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Cobb County School District

Cobb Virtual School

**Third Grade Social Studies**

**The Paul Revere Experience**

**Instructor Information:**

Maggie Phillips

3rd Grade Teacher

Office: (678)555-5555

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E-mail: [MissPhillips@onlineclass.com](mailto:MissPhillips@onlineclass.com)

**Office Hours**: Monday-Friday 8:30-5:30

**Instructor Communication**:

You can e-mail the teacher anytime at the address above or you can send a message through Georgia View Vista. Responses to e-mails will usually come within 24 hours. That means, if you send a message at 10:00am on Monday, you will probably have a response by Tuesday at 10:00am. Remember, you can e-mail the teacher at any time. But, remember to be patient, just because you send the message does not mean that it will be seen immediately. If you have an urgent message, you can also call Miss Phillips. If you leave a message, your call will be returned as soon as possible, usually within 24 hours.

Optional online classes will be held via Wimba each Tuesday from 9:00am until 10:00am. Students and Individual Education Coaches are welcome to attend to gain more information, ask questions, or share learning. Additional Wimba or Skype sessions may be held if needed. Please request additional sessions by e-mailing Miss Phillips.

**Textbook Information**:

Because this is an online course, there is no assigned textbook to purchase. The text resources that will be utilized in this course are available through the Cobb Virtual School and can be found on Georgia View Vista. It is recommended that students read Jean Fritz’ *And Then What Happened, Paul Revere?* during this course. This is an optional text, but will enhance and expand student learning. The book can be found at local libraries as well as through online book retailers.

**Course/Unit Description**:

This four week online course was develped and designed to support student learning in third grade Social Studies. The course covers the life of historical figure, Paul Revere. One of the most signficant third grade Social Studies standards asks that students discuss the lives of historical figures that have expanded the rights and freedoms of Americans. There are nine individuals identified in this standard and Paul Revere is the first one introduced. After the successful completion of this course, students will have the prerequisite knowledge to progress to the next Social Studies online course through the Cobb Virtual School.

This course is designed to teach students about the life of Paul Revere, the historical context, as well as the impact that he made in America. Students will explore the time period and region in which he lived, his life, the challenges and obstacles he faced, and ultimately his historical influence. While there is significant content related to Paul Revere in this class, the course is designed to simultaneously stimulate student research, questioning, and construction of knowledge.

As one of the initial online learning courses for third grade students, the assignments and projects in this course are designed to help students as they begin the transition to online learning. The course begins with more structure and guidance and gradually builds more independence.

**Standards**:

* **SS3H2** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

a. **Paul Revere** (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

* **SS3G2** The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

a. Identify on a political map specific locations significant to the life and times of these historical figures.

b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.

**Learning Outcomes:**

* The student will describe five events in the life of Paul Revere.

(Evidence: TimeLiner Project, Blog, Audacity Voice Recording Task)

* The student will explain three key events of Paul Revere's Midnight Ride

(Evidence: Midnight Ride Journal Task, Discussion Post, Task Quiz, Reflection)

* The student will be able to explain the impact of Paul Revere's Midnight Ride

(Evidence: Midnight Ride Journal Task, Blog, Audio Recording, Quiz)

* The student will assemble information about Paul Revere's life and analyze the impact of his life in American History.

(Evidence: Paul Revere Facebook Project, Reflection, Reading Task)

**Unit Schedule:**

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| --- | --- | --- |
| **Week** | **Content** | **Projects/Tasks** |
| Week 1 | Introduction to Paul Revere: Historical context and background information | Colonial America Discussion post, Blog, and Readings |
| Week 2 | The life of Paul Revere (biographical study of life from childhood to adulthood) | TimeLiner Project, Audacity Audio Recording, Readings, Blog Entry |
| Week 3 | Exploring the Midnight Ride of Paul Revere (events, challenges, obstacles, impact, and significance) | Midnight Ride Journal Entry, Audio Summary, Quiz, Discussion Posting |
| Week 4 | The historical significance of Paul Revere and his actions (how Paul Revere helped expand the rights and freedoms of Americans) | Paul Revere Facebook page, Blog Post, Discussion Boards, and Quiz |

**Class Participation Requirements**:

Class participation in an online course is very much like participation in a traditional classroom. In fact, online classes require just as much participation as other classes. Course grade and performance are largely impacted by student participation. This course is designed to be taken as a part of several other courses during the semester. Students should spend approximately 5-7 hours each week on this course and the accompanying assignments.

