standards Alignment See Course Learning Plan Contract (LPC)

Assessment

Methods

Formative Assessments: Short answer writing prompts and quizzes, discuss posts.

Summative Assessments: Essay-style unit final exams.

Grading Methods 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).

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Grading Scale EX (Exceeding)= 100%-90%

ME (Meeting)= 89%-70%

AP (Approaching)= 69%-60%

BE (Beginning)= 59%-0%

Student Expectations

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

Original Work

Submissions

Students will only submit their original work. If a student uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

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

Functioning Technology/

Required Materials

Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

iA Policies Required for Enrollment

Academic

Integrity

Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the student's removal from the class or iA entirely.

IA Policy-

1st Offense: The student will be contacted by the teacher via phone call, the student 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 student and parents will be contacted by the teacher directly and the student will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA

Administration will be made aware.

3rd Offense: The student 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 students 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. Students 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.

WAC Policy- If a student consistently fails to meet WAC requirements after 20 consecutive days they will be withdrawn and their neighborhood school will be notified to enroll them there.

To re-enroll with iA you must have a meeting with an administrator.

Above is the policy through December 31st, 2020.

Beginning in January 2021, in accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA students, Weekly Academic Contact is

required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs students and parents of the consequences of additional missed WAC. (Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The student 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)

MAP (Monthly Academic Progress)

State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students 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. 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.

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.

Email/Software Agreements

Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If students cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.

Professional Discretion

Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made after the course has started.

Student Expectations

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

Original Work

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

Functioning Technology/ Required Materials

Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

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be made aware of the plagiarism. The work must be redone without plagiarism.

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

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

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Above is the policy through December 31st, 2020.

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

MAP (Monthly Academic Progress)

State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students 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 student will be considered on pace (OP). If the assigned work is not submitted and/or is not at standard, the student will be considered behind pace (BP).

An overall Monthly Academic Progress (MAP) score will be emailed to every student and family once a month by the iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires BP students to reply with confirmation of the MAP report and iA teachers to document that reply. If students don't immediately reply, teachers are obligated to

keep trying for a reply through additional emails or phone calls. Replies must be from the student; parent replies are not sufficient.

Students are either On Pace (OP) or Behind Pace (BP). If a student is considered OP (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered OP overall. If a student is considered behind pace (by the individual teachers in individual courses) in more than 50% of their courses they will be considered BP overall. If a student is determined to be BP for consecutive months, the iA Connect teacher will send escalating intervention plans each month by email.

BP1 means one month behind pace; intervention typically is new work pace plan.

BP2 means two months behind pace; intervention is typically a new work pace plan and directed teacher contact.

BP3 means three months behind pace; course reduction or withdrawal from iA.

BP4 means complete withdrawal from iA. Students withdrawn from iA at BP4 may not re-enroll until the following school year.

Email/Software
Agreements

Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If students cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.

Professional
Discretion

Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made after the course has started.

Objectives

Ale Course Objectives:

Ale Course Standards:

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

Ale Course Learning Requirements:

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.

Ale Course Academic Goals:

Activities

Ale Course Learning Activities:

Evaluation

Ale Course Evaluation Methods:

MPR
(Monthly Progress Review)

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.

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.