

<b>Course Basics</b>			
<b>District Course Code:</b>	<b>Grade Level:</b>	<b>Credit Value:</b>	<b>NCAA Approved:</b>
SS1510	5th	.5 or N/A	YES or N/A
<b>State Course Code:</b>	<b>Course Length:</b>	<b>Course Time:</b>	<b>FWPS Standards (link)</b>
WA0007	36 Academic Weeks (Yearlong Course)	67 Minutes per day OR 5 hours 33 minutes each week	<a href="#">5th Grade Social Studies Standards Link</a>
<b>Prerequisites:</b>			
<b>Required Materials:</b> 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)			
<b>Course Description:</b> 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.			

<b>Instructor Information</b>	
<b>Name:</b> Valerie Munoz	<b>Email:</b> <a href="mailto:vmunoz@fwps.org">vmunoz@fwps.org</a>
<b>Phone:</b> (971) 813-4314	<b>Virtual Sessions:</b> Tuesdays 2 PM

<b>Expected Learning Outcomes</b>	
<b>In this course, students will</b>	<ul style="list-style-type: none"> <li>● understand the key ideals of liberty and patriotism as found in the Declaration of Independence, U.S. Constitution, and other fundamental documents.</li> <li>● understand the organization of the U.S. Government.</li> <li>● understand the function of the U.S. Government.</li> <li>● analyze costs and benefits of decisions colonists made to meet their needs and wants.</li> <li>● construct and use maps to show and analyze information about European settlement in the Americas.</li> <li>● understand and analyze the impacts of the Europeans colonists' movement to the Americas on the land and the indigenous peoples.</li> <li>● understand and create timelines to show how historical events are caused by other important events.</li> <li>● analyze how people from various cultural groups have shaped the history of the U.S.</li> <li>● analyze the multiple perspectives and interpretations of historical events</li> </ul>

	<p>in U.S. history.</p> <ul style="list-style-type: none"> <li>• understand the purpose of documents and the concepts used in them.</li> <li>• understand how essential questions define the significance of researching an issue or event.</li> <li>• research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</li> <li>• prepare a list of resources, including the title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically.</li> </ul>
<b>Standards Alignment</b>	See Course Learning Plan Contract (LPC)
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Class Success Assessments: quizzes and discussions that help students show their knowledge of class routines, completion of work in the online textbook, and allow for interaction between classmates</li> <li>• Formative Assessments: All work in the online textbook (Odyssey) is formative. One or more of the activities in the unit in iA Campus will be formative and will not count towards the final grade, though necessary for the learning process.</li> <li>• Summative Assessments: quizzes to assess higher level applications of math concepts such a story problems and performance tasks. Students will be asked to show their work in writing, pictures, or videos.</li> </ul>
<b>Grading Methods</b>	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).
<b>Grading Scale</b>	<p>Excelling – EX - 100%-90%</p> <p>Meeting – ME - 89%-70%</p> <p>Approaching - AP- 69%-60%</p> <p>Beginning – BE - 0%-59%</p>

<b>Student Expectations</b>	
<b>Weekly Work Completion</b>	Students will submit original work in all classes each week.
<b>Original Work Submissions</b>	Students will only submit their original work. If a student uses outside sources in the creation of their original work, citations <i>must</i> be present in the format requested by their teacher.
<b>Weekly Communication</b>	Students will communicate weekly with their teachers regarding their academic progress.
<b>Functioning Technology/ Required Materials</b>	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)**

Washington State law requires students make Weekly Academic Contact (WAC). WAC is any type of contact or communication students have with teachers that is academic in nature. Students have a variety of ways to meet this requirement. They include: replying to iA Connect teacher's contact request (email/quiz); submitting an assignment; emailing teachers about class in iA Campus or Synergy; attending a virtual session or teacher's online office hours; sending your teacher a school related text message (if available); meeting a teacher or administrator on campus, in person. Students must contact iA connect teachers each week with an attendance check-in. Additionally, class teachers expect weekly assessment submissions.

Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days:

After 10-15 days without WAC, iA Connect teacher checks with class teachers to see whether WAC has been made in at least one class. If WAC has been made, 'clock' resets. If no WAC has been made, iA Connect teacher will send student and family a warning email and will call home. If no WAC by 20 days, iA Connect teacher checks to see one last time with class teachers. If there's been nothing, Admin will withdraw student; student may not re-enroll until the following school year.

### **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

	<p>not sufficient.</p> <p>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.</p> <p>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 (see below for greater detail).  BP4 means complete withdrawal from iA (see below for greater detail). Students withdrawn from iA at BP4 may not re-enroll until the following school year.</p>
<b>Email/Software Agreements</b>	<p>Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If the student cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.</p>
<b>Professional Discretion</b>	<p>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.</p>