Students are expected to engage in a variety of interaction with other students as well as with the instructor. Each week, students will write a blog entry and discussion post. Students are expected to respond to the blog and discussion posts of at least two other students each week. This frequent communication is assessed using the rubrics for the postings. To make this participation most effective, the communication needs to be done in a timely manner, as established in the Communication Guide.

Student learning is enhanced by increased participation. Students are strongly encouraged to facilitate communication with others, to attend online course sections, and to explore additional resources in Georgia View. Individual Education Coaches and parents should remind students of the importance of their participation in the course.

**Late Work Policy:**

All course work is expected to be completed and submitted by the due date. Because this is an online course, you are given extra time to complete each assignment and that time is reflected in the due dates. When planning for your assignments, remember that it is okay to work ahead and complete assignments/modules before they are due. This will allow you to get ahead on your course work and will help make sure you do not fall behind. Please contact Miss Phillips if your assignment will be turned in past the due date. For each day that the assignment is late, there will be a 10 point deduction from the grade. That means that if your assignment is turned in two days late, the highest grade you can earn is an 80. Late work will not be accepted more than two days late.

**Grading Policy:**

All submitted assignments for this course will be graded and returned within 5 school days of submission. Each assignment will be returned with a grade and with feedback or commentary to further support student learning. Within Georgia View, there is a grade book that will be kept updated with current scores and point totals.

The assignment breakdown is as follows:

* Performance Tasks/Projects 40%
* Blogs/Journal Entries- 20%
* Read and Respond Tasks- 15%
* Participation/Peer Responses- 15%
* Quizzes- 10%

Each assignment has an established point value. There are 300 possible points for this course.

* 270-300 Points = A
* 240-269 Points = B
* 210-239 Points = C
* 180-209 Points = D
* 179 and below = F

A “C” average for this course is required for passing. Parents and Instructional Coaches will be contacted if a student scores below a “C” on any submitted assigment. If you have any additional questions or concerns about the grading policy, please contact Miss Phillips.   
  
See Appendix A for sample assignment rubrics

**Online Testing**:

In this online course, there are a variety of assessments that will be used to evaluate student learning. On rare occasions, online tests may be administered to determine student understanding and mastery of the content. Despite the fact that these tests will be administered online, it is important to ensure that the tests accurately measure student learning. For these reasons, this course has several policies related to online testing:

* Students must be logged into Georgia View Vista using their personalized login information. Prior to beginning the assessment, they will answer a series of security questions (answers provided in account setup).
* During test administration, students are locked into the testing window. This means that no other online communication or browsing can occur while the testing window is open.
* Students should complete the online tests individually. The directions for the questions and response forum will be clear and easily understandable therefore, students will not need assistance in completion of assessment.
* Individualized Learning Coach should ensure integrity of the online test (per the Cobb Virtual School Parental Support Policy) by monitoring assessment completion.
* Online testing windows will be time monitored. Established time limits for assessment completion (example: 30 minutes) will be provided. Time limits will allow ample time for completion of questions but will limit excessive time usage.
* Reporting of the amount of time spent on each question will be reported to the instructor through the automated testing program.
* Questions will be short answer (no multiple choice will be used for online testing in this course) and will require students to relate content to personal experiences.

The purpose of an online test is to determine student understanding of a specific concept. To ensure that the student learning is maximized in this course, it is important to get an accurate picture of student understanding. For this reason, it is highly important that any online test administered is closely monitored by the Individualized Learning Coach. If you have any further questions about this, please contact Miss Phillips.

**Student Code of Conduct:**

Use of the internet and internet based resources is necessary for this course. Access to the internet and related resources must be used in an ethical, responsible, safe, and legal manner. We place the responsibility of teaching and monitoring of appropriate usage and access on the parents and academic coaches. Please review the following with your student:

* Good behavior is expected at all times: As in a traditional classroom, appropriate behavior is expected of students in an online classroom. This means that students should act in a way that contributes to and does not disrupt the learning environment.
* Appropriate language and communication: In ALL communication and interaction related to this course, the language should be appropriate. There will be no foul language or derogatory statements directed at any student or teacher. Furthermore, all interactions should be respectful and timely in nature.
* Appropriate usage: All resources provided in the coursework will be utilized as stated in the assignment description. There should be no unauthorized or inappropriate usage of the content or information. Additionally, all communication forums through Georgia View Vista should be used in appropriate manner.
* Academic honesty is expected at all times. At the Cobb Virtual School, we place a high level of importance on academic integrity. For more information, see section “Academic Honesty.”

**Academic Honesty:**

In this course, we take great pride in the originality and integrity of student work. We place a high priority on reviewing and monitoring student work to ensure that it does not contain copied or plagiarized content from other sources. Academic dishonesty includes all situations in which a student tries to submit or share the work of others as if were their own. This also includes instances in which students submit or share work or resources without giving appropriate credit to the original source. We recognize two forms of academic dishonesty:

* Cheating: knowingly and dishonestly violating a rule. An example of cheating in this online course might include sharing the answers to an assessment with another student. Cheating is a violation of the Student Code of Conduct and will result in immediate disciplinary action for all involved students.
* Plagiarism: submitting an assignment originated by another as one’s own work, without giving proper credit. An example of plagiarism in this course might include submitting a paper that was found online as original student work. Plagiarism is not only a violation of the Student Code of Conduct, it is considered a violation of the law.

(“Academic Integrity,” 2009)

All submitted work should be authentically original and any usage of additional resources should be appropriately cited. To ensure authenticity and integrity of student work, please discuss the following with your student:

* Students should only submit assignments that they have completed independently
* Students should not share their work with other students (unless otherwise stated directions require collaboration)
* Students should not share assessment (quiz, test, etc.) questions or answers with other students and should alert the instructor if they are supplied with assessment information
* Students should cite all sources used to complete an assignment
* Students should inform learning coach and instructor if they are aware of a cheating or plagiarism situation

If you are aware of a situation in which a student has violated the Academic Honesty Policies outlined by this course and the Cobb Virtual School, please contact the central office at (678)555-5555 to report the incident.

**Acceptable Use Policy:**

This course’s Acceptable Use Policy comes from Cobb County School District’s Administrative Rule IJNDB. The Cobb County School District (District) believes that technology and its utilization enhances the quality and delivery of education and is an important part of preparing children for life in the 21st century. The community of technology users must understand that the Internet is a global, fluid community, which remains largely unregulated. While it is an extremely valuable educational tool, there are sections that are not commensurate with community, school, or family standards. The District believes that the Internet’s advantages far outweigh its disadvantages and will provide an Internet filtering device which shall be used to block or filter access to inappropriate information and material on the Internet, in electronic mail or other forms of electronic communications. It should not be assumed that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications.

It is the policy of the Cobb County School District to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) educate minors about appropriate online behavior, including interacting with other individuals on social networks, websites, and in chat rooms and cyber bullying awareness and response; and (e) comply with the Children’s Internet Protection Act, the Neighborhood Children’s Protection Act and the Protecting Children in the 21st Century Act (collectively “CIPA”).

Additionally, the District considers access to the Internet and computer resources a privilege, not a right. Therefore, users violating the District’s Administrative Rules may be subject to revocation of these privileges and potential disciplinary action.

Please review the Acceptable Use Policy with your child. For further information about this policy, please contact Miss Phillips or visit <http://www.cobbk12.org/centraloffice/adminrules/I_Rules/Rule_IJNDB.pdf>

**Student Right to Privacy**:

The goal of the Cobb County School District (District) is that the academic, attendance, disciplinary and health records necessary for maintaining thorough and current information on each student in the District should be properly kept by principals, teachers, counselors and other designated personnel in compliance with the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

The Family Education Rights and Privacy Act, or FERPA is the law that protects the privacy of educational records. FERPA allows for authorized and meaningful access to educational records by specifically stated individuals, allows for the challenging of potentially inaccurate information, and prevents unauthorized access to these records. In this course, information on student performance, achievement, conduct, and attendance will solely be disclosed to educational personnel, parents, and/or guardians, as established under FERPA regulations.

Each child has a unique and identifiable username and password combination in which they obtain access to their online coursework. To protect the privacy and security of your child’s coursework as well as that of other online students, please do not disclose the username or password to any unauthorized users. If this information is compromised, please contact Miss Phillips immediately. Please discuss the importance of protecting this login information with your child.

The Cobb Virtual School does collect statistical data related to the users on the site. However, this data does not include any personally identifiable information. At no point, will any personal information or data be disclosed to third parties.

For more information on Student Right to Privacy, please visit <http://www.cobbk12.org/centraloffice/adminrules/J_Rules/Rule_JRA.pdf>

**Communication Guidelines**:

Communicating in an online class is often very different than communicating in a traditional classroom. With online courses, communication is vital to the learning of all students. For this reason, there is a Communication Guide for this course, written in kid-friendly terms. The Communication Guide explains the different types of online interactions included in this course as well as the expectations for communication. In this course as well as in all courses within the Cobb Virtual School, communication is expected to be respectful and focused. Please review the [Communication Guide](file:///C:\Users\pm117269\Documents\Instructional%20Technology\7480%20Online%20Learning\Communication%20Guide.docx) for further information. If you have any further questions, please contact Miss Phillips.

**Technology Requirements and Support:**

Due to the nature of online courses, a variety of technology based resources are necessary for participation and completion. For this course, students will need access to a computer with high speed internet access. It is important that access to this computer be consistent and dependable as it is a gateway to student learning. Headphones with a microphone are also required as communication for multiple assignments will be done with audio recording software.

It is also important to note that, for this course, pop-up blockers need to be disabled. Many of the assessments and activities are only available in pop-up windows. In addition, please update Flash software (link available on the Cobb Virtual School website). This will allow a variety of multimedia resources to be viewed. Please see the Technical Support Services website if you need further assistance with these issues.

We do recognize that with any program involving technology, will have inherent issues. With the design and regulation of Georgia View Vista, it is hoped that technology issues are minimized. If you do have a technical issue, it is advised that you review the FAQ page of the Cobb Virtual School Tech Support website to address common concerns. In addition, the Cobb Virtual School has a team of Technical Suppor Strategists (TSS) available to help you troubleshoot problems and provide technical guidance. You can reach the TSS office by calling (678)555-5555 or by e-mailing [TechSupport@onlineclass.com](mailto:TechSupport@onlineclass.com). The TSS support is available Monday through Saturday from 7:00am until 7:00pm.

**Copyright Statement:**

Copyright is a form of legal protection for documents written and/or created by an individual. This copyright protection prevents the original work from being copied, shared, distributed, performed, or displayed without permission. There are some restrictions for copyright policy, but in general, it is illegal to use the original work without expressed permission. In an online learning community, it is important to remember that your work and the works of others are protected by copyright.

("Copyright kids," 2007)

For the purposes of this online course, we will apply the Cobb County School District’s Intellectual Property policy. The Cobb County School District (District) recognizes that the District and its employees and students strive to adhere to copyright, patent and other intellectual property laws of the United States and related court decisions.

The use of copyrighted materials is separately addressed in Administrative [Rule IJNDB](http://www.cobbk12.org/centraloffice/adminrules/I_Rules/Rule%20IJNDB.htm) (Use of Technology Resources in Instruction) and Administrative [Rule IFAB](http://www.cobbk12.org/centraloffice/adminrules/I_Rules/Rule%20IJK.htm) (Media Programs and Supplementary Materials Selection). Neither the Cobb County Board of Education nor the District shall assume responsibility for actions of District employees or students in violation of the above-mentioned laws.

RULE:

A. COPYRIGHT:  
    Under copyright law, any material prepared by an employee within the scope of his or  
    her employment is called a "work made for hire." For District employees, this means that  
    any materials an employee creates within the scope of employment at the District are  
    "works made for hire" and belong to the District, unless ownership is transferred by the  
    District to the employee in writing.

(“Intellectual Property,” 2006)

For more information about copyright policies and helping your child understand this concept, please visit [www.copyrightkids.org](http://www.copyrightkids.org).

**ADA Statement**:

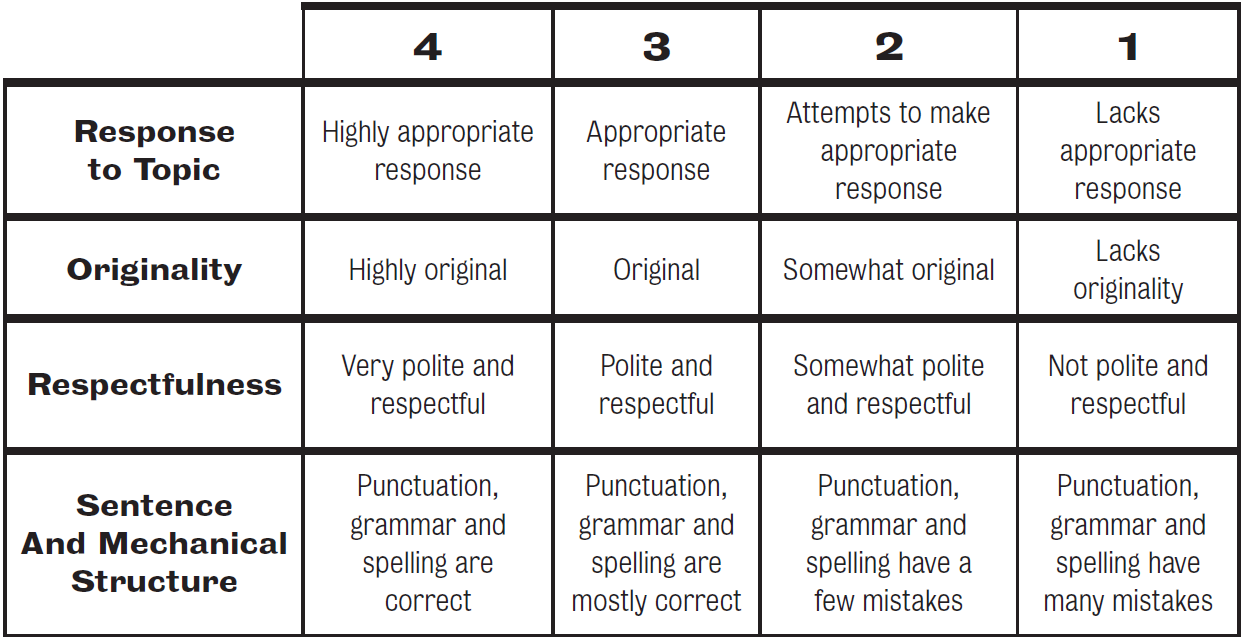
This course is designed to utilize a variety of instructional strategies to meet the needs of diverse learners. In this course, as well as all courses through the Cobb Virtual School, most modifications and accommodations outlined in a student’s Individualized Education Plan or 504 Plan can be provided. The instructor will work with the student’s Individual Learning Coach as well as with school administrators to determine how to best meet the needs of each student with an IEP or 504 Plan. We will make every attempt to meet the needs of all learners.

This course is, as are all courses in the Cobb Virtual School, designed and aligned with principles of Universal Design. This increases and enhances the information delivery and communication to promote the learning of diverse students. If you have any questions about Universal Design of this course, please contact the instructor.

Many other additional support services are available to students with disabilities within the Cobb Virtual School. For more information about these programs or to have a specific question answered, please contact Student Support Services at (678)555-5555.

Appendix A: Grading Rubrics

All Blogs will be evaluated using this rubric:



The Online Discussion Rubric can be found at <http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>

The Research Rubric can be found at <http://www2.uwstout.edu/content/profdev/rubrics/elemresearchrubric.html>

**References**:

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